



Australian Government

BSBCRT511 Develop critical thinking in others

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to develop critical and creative thinking skills in others within a workplace context.

The unit applies to individuals who are developing and coaching others, for whom critical thinking skills (including analysis, synthesis, and evaluation) are an important part of their job roles. This unit applies to individuals who are typically responsible for leading teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Assess individual and team critical and creative thinking skills	1.1 Research models of critical and creative thinking 1.2 Develop questions to identify individual and team knowledge gaps 1.3 Facilitate formal and informal learning opportunities for addressing identified gaps 1.4 Articulate key features of critical and creative thinking concepts to relevant personnel
2. Establish an environment that encourages the application of critical and creative thinking	2.1 Analyse current organisational systems to identify gaps or barriers to critical thinking 2.2 Develop processes that create a safe environment for critical and creative thinking approaches 2.3 Facilitate opportunities for team members to apply critical

ELEMENT	PERFORMANCE CRITERIA
	thinking skills to workplace problems 2.4 Provide feedback to team members on performance of tasks
3. Monitor and improve thinking practices	3.1 Collect and analyse feedback from individuals and teams on critical and creative thinking opportunities 3.2 Identify additional support required for teams and individuals 3.3 Develop recommendations for improvements in future learning arrangements according to relevant legislation and organisation policies

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	- Transfers skills and knowledge to a variety of team development contexts - Evaluates own performance and outcomes of learning processes to identify opportunities for improvement
Oral communication	- Identifies and articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment - Participates in a verbal exchange of ideas and elicits the views and opinions of others by listening and questioning
Reading	Researches, analyses and evaluates textual information, from a wide range of sources, to identify information relevant to systems that support critical thinking and learning
Writing	Develops complex strategies using language and format appropriate to the audience and purpose
Teamwork	- Looks for ways of establishing connections and building genuine understanding with a diverse range of people - Uses inclusive and collaborative techniques to negotiate, influence and elicit the views and opinions of a wide range of stakeholders
Initiative and enterprise	Identifies implications of legal and regulatory responsibilities on own work
Planning and organising	Accepts responsibility for planning and implementing systems and strategies to achieve organisational goals, negotiating key aspects with others

Skill	Description
	Adheres to implicit and explicit organisational policies and procedures, seeking advice from others if necessary

Unit Mapping Information

Supersedes and is equivalent to BSBCRT502 Develop critical thinking in others.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT511 Develop critical thinking in others

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- develop an environment for an organisation or work area that supports the application of critical and creative thinking methods.

In the course of the above, the candidate must:

- identify critical and creative thinking concepts and approaches, and their application to a workplace context
- facilitate relevant learning opportunities for others
- develop questions and prompt questioning to broaden knowledge and understanding of the team member cohort
- monitor team skill development to develop recommendations on future learning arrangements to be implemented in future planning.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- models of critical and creative thinking
- features of critical thinking concepts and approaches including analysis, synthesis, and evaluation
- existing workplace objectives, processes and resources
- characteristics of organisational learning environments and related learning systems
- legislative requirements relating to workplace procedures
- sources of reliable information relevant to workplace procedures
- features of industry best practice approach to instruction on critical and creative thinking methods
- leading a team and individuals to develop critical and creative thinking skills.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- organisational policies and procedures required for role.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

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