



**Australian Government**

# **BSBMGT401 Show leadership in the workplace**

**Release: 1**

# BSBMGT401 Show leadership in the workplace

## Modification History

| Release   | Comments                                                                             |
|-----------|--------------------------------------------------------------------------------------|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

It applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These managers have a strong influence on the work culture, values and ethics of the teams they supervise.

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

## Unit Sector

Management and Leadership – Management

## 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. Model high standards of management performance and behaviour | 1.1 Ensure management performance and behaviour meets the organisation's requirements<br>1.2 Ensure management performance and behaviour serves as a positive role model for others<br>1.3 Develop and implement performance plans in accordance with organisation's goals and objectives<br>1.4 Establish and use key performance indicators to meet organisation's goals and objectives |
| 2. Enhance organisation's                                       | 2.1 Use organisation's standards and values in conducting business                                                                                                                                                                                                                                                                                                                        |

| ELEMENT                    | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| image                      | <p>2.2 Question, through established communication channels, standards and values considered to be damaging to the organisation</p> <p>2.3 Ensure personal performance contributes to developing an organisation which has integrity and credibility</p>                                                                                                                                                                                                                                                                                                                                              |
| 3. Make informed decisions | <p>3.1 Gather and organise information relevant to the issue/s under consideration</p> <p>3.2 Facilitate individual's and team's active participation in decision-making processes</p> <p>3.3 Examine options and assess associated risks to determine preferred course/s of action</p> <p>3.4 Ensure decisions are timely and communicate them clearly to individuals and teams</p> <p>3.5 Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams</p> <p>3.6 Use feedback processes effectively to monitor the implementation and impact of decisions</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria                   | Description                                                                                                                                                                                                                         |
|--------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading            | 1.1, 1.3, 1.4, 2.1, 3.1, 3.3, 3.5, 3.6 | <ul style="list-style-type: none"> <li>Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making</li> </ul>                                                  |
| Writing            | 1.3, 1.4, 3.1, 3.3, 3.5, 3.6           | <ul style="list-style-type: none"> <li>Records and reports key information related to the organisational goals, standards and objectives</li> <li>Researches, plans and prepares documentation for relevant stakeholders</li> </ul> |
| Oral Communication | 1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6 | <ul style="list-style-type: none"> <li>Uses appropriate structure and language when developing performance plans, or when seeking and providing information about organisational goals and objectives</li> </ul>                    |
| Numeracy           | 1.4                                    | <ul style="list-style-type: none"> <li>Identifies and comprehends mathematical information in familiar texts to establish key performance</li> </ul>                                                                                |

|                            |                                             | indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 2.1, 2.3                | <ul style="list-style-type: none"> <li>Understands how own role meshes with others and contributes to broader work goals</li> <li>Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>                                                                                                                                                                                             |
| Interact with others       | 1.2, 1.3, 2.2, 2.3, 3.2, 3.4, 3.5, 3.6      | <ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes</li> <li>Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how</li> </ul>                                                                                                                                                          |
| Get the work done          | 1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | <ul style="list-style-type: none"> <li>Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals</li> <li>Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</li> <li>Evaluates effectiveness of decisions in terms of how well they meet stated goals</li> </ul> |

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

|                                                                        |                                                                                                                                                                |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation's standards and values must be identified by considering: | <ul style="list-style-type: none"> <li>explicitly stated values</li> <li>values that are implied by the way the organisation conducts its business.</li> </ul> |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments                      | Equivalence status |
|-----------------------------------|------------------------------------|-------------------------------|--------------------|
| BSBMGT401 Show leadership in the  | BSBMGT401A Show leadership in the  | Updated to meet Standards for | Equivalent unit    |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>   | <b>Equivalence status</b> |
|-------------------------------------------|--------------------------------------------|-------------------|---------------------------|
| workplace                                 | workplace                                  | Training Packages |                           |

## Links

Companion Volume implementation guides are found in VETNet -

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

# Assessment Requirements for BSBMGT401 Show leadership in the workplace

## Modification History

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## Performance Evidence

Evidence of the ability to:

- identify the organisation's standards and values, whether stated or implied by the way the organisation conducts its business
- evaluate own behaviour and performance against these and adjust to achieve required standards
- develop and implement performance plans and key performance indicators (KPIs) to meet organisation's goals and objectives
- use established communication channels to raise questions about standards and values that may be damaging to the organisation
- ensure own behaviour and performance contributes to the integrity and credibility of the organisation
- facilitate processes to make decisions that are based on:
  - relevant information
  - examination of options and associated risks
  - input from relevant people
- communicate about making and implementing decisions including:
  - facilitating agreement on the preferred course of action and implementation plans
  - monitoring and feedback on the implementation and impact of decisions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how to identify an organisation's standards and values when they are:
  - stated
  - implied

- articulate organisational values and expectations of behaviour
- explain basic theory of group behaviour
- outline the organisation's process for raising questions about standards and values
- give examples of behaviours and performance that would typically be considered damaging to an organisation
- explain concepts including:
  - organisational values
  - role modelling
  - integrity and credibility
  - leadership.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

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