

BSBLDR411

DEMONSTRATE LEADERSHIP IN THE WORKPLACE

THEORY EXAM

Participant name	
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FOR THE PARTICIPANT

Instructions

- You will complete written questions as outlined on the following pages. You must attempt all questions and provide enough detail in your responses to demonstrate your knowledge.
- It is anticipated that you should complete this assessment within two (2) hours, but additional time may be allowed upon negotiation with the Assessor.
- You must complete all questions unassisted by the Assessor or other personnel, but may refer to reference material as needed. All questions must be answered correctly for a 'Satisfactory' assessment outcome to be awarded.
- An oral examination may be allowed under certain circumstances, whereby your answers will be documented by another party.
- Any written responses that are incomplete, or not answered satisfactorily will need to be completed again after further training support.
- If you answer a question incorrectly but modify your response, put your initials next to the written change (or the Assessor must initial a verbal change).

Resources required

Pen

FOR THE ASSESSOR

Instructions

- Where oral examination has occurred, ensure that this is acknowledged in writing (e.g. FT001 and Assessor Comments)
- All questions must be satisfactorily demonstrated by the Participant for a Satisfactory determination (indicated by an Assessor tick to the right of the question).
- Assessors are to complete marking in pen of a different colour to the Participant.
- If the Participant verbally modifies their response, write in the modified response verbatim and put your initials next to the written change.

ASSESSOR COMMENTS

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

Q1. Discuss the evolution of leadership theories from the 'Great Man' theory to 'Transactional and Transformational theories.'

Answer

Should reflect a paragraph discussing: the 'great man and trait theories (1930s – 1940s) as leaders and born not made and demonstrate certain traits. Behavioural theory (1940s – 1950s) resulted in behavioural patterns being grouped together and named styles, demonstrating that leadership can be learned. Situational and contingent theories (1960's) suggest that effective leadership requires a balance between behaviour, needs and situation (context). Transactional and transformational theories (1990's) gave rise to approaches such as: the Lean strategy and agile methodology following a continuous improvement approach where leaders encourage, inspire and motivate followers.



Q2. Describe the 'Lean Strategy'.

Answer

Should reflect one (1) of: Lean is a business methodology that promotes the flow of value to the customer through two guiding tenets, continuous improvement and respect for people.

Lean is a philosophy and a discipline which increases access to information to ensure responsible decision making in the service of creating customer value.

Originally used in Manufacturing, lean strategies focus on producing more with less input. This method seeks to eliminate waste throughout the entire manufacturing process. dealing with minimising manufacturing costs through wise allocation of resources to achieve the best output.



Q3. Discuss the democratic leadership style.

Answer

Should reflect but is not limited to: A person using the democratic leadership style generally consults their team before making decisions. The final decision still belongs to the team leader who can evaluate input and select to most appropriate action from team member input. Team leaders decide how tasks will be addressed, and who will perform them, while never losing sight of the fact that they hold the responsibility for the task.

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Q4. Explain why the democratic leadership style is often the preferred style used by leaders.

Answer

Should reflect but is not limited to one (1) of: Leaders use this style as it helps to identify problems early and generally helps staff moral; Often leads to team members who are more satisfied with their job because this style allows for everyone to provide their opinions to be shared and this contributes to the feeling of being valued; By giving team members a chance to participate in decision-making, they feel appreciated within the company, which eventually increases their enthusiasm and productivity.

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Q5. Explain the difference between the Laissez-faire leadership style and the autocratic leadership style.

Answer

Should reflect but is not limited to: Laissez-faire is an approach where the leader delegates many decisions and requires staff to be responsible and committed to their work. In this approach the leader allows the team members to 'get on with it' often giving workers a sense of empowerment. The negative of this approach is that issues may be undetected for some time. As an opposite to laissez-faire is the autocratic approach where leaders take on a dictatorial style where a high level of monitoring and scrutiny are demonstrated. This approach can result in frustration or passive resistance from team members and although some workers prefer to be told (directed) exactly what they should do, this approach does need continual pressure and direction to ensure the tasks are completed to the leaders requirements. This method can be effective in high stress or crisis over a relatively short period of time.



Q6. Clarify and provide three examples of where your workplace states its values and behavioural standards, and explain how this is achieved.

Answer

Where workplace states its values and behaviour standard	How this is achieved
e.g. during induction	e.g. Provided to new employees as part of the induction kit where organisational charter, policies and procedures and how to locate these are documented
e.g. Policies	e.g. Outline organisational expectations for example drug and alcohol policies
e.g. Miscellaneous posters/memos/signage	e.g. Behavioural standards may be demonstrated in signage (e.g. entry signage) on memo boards or in posters in the break rooms



Q7. Describe and provide three (3) examples of how your workplace implies its values and behavioural standards

Answer

Where workplace implies its values and behaviour standards	How this is achieved
e.g. Safety first attitude	e.g. Presented during toolbox meetings and routine use of JSA's, JSEAs and Hazard and Risk analysis; safety promotions delivered at the site using posters, memos etc.
e.g. Values and behavioural standards	e.g. Shared using regular communication such as meetings, notices, newsletters. Standards are implied by modelling such as paying workers on time
e.g. Negative values and behaviours	e.g. Implied through poor communication, lack of resources, poorly maintained equipment, high staff turnaround



Q8. Discuss how leaders can ensure their performance behaviour meets the requirements of the organisation.

Answer

Should reflect a paragraph discussing a selection of understood organisational standards, values and goals; understand the need to build and actively maintain, trust-based relationships; understand the organisations culture, monitor and regularly self-assess own performance; objectively assess their own performance in terms of organisational need and in terms of match with the organisation's vision, policies, procedures, codes of practice/behaviour/ethics; be transparent, honest, open, reliable, consistent.



Q9. It is important that the personal values of employees match with those of the organisation. What are the consequences if this is not so?

Answer

Should reflect but is not limited to a paragraph discussing: If they do not, then it will be difficult for employees to support the organisation honestly and wholeheartedly; Conflicts might result in situations in which employees are unable to actively support verbally or by their actions, the organisations intentions. This can be disruptive and potentially destructive.

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Q10. Describe attitudes and work behaviours you display that contribute to the organisations integrity and credibility.

Answer

Should reflect but is not limited to a paragraph discussing any of: Walking the talk, integrity; doing what was promised; transparency and fairness when dealing with the team; being responsible; accountable; credible; consistent and reliable; being authentic, straightforward; being open, honest and direct when dealing with others; holding clear and uncompromised values; being committed and consistent; faith in convictions; matching behaviours to espoused values (congruence); being self-aware and self reflective.

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Q11. Discuss three (3) traits you would recognise in a credible leader.

Answer

1. Should reflect but is not limited to a paragraph discussing any of: Capable of being trusted or believed; Someone who can demonstrate knowing the job well; shows transparency and honesty at all times; is fair and trustworthy; is a good listener and communicator; can clearly explain to team members what is expected; leads by example; encourages others to be accountable and responsible for their actions; credible policies have a better chance of being successful.
 - 2.
 - 3.
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- Q12. Why is it important for you, as a leader in the workplace, to question standards and values portrayed either by the company you work for, or by others, that could be damaging to your organisations reputation? Discuss how you would go about raising your questions and who to.**

Answer

Should reflect but is not limited to a paragraph discussing: Poor standards and values that are inferior, unjust or corrupt can be a large risk to the organisation and its reputation. Any leader should question standards and values that demonstrate unsafe, unethical behaviour that may impact on workplace culture, reputation, staff retention and productivity. Questions could be raised verbally in a non-confrontational manner to promote open communication, with my supervisor over a coffee during a break. Depending on my supervisors response, I may be required to write a report on the standards/values observed and recommendations for improvement



- Q13. Explain three (3) ways that you support others at work (including your managers) to behave positively and appropriately and change negative workplace behaviours. Provide an example of your actions.**

Answer

How you support others towards positive behaviour	Example
e.g. Role-modelling	e.g. Model adherence to policies and procedures consistently including PPE, safety and attendance
e.g. Open and honest attitude	e.g. Ensure workers can come to me and discuss any issues before an incident or conflict may occur
e.g. Demonstrate compliance	e.g. Daily pre-start meeting where all are asked to participate and bring issues forward. I walk work area with the team before starting and confirm activities, compliance and expectations. Offer mentoring or additional training.



Q14. Discuss your understanding of performance management and developing a performance management plan.

Answer

Should reflect but is not limited to a paragraph discussing any of:



Performance management is an ongoing process of identifying, evaluating and developing the work performance of employees and teams. This ensures that teams and individuals perform tasks in a manner that meets organisations goals and objectives. Performance planning is the process where managers and staff define and agree on organisational goals and targets to be met by the individual or team, the key factors for monitoring of a particular task or role, the Key Performance Indicators for teams and individuals, and their relationship to organisational goals and targets.

Q15. Describe characteristics of an effective performance management plan and the purpose of KPI's.

Answer

Should reflect but is not limited to a paragraph discussing: Performance management plans and systems must be clearly understood by and agreed upon by all employees, structured in ways which act to support employees, designed to encourage motivation and meet employee needs, include Key Performance Indicators (KPIs) which are standards against which performance can be evaluated, to determine any gaps that need to be addressed. Provide effective processes to monitor, measure & evaluate performance.



Q16. Clarify key performance indicators you need to meet to achieve the organisation's (or your team's) goals and objectives.

Answer

Should reflect but is not limited to: KPIs will differ. KPIs could reflect submission of data or reports by certain timeframes to supervisor, maintenance of equipment, resource procurement, number of incidents/accidents, the number of working hours spent on different aspects of the works, the use of materials (e.g. the amount of pipe laid or concrete poured), the number of defects. The amount of waste generated and the amount of recycling variations.

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Q17. When holding a pre-start meeting, why is it important that leaders examine options for risk management put forward by team members?

Answer

Should reflect but is not limited to a paragraph discussing to model leadership behaviour; To apply inclusive behaviour, as part of the discussion to determine the preferred course of action, as part of the process to ensure decisions agreed by relevant individuals and teams are implemented into the plan. Options put forward may assist in risk management relating to any of: safety, finances/budget, weather or site conditions, reputation, procedures.

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Q18. Informed decisions are made when sourcing information from internal and external sources. Discuss three (3) procedures or policies you have used in the workplace and which relevant external source/s align to this.

Answer

Procedure/Policy	External source
e.g. SWMS	e.g. Aligned to WHS legislation
e.g. Instructions for installation of Termite management systems	e.g. Manufacturer instructions in accordance with AS3660
e.g. Recycling policy	e.g. Aligned to WHS and environmental protection legislation

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Q19. Identify and explain a variety (4-5) of sources leaders use to ensure they provide correct information as part of their facilitating and communicating processes.

Answer

Should reflect but is not limited to a paragraph explaining suitable sources and purposes for access such as: input from relevant (experienced/management) persons both internal and/or external to confirm currency, methodology; documented sources such as policies and procedures to confirm information aligns with workplace procedures;, operations manuals to ensure knowledge meets manufacturer recommendations, standards, best practice models to meet industry standards, historical data particularly when discussing past issues, on-line or paper copies such as newsletters, journals for industry perspective.



Q20. Describe feedback processes that can be applied when monitoring the implementation and impact of decisions made to work planning.

Answer

Should reflect but is not limited to a paragraph discussing formal or informal feedback received from internal or external sources, feedback made through observation and discussion or reports to management. One on one feedback (particularly if negative or constructive) should be provided in an appropriate environment away from others; Feedback should discuss specific actions or behaviours so that the feedback is clearly understood; Feedback should be provided as soon as possible after an action is observed; Appropriate feedback can contribute to the adaptation of work processes to the benefit of the project.



Q21. Provide an example of when you have modelled high standards of safety management performance/behaviour in front of other workers. Include in your response, the situation, what your actions were and how you ensured that actions met organisational requirements.

Answer

Should reflect but is not limited to example such as: During my time as team leader at XXXXX it was vital that I demonstrated all safety measures as required by the WHS Act and the company. I would hold daily pre-start meetings dressed in the required PPE and politely explain the safety and efficiency requirements for the day. I would ensure that every member of the team was using the required PPE before entering the site. During my explanation and sharing of job tasks within the team, I would emphasise the safety features and ask the team if they had any questions before start. I also worked with the team to complete JSA/JSEA/JHA before the begin of the task, including all workers in the task, seeking input and never belittling any suggestions.



Q22. Explain how you would manage a person in your team who you believed was intoxicated.

Answer

Should reflect but is not limited to examples such as: I would initially talk in terms of their approach to safety and general work performance. I would take them aside as this is a confidential discussion, and gently discuss their appearance, asking if there are any health concerns we should be aware of. I would present them with the workplace Code of Conduct to take away and ask the worker to leave the site to attend to their own wellbeing and to ensure they are well and able before returning back to work as their conduct does not meet organisation safety of code of conduct requirements



Q23. Describe an occasion you have been required to facilitate decision making processes with individuals and the team.

Answer

Should reflect but is not limited to an example such as: Leading the team during the development of a SWMS, leading a walk through with inspection of work area and completion of JSA/JSEA.

Note: attachment or copy of SWMS/JSA showing participant as lead with the team member signature is highly desired, alternatively, an in depth description of what was observed.

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Q24. Discuss mathematical information you need when establishing key performance indicator for the team/task.

Answer

Should reflect but is not limited to examples including reference to resource quantity requirements, time requirements, work scheduling

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Q25. Your job has been held up due to delays in material delivery, and you have just informed contractors and workers. What do you do with the feedback and how do you ensure that the feedback provided contributes to the decision-making process?

Answer

Should reflect but is not limited to: Feedback is acknowledged, documented, monitored and reported to management. All information taken from consultation is considered when implementing changes. Any changes are monitored to ensure delays are minimal and all resources, machinery and manpower are available.

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BSBLDR411

DEMONSTRATE LEADERSHIP IN THE WORKPLACE

PRACTICAL ASSESSMENT

Participant name	
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FOR THE PARTICIPANT

Instructions

- The tasks outlined on the following pages will require performance of normal workplace activities, as a result of a structured activity set by an observer in the workplace or a simulated activity set by your Assessor (Observer).
- The timeframe for these tasks will be established by your Assessor/Observer in consideration of location conditions and industry requirements.
- You must complete all tasks assisted by the Assessor or other personnel, unless the steps note this assistance.
- You must attempt all task (and itemised steps) for a 'Satisfactory' assessment outcome to be achieved.
 - For an observation conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.

FOR THE ASSESSOR/OBSERVER

Instructions

- The following observation record should be used to judge and record your observations of the Participant as they complete the task(s) set. You must record your observations of the Participant's performance.
 - For each occasion, indicate the task performed and whether it was a simulation or workplace-based task.
 - Any simulated assessment must ensure the Participant still performs under workplace conditions which reflect industry standards.
 - In the comments, provide clear detail regarding the task that the Participant was required to do (e.g. PPE used, materials handled, attachments connected, plant types).
- All steps must be satisfactorily demonstrated by the Participant for a 'Satisfactory' determination (indicated by an Assessor tick to the right of each itemised step, or an Observer tick to the right of each itemised step, and confirmation by an Assessor in the Assessor Comments).
 - Where you have determined that one or more task steps have not been satisfactorily demonstrated, provide the Participant with additional support and outline details of such assistance in the Assessor/Observer Comments. Allow the Participant two (2) further opportunities to demonstrate the task again to allow an opportunity for a 'Satisfactory' assessment outcome to be achieved.
 - If after three (3) attempts the Assessor determines that the Participant cannot demonstrate the required steps, a 'Not Satisfactory' outcome is to be determined.

TASK OUTCOME					
Task	Date	Task Type (Tick)	Location	Task outcome (Tick)	
				Satisfactory	Not Satisfactory
Task 1		☐ Workplace ☐ Simulation		☐	☐
Task 2		☐ Workplace ☐ Simulation		☐	☐

ASSESSOR COMMENTS: GENERAL

As necessary, outline:

- Details on reattempts, alternative arrangements or reasonable adjustments made.
- Where a Participant is deemed 'Not Satisfactory', provide recommendations for future training.

ASSESSOR COMMENTS: PRACTICAL TASK 1

☐ Individual student (as named on cover page)

☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]

Task	Provide detail
1.A. 1.B.	Specify qualities described that align with organisational policies and procedures: e.g. Timeliness, efficiency, honesty
1.D.	Specify leadership qualities described: e.g. Timeliness in duties and reporting; safety expectations; leadership qualities (guidance, meeting objectives, resource acquisition and checking, calculations when resourcing)
1.F.	Specify support offered: e.g. training, mentoring

ASSESSOR COMMENTS: PRACTICAL TASK 2

☐ Individual student (as named on cover page)

☐ Multiple students [☐ All from Attendance Report, ☐ Specific students involved – identify students]

Task	Details
2.D.	Specify qualities described e.g. Timeliness in duties and reporting; safety expectations; leadership qualities (guidance, meeting objectives, resource acquisition and checking, calculations when resourcing)
2.F.	Specify support offered: e.g. training, mentoring