

BSBLDR411

DEMONSTRATE LEADERSHIP IN THE WORKPLACE

ASSESSMENT SUMMARY

The assessment activities for *BSBLDR411 Demonstrate leadership in the workplace* cover all aspects of the unit of competency. For Apprentices/Trainees, this includes supervisor completion of the Apprentice/Trainee Record (ATR).

Participants must read all the information given before starting any assessment task. The assessment tasks are intended to be fair, flexible, valid and reliable. If a Participant has any questions or requires alternative arrangements to be made such requests should be directed to their Trainer/Assessor, who should note such arrangements in the 'Assessor Comments' on the affected assessment. If a Participant feels they are not yet ready to be assessed, they should discuss their options with their Trainer/Assessor.

To satisfactorily complete the assessment, the Participant is required to answer all questions correctly and demonstrate their skills to industry standards. If a Participant does not answer all questions or perform all tasks, they will be deemed 'Not Satisfactory' for the task and 'Not Yet Competent' for the unit of competency.

The Trainer/Assessor can provide the Participant with additional information on interpreting the assessment outcomes and guide the Participant's options. If a Participant is still deemed 'Not Satisfactory' they will have the opportunity to undertake a supplementary assessment or appeal the result as per the process in the Student Handbook.

By signing below, the Participant acknowledges:

- They understand the assessment instructions and requirements, and consent to being assessed.
- The work submitted is to be their own work – with the work of/with others needing to be clearly acknowledged and documented.
- They consent to any photo/video recording of their work that occurs during assessment.

Participant name	Adrian Johanson
Participant signature	

Pre-requisite unit(s) to be achieved and authenticated prior to undertaking assessment
☒ Not applicable

Task	Date completed	Assessment Results	
Theory Exam	Select Date.	☐ Satisfactory	☐ Not Satisfactory
Practical Assessment	Select Date.	☐ Satisfactory	☐ Not Satisfactory
Outcome for BSBLDR411	Select Date.	☐ Competent	☐ Not Yet Competent

Evidence requirements checklist (ticked by assessor and evidence supplied to RTO)	
☐ Theory Exam	☐ Practical Assessment

Assessor name	
Assessor signature	

BSBLDR411

DEMONSTRATE LEADERSHIP IN THE WORKPLACE

THEORY EXAM

Participant name	Adrian Johanson
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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 questions 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 The evolution of leadership from early great man theory that upholds the belief that leaders are born & not made, can be understood quite well in military history well. When we think of some of the great disasters of WWI, when leaders came more out of who you were instead of how well you performed. This may have led to a change in thought processes about this, with a need to train more leaders, observing people under pressure, rising to lead in different situations. This would more than likely lead to a change & greater emphasis on personality traits, training & developing leadership skills. Then as these theories evolved & focuses started to emphasise the need to be able to assess the situation & decide what might be the best style suited to each situation. Around this time, it was recognised that leaders needed to be able to react to rapid change in both technology & have an increased global awareness.



Q2. Describe the 'Lean Strategy'.

Answer The two guiding tenets of the Lean Strategy is; Continuous improvement & respect of people, clients & machinery. Jim Benson defines Lean Methodology this way – Lean is a philosophy & discipline which increases the access of information to enhance decision making to ensure greater customer value, focusing on better production with less inputs, resulting in better outcomes for business & customers. This strategy has a high focus on climatic waste, resulting in lower costs & higher profits..



Q3. Discuss the democratic leadership style.

Answer A democratic leader engages with team members in their decision making, while still having overall control of processes & projects. This engages team members to take ownership of projects & feeling part of the process and ultimately part of a team.



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

Answer This leadership style encourages team members to feel that their input & ideas are of value to the company or project, thus improving morale and team cohesion. It assists in knitting team members together, allowing them to work together to achieve greater results for both team members, clients & companies.



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

Answer

The hands-off approach of the Laissez-faire leadership style differs from the autocratic style. It can be effective if team members take ownership of tasks assigned to them. This can also be a beneficial leadership style if team members rise to the challenge with a clear vision of what the desired outcomes are, however, if people drop to the lowest common denominator, this can have a detrimental effect to both the process & the project. An autocratic leadership style is one that has total control over all aspects of any project. This often results in team members not feeling valued & resisting what is required from them & in some cases breaking a cohesive work environment & dragging others down to their level instead of lifting productivity. This can lead to lower productivity & a non-cohesive work environment.



Q6. Clarify and provide three (3) 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
Site Office	Values & behavioural standards are displayed & monitored against codes of conduct/organisation vision & ethics
Workshop	Monitoring & understanding performance in terms of organisational needs
Smoko Room	Being transparent, honest & open especially when trusted employees mix with newer team members



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

Answer

Where workplace implies its values and behaviour standard	How this is achieved
Through interaction with management	Through being an example to fellow workers
Through interactions with clients	A clear understanding of what is expected & acceptable behaviour towards clients
Through interactions with other team members	Building good relations between team members helps to achieve good values & behavioural standards.



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

Answer

By having a timely review of each team member performance & ensuring that their behaviour aligns with the values of the organisation.



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 The consequences of team members personal values that don't align with the organisation are that disunity & offense may occur in the workplace or towards a client. The team member would need to be made aware of how this may be improved.



Q10. Describe attitudes and work behaviours you display that contribute to the organisation's integrity and credibility.

Answer Having a good relationship with all team members
At all times displaying honest & ethical behaviour
Displays strength of character & encourages the same in others
By acting as a mentor & or coach
Always striving to improve themselves & others
Having a good sense of humour & know how to laugh at yourself
Are reliable & do what they say



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

Answer

1. Someone who leads by example & is a good guide
2. Someone who is transparent & honest at all times
3. Someone who challenges others to do better



- Q12. Why is it important for you, as a leader in your workplace, to question standards and values portrayed either by the company you work for, or by others, that could be damaging to your organisation's reputation? Discuss how you would go about raising your questions and who to.**

Answer

Having a staff meeting to discuss the problems & consequences of missing key standards & values held tightly by the organisation or business. To discuss & explore the dangers to either personal & organisational reputations.



- 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
Firstly lead by example in a professional manner	Come alongside team members to help solve any issues
Focusses on a solution, not a problem	Encourage team members to seek out positive outcomes
Determine issues as they arise	Identify what may be stopping issues from being resolved



Q14. Explain how 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

By being positive in stressful situations, encouraging others to always strive to do the best they can when things go wrong & not sweeping issues under the carpet, by addressing behaviours so that the workplace doesn't become toxic.



We have in the past had to remove an employee to another area of our business as he was inappropriate & had toxic attitudes & tenancies towards work colleagues. He was affecting the morale of the vast majority of the working crew. As soon as this was done the tensions were lowered & attitudes improved, so much so that productivity was higher, even with one less team member on the ground working.

Q15. Discuss your understanding of performance management and developing a performance management plan.

Answer

Performance management is all about bringing together team members, their strengths & knowledge to work harmoniously, to achieve the best outcomes for clients & the business. By observing team members, identifying their strengths & personalities & the ability to come together to achieve the best outcomes for all involved. This also develops ownership for team members when they can see good outcomes & results.



Q16. Describe characteristics of an effective performance management plan and the purpose of KPI's.

Answer All team members should have a clear vision & commitment to achieving the goal at hand. Also, have a clear understanding of how to reach the goal at hand & an how to go about achieving this. Team members need to perform their tasks on time & with an acceptable quality level, so that other team members can reach their goals also.



Q17. Clarify key performance indicators you need to meet to achieve the organisation's (or your team's) goals and objectives.

Answer Gantt Charts are an essential tool to give a clear understanding of timeline goals & objectives. Team leaders can clearly see what their team needs to achieve to keep the project on track & also to help other members of the team meet their own time frames, thus ensuring the project is not held up unnecessarily & therefore helping to avoid extra costs.



Q18. When holding a pre-start meeting, why is it important that leaders examine options for risk management put forward by team members?

Answer

For instance, one team member can often identify risks before others, as they are at the cold face, so to speak. Also, it builds trust between team members, knowing that they are looking out for each other's best interests, involvement in the decision process assists in bringing ownership to required tasks along with risk management, engaging team members & giving them a sense of value. By everyone being present each person has a very clear picture of what is expected of them for the day and strategies required to achieve this.



Q19. 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
Safety Process Eg. JSA & SWMS	Relevant legislation
Quality Manual	Relevant industry standards
ITP Inspection Test Plans	Australian standards Codes of practices Industry bodies



Q20. Identify and explain a variety (4-5) sources leaders use to ensure they provide correct information as part of their facilitating and communicating processes.

Answer Australian Standards
Codes of Practice
Stakeholder Reports
Legislative & Regulatory Requirements



Q21. Describe feedback processes that can be applied when monitoring the implementation and impact of decisions made to work planning.

Answer Feedback is essential when implementing a work plan. Asking for team members feedback helps in formulating an effective work plan.



Asking for feedback can assist in monitoring processes by identifying dangers or problems before they create issues. Meetings, like Toolbox Meetings are essential to the daily work planning, as it alerts team members to implementing management processes to deal with problems.

The following questions are to be verbally answered to the assessor.

- Q22. 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 A recent example is while using electrical tools, a piece of steel was dropped onto an electrical lead. (The cord was damaged) When informed of what had happened and after making sure of the safety of all team members, a stop work meeting was called & all were informed of what had happened. The damaged cord was taken out of service & a safety brief was undertaken. An incident report was raised & discussed with all present. A reinforcement of our safety procedures and policy was undertaken. The importance of following safety processes & requirements were reiterated.



- Q23. Explain how you would manage a person in your team who you believed was intoxicated.**

Answer First assess if he is a danger to himself or others.
Ask them to accompany me to the crib room or office (which ever is more appropriate at the time)
Calmly engage with them to ascertain if they are in fact intoxicated. At the same time explaining that it would be in their best interests & also the interests of their work colleagues that they shouldn't be at work. Find them a safe & legal way of transporting them home.



Q24. Provide the assessor with evidence of facilitating individuals and the team to participate in the decision making process.

Answer The use of our Toolbox Meetings with all those involved in that process.
The creation of SWMS – these show the involvement of all concerned.
The creation of a JSA (Job Safety Analysis)



Q25. Discuss mathematical information you need when establishing key performance indicators for the team/task.

Answer Time frames are so important. I.e. How many hours a task will take to perform.

Monetary values, placing a dollar value on any given tasks, so that budgeting constraints are not overrun.



Q26. 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 Revisit procurement process & procedures to understand what went wrong & try to streamline that area. Helping everyone understand that these delays have cost other people money, as well as costing the company time and money also.



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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 unassisted by the Assessor or other personnel, unless the steps note this assistance. - You must attempt all tasks (and itemised steps) for a 'Satisfactory' assessment outcome to be awarded. - For any 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	Select Date.	☐ Workplace ☐ Simulation		☐	☐
Task 2	Select Date.	☐ 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.B.	Specify qualities described that align with organisational policies and procedures:
1.D.	Specify leadership qualities described:
1.F.	Specify support offered:

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
2.F.	Specify support offered:

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DEMONSTRATE LEADERSHIP IN THE WORKPLACE

Practical Task 1

Description of task:

The participant is required to complete the following Performance Plan OR workplace performance plan for a team member including:

- establishing KPIs that align performance to organisational objectives.

Once developed, the participant must demonstrate implementing the plan including:

- demonstration of positive management performance that meets organisational policies & procedures
- aligning own performance with organisations standards and values
- recognising issues to be resolved and gathering information to resolve issue
- involving individual and feedback in decision-making and risk assessment processes
- evaluating the effectiveness of decisions in terms of how well they meet stated goals

Tasks are at the Assessor's Discretion, but detail of tasks undertaken must be recorded in the Assessor's Comments (on the back of the Practical Assessment cover page).

Resources required:

Workplace Charter, Code of Conduct or Induction document to access Workplace Standards and Values.

When completing the task, did the Participant:	Tick if satisfactorily completed. Provide comments if left unticked.
1.A. Locate and explain the organisations requirements for management performance.	☐
1.B. Describe the organisational qualities required for positive management performance.	☐
1.C. Locate and clarify organisation's standards and values.	☐
1.D. Describe organisations expectations related to leadership qualities and how own performance meets these expectations.	☐
1.E. Determine and document individuals KPIs to enable individual to better meet organisational values.	☐
1.F. Gather and organise information to support individual in achieving KPIs.	☐
1.G. Discuss potential plan with individual, make adjustments as relevant following discussion.	☐
1.H. Encourage individual to participate in discussion and agreement of how KPIs are to be achieved and timeframe for achievement. (evidenced by signatures)	☐
1.I. Check in with individual during implementation to determine effectiveness of actions.	☐
1.J. Undertake self-assessment of behaviour and make adjustments as required to meet organisational standards and values.	☐
1.K. Behave in a manner that contributes to the integrity and credibility of the organisation.	☐
1.L. Speak with individuals team member to confirm that individual is achieving KPIs.	☐
1.M. Develop and implement a performance plan for an individual.	☐
1.N. Include key performance indicators in plan that meet organisation's business objectives.	☐

Individual Performance Plan template

Name of Employee:			
Performance Period:			
Job Title:			
Supervisor / Manager Name:			
Date:	Select Date.		
Key Result Area:			
Organisational Objective:			
Key Performance Indicator:			Review Date: Select Date.
Key Result Area:			
Organisational Objective:			
Key Performance Indicator:			Review Date: Select Date.
Key Result Area:			
Organisational Objective:			
Key Performance Indicator:			Review Date: Select Date.
This plan will be implemented by the following actions: • • •			
Agreed and signed: Employee: Supervisor:			Date: Select Date.

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DEMONSTRATE LEADERSHIP IN THE WORKPLACE

Practical Task 2

Description of task:

The participant is required to complete the following Performance Plan OR workplace performance plan for a team including:

- establishing KPIs that align performance to organisational objectives

Once developed, the participant must demonstrate implementing the plan including:

- demonstration of positive management performance that meets organisational policies & procedures
- aligning own performance with organisations standards and values
- recognising issues to be resolved and gathering information to resolve issue
- involving team members and feedback in decision-making and risk assessment processes
- demonstrating understanding of mathematical information relating to quantities and time
- evaluating the effectiveness of decisions in terms of how well they meet stated goals

Tasks are at the Assessor's Discretion, but detail of tasks undertaken must be recorded in the Assessor's Comments (on the back of the Practical Assessment cover page).

Resources required:

Documents to access Workplace Standards and Values.

When completing the task, did the Participant:	Tick if satisfactorily completed. Provide comments if left unticked.
2.A. Locate and explain the organisations requirements for management performance.	☐
2.B. Describe the organisational qualities required for positive management performance.	☐
2.C. Locate and clarify organisation's standards and values.	☐
2.D. Describe organisations expectations related to leadership qualities and how own performance meets these expectations.	☐
2.E. Determine and document objectives for team improvement to better meet organisational values and requirements.	☐
2.F. Gather and organise information to support team in achieving objectives.	☐
2.G. Calculate experience and capability of team members related to action plan and objectives.	☐
2.H. Discuss potential plan with team members, make adjustments as relevant and achieve agreement to proceed.	☐
2.I. Assign employee/s to components of action plan.	☐
2.J. Check in with team members during implementation of action plan to gauge effectiveness of actions.	☐
2.K. Comply with organisational standards and values during interaction, planning and implementation of plan.	☐
2.L. Behave in a manner that contributes to the integrity and credibility of the organisation.	☐
2.M. Develop and implement a performance plan for the team.	☐
2.N. Include key performance indicators/ objectives in plan that meet organisation's business objectives.	☐

Team Performance Plan template

Start date	Select Date.			
End date	Select Date.			
Vision/ Aim of the performance plan				
Objectives for team improvement				
Objective	Employee/s	Start date	End date	
1.		Select Date.	Select Date.	
2.		Select Date.	Select Date.	
Reviewing and Assessment method (how will you track the plan's implementation, the team's progress: through team meetings, reports, etc.)				
				Review Date: Select Date.
Additional support (is there any additional support needed to reach the desired goals: courses, classes, resources?)				
Expected outcome (supervisor's expectations on the outcome based on the data)				
Outcome if goals and objectives are not reached (identify the consequences and further steps if the team fails to satisfy the standards set by the performance plan)				
Agreed and signed				Date:
Employees:				Select Date.
Supervisor:				



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PERFORMANCE IMPROVEMENT PLAN (PIP)

IMPORTANT: This document has been prepared as a tool to assist Johanson Earthmoving & Construction with performance deficiencies, giving the employee the opportunity to succeed. It may be used to address failures to meet specific job goals or to ameliorate behaviour-related concerns. While due care has been taken in preparing this document, no responsibility is accepted by the author for the accuracy or suitability of the information contained. All liability is expressly disclaimed for any loss or damage which may arise from any person relying on, using or acting on any information contained therein.

A performance improvement plan (PIP) is designed to identify and work through current performance issues whereby significant improvement is required. This plan clearly outlines the specific areas of concern, helps to clarify expectations, as well as notes the expected outcomes if the performance benchmarks are or are not met. If the desired outcomes are not met, action in accordance with company policy will be taken.

Name of employee:	
Name of nominated support person: (if applicable)	
Name of manager:	
Plan start date:	
Interim review:	(typically the halfway mark)
Plan end date:	(typically 6-8 weeks from start date)

Required outcomes & areas for improvement	Strategies to achieve improvement	Support provided to help with performance
Area for improvement #1 Clearly state an area the employee needs to significantly improve on. Ensure it's specific, measurable & realistic. Eg. Reply to 30 customers emails per day before 11am.	Clearly outline how the employee will meet & achieve the necessary outcome. Eg. Arrive to work at 8.30am & focus on completing customers emails before the delivery truck arrives for pick-ups at 11am	Clearly outline how you will provide support to your employee so they can meet the desired outcome. Eg. Your manager will provide additional training & run through how to effectively filter & respond to emails.
Area for improvement #2		
Area for improvement #3		
Area for improvement #4		

Consequences if the performance objectives are not met:

Describe the consequences if the performance objectives are not met by the plan end date. This may take the form of disciplinary action or another consequence in line with your company policy.

Additional comments/notes:

Employee name: _____

Employee signature: _____

Manager name: _____

Manager signature: _____



SERVICING STANTHORPE & SURROUNDING DISTRICTS