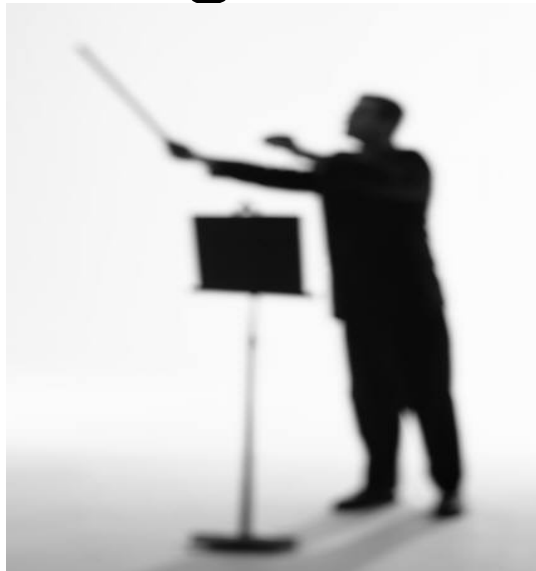


# Candidate Resource and Assessment

**BSBMGT605B**

## Provide Leadership Across the Organisation



**Whether as an individual, or as part of a group, real progress depends on entering whole-heartedly into the process and being motivated to make you a more deeply satisfied human being.**

*Focusing on your training needs*



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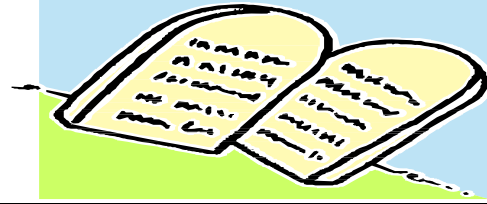
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"You're either part of the solution or part of the problem".

Eldridge Cleaver

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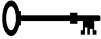
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## Focus on

### Your Area of Influence

Use considered risk taking in your 'grey' area

## And others will follow you!

<b>Legend</b>	This course is divided into several sections of learning. Each section begins with the title of the element of the unit being taught, a quotation and a graphic related to content across the top of the page.
	This symbol indicates the beginning of new content. The bold title matches the content of the competency and they will help you to find the section to reference for your assessment activities.
	<b>Activity:</b> Whenever you see this symbol, there is an activity to carry out which has been designed to help reinforce the learning about the topic and take some action.
	This symbol is used at the end of a section to indicate the summary key points of the previous section.

## Qualification Pathways



**A goal without a plan is just a wish.**

**Antoine de Saint-Exupery**

### Qualification Pathways

This unit of competency is provided to meet the requirements of BSB07 Business Services Training Package although can be used in a range of different qualifications. The BSB07 Business Services Training Package does not state how a qualification is to be achieved. Rather, Registered Training Organisations are required to use the qualification rules to ensure the needs of the learner and business customer are met. This is to be achieved through the development of effective learning programs delivered in an order which meets the stated needs of nominated candidates and business customers.

### Qualification Rules

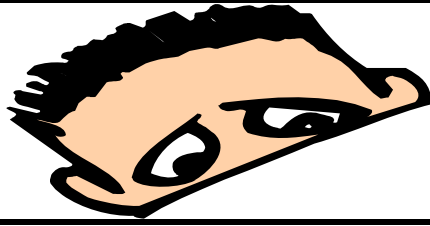
Qualification requirements include core and elective units. The unit mix is determined by specific unit of competency requirements which are stated in the qualification description. Registered Training Organisations then work with learners and business customers to select elective units relevant to the work outcome, local industry requirements and the qualification level.

All vocational education qualifications must lead to a work outcome. BSB07 Business Services Training Package qualifications allows for Registered Training Organisations (RTOs) to vary programmes to meet:

- Specific needs of a business or group of businesses.
- Skill needs of a locality or a particular industry application of business skills.
- Maximum employability of a group of students or an individual.

When packaging a qualification elective units are to be selected from an equivalent level qualification unless otherwise stated.

## Introduction



**"If learning comes through experience, it follows that the more one participates in guided experiences, the more one learns. Therefore venturing into uncharted waters - and experiencing the failures that may occur - is an important part of organisational learning."**

**Gould, DiBella, Nevis**

### Introduction

This unit of competency is about being able to provide leadership in your workplace. It will help you with the skills you need to demonstrate competency for the unit *BSBMGT605B Provide leadership across the organisation*. This is one of the units that make up the Certificates in Business.

This manual is broken up into four distinct sections. They are:

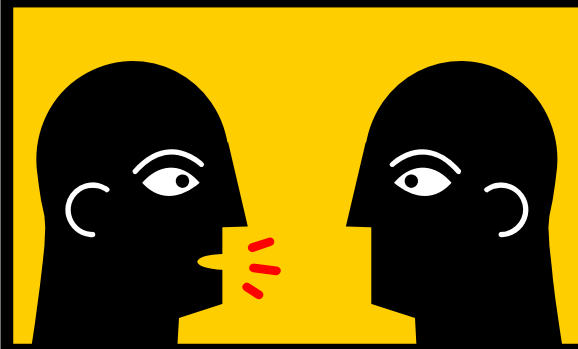
1. **Communicate Organisational Mission and Goals.**
2. **Influence Groups and Individuals.**
3. **Build and Support Teams.**
4. **Demonstrate Personal and Professional Competence.**

At the conclusion of this training you will be asked to complete an Assessment Pack for this unit of competency. The information contained in this resource will assist you to complete this task.

On competent completion of the assessment, you will have demonstrated your ability to provide leadership across an organisation with particular regard to communication, teamwork and representation.

SAMPLE

**BSBMGT605B/01**  
**Communicate Organisational**  
**Mission and Goals**



**It seemed rather incongruous that in a society of supersophisticated communication, we often suffer from a shortage of listeners.**

**Erma Bombeck**



**Clarify objectives, values and standards in accordance with organisation's strategic direction**

**Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals**

**Ensure media and language used is appropriate to individuals and group circumstances**

**State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation**

**Address expectations of the organisation**

**Investigate incidents promptly and communicate results clearly to relevant groups and individuals**

As a leader within an organisation it is crucial that you understand how to communicate your organisation's mission and goals to those around you. In this section we will examine this process in detail.

### **Vision and Mission Statements**

We will begin by looking at developing the organisational mission and vision.

#### **The Development of a Mission Statement**

At its most basic; the mission statement describes the overall purpose of the organisation. If the organisation elects to develop a vision statement before developing the mission statement, ask "Why does the organisation exist - what is its purpose?" This purpose is often the same as the mission.

- **Development of a mission statement can be quick culture-specific**, i.e., participants may use methods ranging from highly analytical and rational to highly creative and divergent, e.g., focused discussions, divergent experiences around daydreams, sharing stories, etc. Therefore, ask participants how they might like to arrive at description of their organisational mission.

- Consideration of the organisation's products, services, markets, values, and concern for public image, and maybe priorities of activities for survival are done when the mission statement is worded.
- Consideration of any wording changes that may be needed because of new suggested strategies during strategic planning processes.
- The wording of the mission is must allow management and employees to infer some order of priorities in how products and services are delivered.
- A useful exercise when refining the mission is to add or delete a word to realise the change in scope of the mission statement and assess how concise its wording is.
- The mission statement must include sufficient description so the statement clearly separates the mission of *this* organisation from *other* organisations?

### The Development of a Vision Statement

- The vision statement will include a vivid description of the organisation as it effectively carries out its operations.
- Originally, the vision was a compelling description of the state and function of the organisation once it had implemented the strategic plan, i.e., a very attractive image toward which the organisation was attracted and guided by the strategic plan. Recently, the vision has become more of a motivational tool, too often including highly idealistic phrasing and activities which the organisation cannot realistically aspire.

### The Development of a Values Statement

- Values represent the core priorities in the organisation's culture, including what drives members' priorities and how they truly act in the organisation, etc. Values are increasingly important in strategic planning. They often drive the intent and direction for "organic" planners.
- Usually there are four to six core values from which the organisation would like to operate. The values of customers, shareholders, employees and the community are included.
- The values are built into the strategic plan as actions to align actual behaviour with preferred behaviours.

The Mission, Vision and Values are the structure under which the expectations of the organisation are stated. They must be clear and easily understood to allow teams to comply and meet the expectation stated therein.

It is the role of Managers, Supervisors and Team Leaders to convey these concepts to their teams and for appropriate *stretch* goals to be set. The goals need to be clear, concise and measurable. They should present a challenge but be attainable with *stretch*.

This communication will focus and galvanise teams. It provides direction and motivation and all team members know precisely whether they meet the expectations of the organisation and to what extent.

## Organisational Needs

As we previously stated, the Mission, Vision and Values of an organisation are the compass for the teams within that organisation. Let's look at some of the more common needs of organisations:

- Management of the environment
- Occupational Health and Safety
- Product safety
- Service
- Values and ethics

There are many more potential expectations within an organisation. You need to look closely at your organisation's details and discuss with your Managers and team how you contribute and how you can increase or improve your contribution.

The manner in which you deal with incidents is an opportunity to contribute.

## Incidents

Most organisational values care of their workers as well as quality of their product. Incidents are described by the Macquarie Dictionary as *"an event or occurrence – something unimportant that happens in connection with something else."*

Incidents in the workplace may include an emergency response, environmental event such as emissions, noise etc, product failure or a workplace accident and they may be unimportant, however, they must be reported to ensure that there are no ramifications in the short or longer term.

When there is an incident, it must be reported to initiate investigation and determination as to whether action must be taken or not.

### Why Investigate?

The main aim of investigating incidents is to:

- Prevent similar incidents recurring in the future;
- Identify any new hazards; and
- Identify and choose suitable controls.

We want to reduce the cost in pain, suffering, disruption to work and studies and loss of earnings of injured workers. We also wish to reduce the costs of incidents to the organisation. Therefore, we need to investigate fully and accurately the circumstances and causes of incidents.

It is important that any investigation occurs as soon as possible. The less time between an incident and the investigation, the more accurate the information that can be obtained. While concern for an injured worker should take precedence over everything else, when incidents involving injury or illness occur, early investigation is essential.

Obviously, any incident in which injury or significant property damage occurs should be investigated. There will also be events usually referred to as 'near misses'. Most of us will remember incidents in which we have been 'lucky' to escape injury. Such near misses have the same causes and actions as more serious incidents, only the outcomes vary. Study of near misses can therefore be used to prevent more serious incidents.

It is important to examine the causes and results of any incident objectively. The investigator must begin the investigation with an open mind. No assumptions should be made and any judgement should be based on information that is known to be full and accurate.

It is also important to ask open-ended questions and not to put words into witnesses' mouths. It is also important not to blame people but rather to emphasise the importance of seeking the reasons for the incident to prevent a recurrence.

It is far less effective to attempt to change people, to ask them to be better, to be less human, than it is to change their environment so that the consequences of an error on their part are either eliminated or reduced. Rather than an emotive discussion of patterns of behaviour, a more positive approach attempting to modify the environment is needed. That is, it is more effective to alter the situations producing an error than to attempt to change human nature.

For example, if material is poorly stacked on a high shelf and it falls off, the immediate obvious cause could be poor housekeeping. However, possible underlying causes could include the employee not realising the hazard of the action, the shelving being unsuitable for the task or being poorly maintained. Therefore, the true basic causes could identify the need in this case for:

- Further operator training;
- Better planning, layout and or access; or
- New equipment or methods.

An investigation may require photographs, sketches or another's technical expertise before the final causes of an incident can be determined and adequate controls considered and chosen.

When commencing the investigation:

1. Make sure any injured person is given appropriate medical attention without delay.
2. Control the incident scene, place barriers, turn power off, etc.
3. Start the investigation as quickly as possible. Conduct interviews at the scene of the incident if possible.
4. Ensure that the witnesses discuss the incident in relative privacy. Begin with those who can contribute most.
5. After each interview, repeat the witness' statement as you understand it to ensure that you have correctly understood.
6. Close each interview on a positive note.
7. Take immediate corrective action where warranted.
8. Complete report with recommendations.
9. Ensure follow-up action occurs.

### Key Questions

- **Who?** Get the names of everyone involved, near, present or aware of possible contributing factors.
- **What?** Describe materials and equipment involved, check for defects, get an exact description of chemicals involved, etc.
- **Where?** Describe exact location, note all relevant facts, i.e. lighting, weather, floor conditions, etc.
- **When?** Note exact time, date and other factors, i.e. shift change, work cycle, break period, etc.
- **How?** Describe usual sequence of events and actual sequence of events before, during and after the incident.
- **Why?** Find all possible direct and indirect causes AND how to keep it from happening again.

Causes of incidents are rarely simple when circumstances are examined closely. Behind every incident there are many contributing factors and causes. The key is to identify those that can be most effectively acted upon to prevent recurrences in the long term.

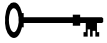
Incident investigations should emphasise the long-term elimination of injury, loss or damage. The focus should be on systems deficiencies in preference to human factors. After identifying causes and factors, suitable improvement actions must be identified and implemented.

This information provides useful information on how an investigation is run – it is not intended to be a detailed ‘how-to-do-it’ manual. Rather, it aims to assist those investigating to understand the principles involved in conducting an investigation.

*Note: the generic term ‘incident’ is used here to cover both accidents and occurrences.*

The organisation’s effectiveness in identifying and correcting potential hazards should be questioned when an incident occurs. Investigation procedures need to be systematic. Competent, professional investigations yield information needed to identify trends and problem areas, permit comparisons, satisfy legal requirements and identify the basic causes that contributed directly, or indirectly, to each incident.





### Key Points Section 1

- As a Manager, you must ensure that the organisation's objectives values and standards are all described clearly and communicated to all staff members, so that they can be sure of the organisation's strategic direction.
- Your organisation must determine the links between these objectives and those responsible for meeting the objectives.
- All language and media used must be appropriate to the message being delivered.
- Delivering on organisational needs is an important contribution.
- Management of incidents is crucial to the successful function and quality improvement areas of an organisation.

SAMPLE



### Section 1 - 'True' or 'False' Quiz



T	F	Values represent the core priorities in the organisation's culture.
---	---	---



T	F	Communication is a one-way process.
---	---	-------------------------------------



T	F	Information exists in the mind of the sender.
---	---	---



T	F	A vision statement states an organisation's purpose.
---	---	--



T	F	Context is the way the message is delivered.
---	---	--



T	F	Noise must be physical to be a barrier to communication.
---	---	--



T	F	Communication channels should be adapted to the message and audience.
---	---	---



T	F	Listening and hearing are the same thing.
---	---	---



T	F	Never try and anticipate questions asked by the media.
---	---	--



T	F	Consultation is dialogue leading to a decision.
---	---	---