Acoustar and Noise Measurement Services Pty Ltd is a registered training organization (RTO Registration Identifier Code 41013) under the Australian Skills Quality Authority (ASQA) providing BSB41415 Certificate IV Work Health and Safety qualification and MSS11 Sustainability Training Package (noise and noise management) units of competency.

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WELCOME!

The Acoustar course content is designed to be easy to understand. We provide practical work with theory to give a rounded understanding of a particular topic. Your trainers are practical people who work in industry and show you how to promote best practice in the workplace and avoid pitfalls in legislation, codes of practice and workplace guidelines.

Our projects relate to your work, and we guide you through each assignment so the key issues become clear and can be used in your workplace. Our study guides allow an easy progression from identifying basic issues to assessing complex solutions.

STUDY GUIDE

Your study guide has been carefully developed and customised for this unit of competency. Read and research the following information carefully. It is important not to limit your research to the sources provided.

Course Learning Guides

Acoustar Study Guide – Implement Continuous Improvement

Recommended reading (texts available in hardcover from Acoustar library)

  Chapter 20 Satisfying the Quality and Continuous Improvement Imperatives; page 586


- 50 Management Ideas You Really Need to Know by Edward Russell-Walling, Quercus Publishing 2007 ISBN 101847241506
Useful websites
www.smallbiz.nsw.gov.au
www.business.gov.au
www.csia.com.au
www.deakin.edu.au/hr/employment/selection.php
www.tbsconsulting.com.au
www.investigateway.com
www.stratfor.com
www.saiglobal.com
www.managementbooks.com.au
www.mindtools.com
www.mftrou.com
www.managementhelp.org
www.sbinfocanada.about.com
www.rapidbi.com
www.teambuildingportal.com
www.beyondintractibility.org
www.deir.qld.gov.au
www.findlaw.com.au
www.workplace.gov.au
www.ag.gov.au
www.businessballs.com
www.ethics.org.au
www.business-plans-guide.com
www.shareservices.act.gov.au
www.change-management.com
www.isixsigma.com
www.gdrc.org
www.leadertoleader.org
www.thinkingmanagement.com
www.business.vic.gov.au
www.ncoss.org.au
www.airc.gov.au
www.comcare.gov.au
STUDYING

Your Study materials consist of a set of documents:

- This Study Guide
- The set texts
- The assessment tasks; and
- A face-to-face tutorial program

The training program is arranged over a tutorial program and assessment tasks to be completed. A trainer-assessor will be assigned to you to help you through the program. The program is weighted towards practical work. Theory and background readings will be made available.

The assessment tasks are in three groups:

- Learning the **knowledge** underpinning the real-world building, environmental and workplace acoustics and noise control. The assessment tasks will be discussed briefly in the tutorials and are completed at home.

- **Case scenarios** dealing with real-world situations.

- **Practical** assessments that are the heart of the training program. These are done at home.

The unit is based on a minimum of 40 hours tutorial and at-home / work related activity for a person without prior knowledge. A person with prior knowledge may complete the unit in less time.

There are strict rules governing study and factual evidence of your work. Please read your assessment questions carefully.

The next section presents summary information to the content and structure of the unit.
BSBMGT403

Overview
Element 1
Implementing continuous improvement systems and processes

- Implementing systems so team members can actively participate
- Communicating continuous improvement processes and obtaining feedback
- Ensuring effective mentoring and coaching
Continuous improvement:
- Is a philosophy and an approach to business management
- Encourages teams and individuals to reflect on their work practices to identify areas for improvement
- Supports employees to work to their full potential
- Encourages employees to make decisions, take responsibility and use their initiative

Kaizen:
- KAI means alter, renew, renew, reform or correct
- ZEN means good

The fundamentals of Kaizen:
- Improvements are implemented across the entire organisation
- Improvement using knowledge, not money
- Identification and elimination of waste
- All employees are involved in the improvement process
- Improvements are made step by step
- The improvement progress is never ending (continuous)
The benefits of a continuous improvement process include:
- Products and services are reflective of client needs
- Organisational personnel learn to anticipate, plan and manage new challenges
- Through motivation and encouragement personnel develop a sense of ownership and value and therefore improve their work practices
- Personnel feel part of a team as their contributions are valued and their input is relevant
- Personnel learn to identify and respond effectively to inefficient practices and therefore become more efficient

The role of the front line manager is to:
- Encourage the team to look for ways to improve an activity or procedure
- Plan to implement the change
- Review and monitor changes
- Implement changes to improve performance

Continuous improvement systems can be either:
- Formal – an organisation-wide QA system that is externally audited
- Informal – a process whereby employees contribute ideas via a suggestion box.
Organisational continuous improvement systems and processes can include:
- organisational procedures and policies
- web-based communication devices
- forums
- meetings
- newsletters
- reports
- suggestion boxes.

The key points of organisational procedures and policies are:
- That they are kept current
- That they are relevant
- They are directed to the organisational goals and objectives
- They are fully explained
- That there is input from all personnel in their development

The key points for the use of web-based communications devices are:
- They are easily accessible and usable
- They shouldn’t be the only form of communication
- They are effective when stakeholders are in distant locations
- It is imperative that they are kept current
Slide 13

- The key points for the use of forums are:
  - Attendees should be well versed on the reasons and the direction of the forum
  - Attendees should receive a program of the issues prior to commencement
  - Issues raised should be documented
  - All issues should be followed up upon
  - The forum should be kept to the issues advertised

Slide 14

- When running a meeting the following key points should be adhered to:
  - Identify whether the meeting should be formal or informal
  - To prevent poor time management the meeting should identify more than one goal or outcome
  - Keep the meetings interesting
  - Attendees should receive an agenda before the meeting so they can be well prepared and be able to give input
  - Document the meeting by keeping minutes or notes
  - Follow up on the outcomes and actions of the meeting

Slide 15

- When using a newsletter to promote continuous improvement key points to remember are:
  - That the presentation of the documentation is reflective of the nature of the content
  - Gather input from staff
  - Ensure the copies are received by all personnel and stakeholders
  - Use a mixture of content to make it readable and interesting
  - Produce them regularly
Slide 16

- Key points to remember when using a report are:
  - Ensure that the report is appropriate for its audience
  - Set the report out clearly
  - Keep the report clear and concise
  - Identify the objective for the organisation, teams and individuals

Slide 17

- The key points to remember with the use of suggestion boxes are:
  - Personnel know that they don’t have to identify themselves
  - All types of ideas should be encouraged
  - The box is cleared and checked regularly
  - The issues are discussed with the relevant team/s
  - Suggestions are followed up

Slide 18

- Reasons why people don’t like to provide feedback include:
  - They feel they are not competent if they can’t handle the situation themselves
  - The dynamics of the group can discourage feedback
  - People have had negative experiences with managers or teams.
  - People feel that others are too busy
  - The physical environment can discourage feedback, for example it is difficult to speak in private
For feedback to be effective it is necessary for it to work both ways.

Strategies for achieving this include:
- Appreciating the feedback by thanking the person and identifying to them why there feedback is useful
- Demonstrating how the feedback has affected operations
- Sharing ideas and acknowledging those who generate the ideas
- Giving constructive criticism and praise
- Asking for input
- Listening to others and following through with actions

When actions have been decided upon personnel need to:
- know why the action is being implemented
- why a specific process has been chosen
- what their role is and the expectations on them
- know an action plan on how they can provide feedback to the change
- know that the feedback will be used and by whom.

Key points for effective feedback:
- Build feedback into the job
- Provide feedback on actual events
- Describe, don’t judge
- Refer to specific behaviours
- Ask questions rather than make statements
- Select key issues and restrict yourself to them
- Focus
- Provide positive feedback
Element 2
Monitoring and reviewing performance

Monitoring and reviewing performance involves:
- Using systems and technology to monitor and review progress
- Improving customer service through continuous improvement
- Formulating and communicating recommendations for adjustments

The responsibilities of frontline managers include:
- Collecting information on performance
- Analysing the information
- Identifying areas for improvement
- Examining what is the cause of the problem
- Determining an action for rectification
- Reviewing actions taken
Slide 25

- Information that managers can use to monitor and review continuous improvement systems include:
  - Reports and computer generated data
  - Formal and informal review of surveys and stakeholders feedback
  - Regular discussions with personnel
  - Industry surveys and reports
  - External information

Slide 26

- Examples of tools include:
  - processes that facilitate information gathering, analysis and reporting
  - reports and other data
  - records of past experience and situations that can be analysed and used to improve performance.

Slide 27

- Measurements of performance fall into one or more of the following categories:
  - Profitability
  - Productivity
  - Cost
  - Process quality
  - Workforce
  - Customer
  - Marketplace
  - Community
Slide 28

- Typical systems data that can be used to indicate profitability include:
  - budget information that shows anticipated costs and income versus actual results
  - sales figures that show sales over time (year to date) or over a time period (monthly sales, weekly sales)
  - expense reports
  - annual, half-year and quarterly reports.

Slide 29

- Types of waste include:
  - defects
  - overproduction
  - waiting time
  - transport time
  - processing waste
  - excess inventory
  - excess motion.

Slide 30

- You can identify opportunities for improvement by:
  - reflecting
  - collecting, analysing and comparing data
  - identifying inadequate performance
  - comparing against a best practice model
  - benchmarking
  - establishing quality systems.
Element 3
Providing opportunities for further improvement

Slide 32

- Providing opportunities for further improvement involves:
  - Informing the team of improvements
  - Documenting work performance
  - Managing records, reports and other data

Slide 33

- Tools and strategies for sharing information can include:
  - Team meetings
  - Email/intranet
  - Newsletters etc
  - Briefings and information sessions
  - Reports
  - Reward programs.
Slide 34

- Information contained in records, reports and recommendations provides evidence that shows:
  - how well the process itself is working
  - whether staff (including managers) comply with the process
  - whether opportunities to improve were identified and acted upon
  - whether recommendations were adopted and why (or why not)
  - how different managers responded to the challenges presented to them of recording data, reporting on it and making subsequent recommendations.

Slide 35

- It is important to ensure that all information and procedures are:
  - available for all staff to access
  - understood and able to be used by staff
  - used often and complied with
  - reviewed for their own effectiveness and value at regular intervals.
• Underpinning knowledge questions
  – Complete 4 of the 14 questions as directed

• Case Scenario assessment
  – Take your Safety Management plan. Identify 10 areas that contribute to process improvement. Detail how each one can be monitored to ensure continuous improvement.

• Practical assessment
  – Address the concept of continuous improvement in relation to hazard, risk and control.
BSBMGT403

Course Content
COURSE CONTENT

This Study Guide describes the performance outcomes, skills and knowledge required to implement an organisation’s continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage your participation in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

The BSB07 Business Services Training Package was developed by the Innovation and Business Skills Australia Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

Q. What is ‘competency’?

A. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Every job requires a specific set of knowledge and skills and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

To be competent in a task you must have the necessary skills and knowledge to do so. This is the purpose of our training program.
**Elements and Performance Criteria**

*Elements* describe the essential outcomes of a unit of competency.

*Performance criteria* describe the performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the *evidence* guide.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Implement continuous improvement systems and processes | 1.1. Implement systems to ensure that individuals and teams are actively encouraged and supported to *participate in decision making processes*, assume responsibility and exercise initiative  
1.2. Communicate the organisation's *continuous improvement processes* to individuals and teams, and obtain feedback  
1.3. Ensure effective *mentoring and coaching* allows individuals and teams to implement the organisation's continuous improvement processes |
| 2. Monitor and review performance | 2.1. Use the organisation’s systems and *technology* to monitor and review progress and to identify ways in which planning and operations could be improved  
2.2. Improve *customer service* through continuous improvement techniques and processes  
2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation |
| 3. Provide opportunities for further improvement | 3.1. Implement *processes to ensure that team members are informed of savings and productivity/service improvements* in achieving the business plan  
3.2. Document work performance to aid the identification of further opportunities for improvement  
3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes |
<table>
<thead>
<tr>
<th><strong>Definitions to assist in understanding the Performance Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems</strong> may refer to:</td>
</tr>
<tr>
<td>▪ forums, meetings</td>
</tr>
<tr>
<td>▪ newsletters and reports</td>
</tr>
<tr>
<td>▪ organisational policies and procedures</td>
</tr>
<tr>
<td>▪ web-based communication devices</td>
</tr>
<tr>
<td><strong>Participation in decision making processes</strong> may include:</td>
</tr>
<tr>
<td>▪ feedback in relation to outcomes of the consultative process</td>
</tr>
<tr>
<td>▪ processes which ensures all employees have the opportunity to contribute to organisational issues</td>
</tr>
<tr>
<td><strong>Continuous improvement processes</strong> may include:</td>
</tr>
<tr>
<td>▪ cyclical audits and reviews of workplace, team and individual performance</td>
</tr>
<tr>
<td>▪ evaluations and monitoring of effectiveness</td>
</tr>
<tr>
<td>▪ implementation of quality systems, such as International Standardization for Organization (ISO)</td>
</tr>
<tr>
<td>▪ modifications and improvements to systems, processes, services and products</td>
</tr>
<tr>
<td>▪ policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures</td>
</tr>
<tr>
<td>▪ seeking and considering feedback from a range of stakeholders</td>
</tr>
<tr>
<td><strong>Mentoring and coaching</strong> may refer to:</td>
</tr>
<tr>
<td>▪ providing assistance with problem-solving</td>
</tr>
<tr>
<td>▪ providing feedback, support and encouragement</td>
</tr>
<tr>
<td>▪ teaching another member of the team, usually focusing on a specific work task or skill</td>
</tr>
<tr>
<td><strong>Technology</strong> may include:</td>
</tr>
<tr>
<td>▪ computerised systems and software such as databases, project management and word processing</td>
</tr>
<tr>
<td>▪ telecommunications devices</td>
</tr>
<tr>
<td>▪ any other technology used to carry out work roles and responsibilities</td>
</tr>
<tr>
<td><strong>Customer service</strong> may be:</td>
</tr>
<tr>
<td>▪ internal or external</td>
</tr>
<tr>
<td>▪ to existing, new or potential clients</td>
</tr>
<tr>
<td><strong>Processes to ensure that team members are informed of savings and productivity/service improvements</strong> may refer to:</td>
</tr>
<tr>
<td>▪ email/intranet, newsletters or other communication devices</td>
</tr>
<tr>
<td>▪ newsletters and bulletins</td>
</tr>
<tr>
<td>▪ staff reward mechanisms</td>
</tr>
<tr>
<td>▪ team meetings</td>
</tr>
</tbody>
</table>
What skills and knowledge do I need to demonstrate?

**Skill set**

Every job requires a specific set of skills and knowledge and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

**Improved skills & knowledge – improved performance capability**

The key to competency assessment is that it is based on actual skills and knowledge that a person can demonstrate in the workplace or other contexts. In this unit the competencies are benchmarked against a pre-set of performance criteria.

These are described the section “Elements and Performance Criteria” This is different to other approaches where there is no requirement to demonstrate knowledge and skills – like approaches where people just answer questions as a test of their general or specific knowledge and skills.

The problem with testing is that it doesn’t guarantee that a person will be able to do something – it just verifies that they know something. To assist you our approach is:

- Assess yourself against a set of competencies.
- Compile a list of evidence that shows your level of competency.
- Identify your development needs.
- Study the assessment questions (“Learning”) and work through the Project (“Understanding, Skill and Application of Knowledge”)
- Send your completed Project to your Trainer / Assessor for Assessment. You are awarded competence in this Unit if you can demonstrate the required level of skills and knowledge.
## Foundation Skills

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 2.1, 3.2, 3.3</td>
<td>- Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes</td>
</tr>
</tbody>
</table>
| Writing                            | 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 | - Selects vocabulary, grammatical structures and conventions appropriate to text  
                                    |                      | - Researches, plans and prepares continuous improvement documentation for relevant stakeholders |
| Oral Communication                 | 1.2, 1.3, 2.3        | - Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit the audience |
| Navigate the world of work         | 2.1                  | - Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment |
| Interact the work of others        | 1.2, 1.3, 2.3, 3.1   | - Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information  
                                    |                      | - Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion |
| Get the work done                  | 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3 | - Takes responsibility for planning and organising own workload to achieve required outcomes  
                                    |                      | - Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria  
                                    |                      | - Evaluates effectiveness of decisions in terms of how well they meet stated goals  
                                    |                      | - Uses digital applications to access and filter data, extract, organise, integrate and share relevant information  
                                    |                      | - Recognises the potential of new approaches to enhance work practices and outcomes |
The required performance and knowledge for this Unit

During the Assessment your Trainer will be looking for evidence that you have achieved the required performance and knowledge. For most items the evidence can be presented in your Project.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation’s systems and procedures.

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:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation’s systems and data that can be used for benchmarking and monitoring performance for continuous improvement.
**Skills self-assessment**

In this section you are asked to make a realistic assessment of your skills BEFORE starting the Unit. If you are unsure mark the Level as ‘Low’. Your trainer will use this assessment to help you complete the Unit.

<table>
<thead>
<tr>
<th>Implement continuous improvement systems and processes</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision making processes assume responsibility and exercise initiative</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Communicate the organisation’s continuous improvement processes to individuals and teams and obtain feedback</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Ensure effective mentoring and coaching allows individuals and teams to implement the organisation’s continuous improvement processes</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Monitor and review performance</td>
<td>Current Skill level</td>
</tr>
<tr>
<td>Use the organisation’s systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Improve customer service through continuous improvement techniques and processes</td>
<td>☐ High ☐ Medium ☐ Low</td>
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<tr>
<td>Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation</td>
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</tr>
<tr>
<td>Provide opportunities for further improvement</td>
<td>Current Skill level</td>
</tr>
<tr>
<td>Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Document work performance to aid the identification of further opportunities for improvement</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
<tr>
<td>Manage records reports and recommendations for improvement within the organisation’s systems and processes</td>
<td>☐ High ☐ Medium ☐ Low</td>
</tr>
</tbody>
</table>
What is evidence?

Evidence is a body of facts that proves or supports a belief or proposition to support your competency in this unit. An Assessment needs to contain evidence from your own work and understanding.

The rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure:

- **Validity**
  The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

- **Sufficiency**
  The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner’s competency.

- **Authenticity**
  The assessor is assured that the evidence presented for assessment is the learner’s own work.

- **Currency**
  The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

What evidence do I need to provide?

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Unit.
## Evidence Guide

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | - taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance  
- supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement  
- knowledge of principles and techniques associated with continuous improvement systems and processes. |

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- access to appropriate documentation and resources normally used in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
</table>
|                      | - assessment of written reports  
                      | - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the student  
                      | - observation of presentations  
                      | - oral or written questioning to assess knowledge of principles and techniques associated with change management  
                      | - review of how the organisation's continuous improvement processes was communicated to individuals and teams  
                      | - review of documentation of work performance. |

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
<th>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- other units from the Certificate IV in Frontline Management.</td>
</tr>
</tbody>
</table>
What is an assessment?

**Assessment** is the process of checking your competence to perform to the standard detailed in each element’s performance criteria against a set of pre-determined benchmarks.

**Principles of assessment**
To ensure quality outcomes, assessment should be:
- Fairness
- Flexibility
- Validity
- Reliability

**Fairness**
The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility**
Assessment is flexible to the individual learner by:
- reflecting the learner’s needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Validity**
Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:
- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability
Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

How will I be assessed?

The assessment activities are in the Assessment Guide and designed to enable you to collect evidence for assessment and to assess your skills and knowledge.

Work through the activities. While the activities are listed separately they are designed to build up into an integrated project which is described at the end of the assessment guide.

You should clearly reference your work with full citations for any quotes or references, and list all materials that provided background information for completion of an activity.

While access to an actual workplace is desirable, part of the assessment may be through simulated project activity, scenarios, case studies, role-plays or actual activities.

The integrated project and presentation activity in each assessment guide provides you with an opportunity to consolidate your learning. Ideally the project will be an application of what you have learnt as applied to a workplace, thus providing evidence of your ability to transfer and apply skills and knowledge to new situations.

A mentor, or an appropriate third party familiar with your work, can help provide an independent evaluation of your ability to work consistently and effectively at the required level.

Underpinning Knowledge and Practical Assessments

This is where you show that you have achieved an acceptable level of competence in skills and knowledge for this Unit.

Confidentiality

When collecting material, please ensure that you protect the confidentiality of colleagues, workers and other persons, and block out any sensitive information.

All evidence and coursework you send to Acoustar will be treated in the strictest confidence by your Trainer / Assessor and not made available to any third party.
Assessments

There are three formal assessments:

1. Classwork and completing the Underpinning Knowledge questions with the help of others and your trainer
2. Completing the Case Scenarios in your own time but with the help of others and your trainer as needed
3. Completing the Practical Assessments in your own time and by yourself. You can ask your trainer for assistance.

In addition the Skills and Knowledge questions cover the range of topics in the Foundation Skills. These questions are in the ‘Underpinning Knowledge - Tutorials’ section.

Assessment Conditions

Information for assessors:

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.
BSBMGT403

Underpinning Knowledge
Underpinning Knowledge

Instructions to the student

1. Read all of the questions for this unit of competency before commencing.

2. Answer all the questions for this unit of competency. Keep in mind you are studying a Nationally Recognised Certificate IV unit of competency.

3. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision, and demonstrate a level of judgement and decision making.

4. This assessment is to be conducted in a supervised classroom environment. Computers may be used for the purpose of presenting the answers in a neat and professional manner.

5. You must complete all your own work without assistance from other persons and/or sources:
   - The assessor will take steps/make arrangements to ensure students do not share their work and/or answers
   - The assessor will predetermine the timeframe for the assessment and advise the students
   - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

6. Unless otherwise specified, your answers should be 100 to 250 words.

7. All questions and tasks must be true and correct to be assessed as satisfactory.

8. Complete the assessment sign off sheet with your assessor.
Underpinning Knowledge Questions

Question 1
Explain how the implementation of a benchmarking system can contribute toward encouraging team members to:

- Participate in decision making
- Assume responsibility
- Exercise initiative
- Personal / professional development

Question 2
Suggest how mentoring and coaching can be used to effectively communicate processes that will ensure that the continuous improvement process is communicated appropriately to all team members. Consider:

- The different job roles of team members
- Timeline for the communication process
- Communication from the point of staff induction
- An opportunity for staff to offer feedback

Question 3
Discuss how advances in technology during the last ten (10) years have influenced the way the planning and implementation of continuous improvement strategies are monitored and reviewed.

Question 4
It is reasonable to believe that the threshold for what is considered good customer service is continually rising? Provide three (3) examples of continuous improvement techniques that contribute to ever improving customer service.

Question 5
List six (6) points you would include in a process to accurately document work performance and identify further opportunities for improvement.

Question 6
Identify three (3) key changes in attitude / approach that you will look for to confirm your team members are committed to continuous improvement.

Question 7
Explain your preferred method to communicate the organisation’s continuous improvement processes to team members and how you encourage feedback.

Question 8
Often the implementation of change is met with resistance. How have you ensured that team members who have a role in the development and implementation of the recommended changes are committed to the improvements?
Question 9
Explain how informing team members about the benefits in the improvement assists in managing the change.

Question 10
Why is it important to manage records and reports of recommendations for improvement?

Question 11
Describe which communication skills you believe are necessary to effectively coach and mentor team members.

Question 12
Give details of how knowledge of the principles and techniques of best practice and quality systems can assist in the formulation and implementation of the continuous improvement process.

Question 13
Explain how you foster innovation skills within your team and why you believe they are an integral component of the continuous improvement process.

Question 14
Why is it important to be flexible with plans to implement an improvement process?
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Case Scenarios
Case Scenarios

Instructions to the Student

These case scenarios are for discussion in class or with your trainer. Please read and attempt the tasks. There are no assignment answers required.
Case Scenario Questions

Whatever Next?
A group of first line managers meets in the canteen to share their thoughts. Benny is concerned about rumours that Karen (background and history below) is working on a new organisational structure. He has heard that they are all to become ‘team leaders’ and take on additional responsibilities, such as recruiting their own team members, keeping basic HR information records and dealing with a lot more of the day-to-day issues they had always relied on Karen’s department for. Since her department has been downsized, they really have been thrown in at the deep end, although of course Karen is always there in a real emergency.

Margaret chips in, ‘I think that’s fine. I have no problem with picking up some of the things Karen’s people used to do. It’s mostly good common sense and some record keeping. I’ll tell you what is worrying me; how in the world are we going to supervise people who will be working from home? We’ll lose all sense of what’s going on!”

“This whole team business concerns me,” says Dave. “Not just the virtual team side of things, but leading a team instead of a bunch of individuals. Nothing will stay the same! I don’t know anything about any of that stuff!”

“And what about this pay-for-performance we’ve been hearing about? How is that supposed to work?” says Francis. “I can just see what will happen if we’re responsible for assessing people’s contributions and skills and deciding their pay rates! What a recipe for World War III!”

“My main problem is all about part timers and contractors that work in my section,” says Paris. "I tell you – talk about just being ‘here for the beer!’ They seem to have no idea of what we are trying achieve and I can’t do anything about it – after all, the contractors are here for a fixed period of time and the part timers – well, what can I do – fire them? They’ll be too hard to replace; their skills are very specialised…”

Suddenly they all become quiet. Karen Chan has come into the canteen and is walking over to them. “I was hoping I’d find a group of line managers here,” she says. “I have a few things I’d like to ask your opinions about. You’ve probably heard of some of the changes we are making, and…”

Background
Karen’s HR department has undergone dramatic changes in the last 2 years. The once large and effective operational and administrative service that helped the line managers supervise and lead their human resources is now a small strategic unit. Payroll, training, recruitment and most day-to-day HR work is outsourced, and Karen’s most important duties now are advising senior managers and the board on the type and quality of employees it will need in order to achieve its strategic objectives, how best to attract and retain them, and how to reshape the organisational culture into an effective, flexible, learning organisation. She also chairs a project team charged with working out a new team-based structure for the organisation, offering employees with suitable jobs and ability to work from home for part of the week.
One of her main goals this year is to broaden the skills of line managers to help them to take on many of the HR roles that her department carried out in the past. They will need to improve their capabilities in the areas of participative and supporting management practices, and learn new skills to enable them to lead virtual teams and supervise offsite employees. Because of a Human Resource Management (HRM) initiative on pay-for-performance, they will also need to learn to lead high quality performance appraisals and performance counselling sessions.

As her department decreases her day-to-day support, line managers will also need to become more conversant with legislation, performance management practices and helping their own work team gain and share knowledge. They will need to understand the organisation’s goals and values, and ensure that their staff understand and support them.

As the skill levels of all employees are a key factor in the ongoing success of the business, Karen intends to commission a project to identify the training needs of non-management employees. She also wants to focus on the new ‘non-traditional’ groups of employees, particularly knowledge workers and younger workers, and investigate which HRM will best invite their full support and productivity.

Naturally, Karen continues to monitor important benchmarks of effective HRM practice, particularly employee absenteeism and turnover, safety, training costs and training days per employee by category, and total remuneration investment as a proportion of total operating expenses and return on investment. She is pleased to see that since the organisation has begun to see its people as a key strategic asset and has begun to manage them accordingly, these measures have steadily improved.

Karen has grown and learned a lot in the last couple of years too. Although it has not been easy or painless, she is glad to have been given the opportunity and the challenge to bring her company to the forefront of HR best practice.

Scenario Task 1
Identify the steps Karen has taken to implement, monitor and adjust plans, processes and procedures to improve performance.

Consider the work she has already done, the measures that are currently in place and (importantly) the structure she should put in place to continue the improvement and change.

Scenario Task 2
Given the concerns expressed by the line managers, identify what additional / specific measures Karen can implement to support them in the implementation of the continuous improvement systems and processes?

Scenario Task 3
Identify the principles and techniques associated with continuous improvement systems and processes that have been employed by the organisation.
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Practical Assessment
Practical Assessment

Instructions to the Student

1. Read the study material included in your Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Answer all of the requirements of the practical activities. Keep in mind you are studying a Nationally Recognised Unit of Competency. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision and demonstrate a level of judgement and decision making.

3. The assessment tasks are to be completed in your own time.

4. Notes, textbooks and computers may be used. Be prepared to:
   - View www.youtube.com
   - Utilise search engines like www.google.com.au
   - Research the websites of organisations specialising in business, management, technology and similar

5. You must complete all your own work without assistance from other persons:
   - The assessor will take steps / make arrangements to ensure students do not share their work and / or answers
   - The assessor will predetermine the timeframe for the assessment and advise the student
   - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

6. All aspects of your practical activities must be assessed as satisfactory in order to achieve a satisfactory result for this assessment.

7. Save your work on your computer. Backup your work and secure the backup in an alternate, safe location. For example, save a backup copy on an external drive or another computer.

8. Email your work to your assessor. Plan to present your work to your trainer / assessor at your next class tutorial.

9. Complete the assessment sign off sheet with your assessor.
Practical Assessment Questions

Practical Activity 1
Design a flow chart (or similar diagram) that demonstrates the process of ensuring that team members are informed of cost savings, productivity improvements and service improvements within the overall business plan.

Practical Activity 2
Develop a flow chart (or similar diagram) that outlines the management of:
- Continuous improvement reports
- Recommendations for improvement
- Implementation of recommendations
- Records and documentation

Practical Activity 3
As a frontline manager with a small to medium enterprise, you have been asked to address a work team of five (5) people to explain the benefits of continuous improvement. Senior management have decided to embark on a new business strategy to embrace quality and continuous improvement, and have asked middle management and frontline managers to communicate with their work teams.

Plan and prepare the dialogue you will use to communicate the benefits of a continuous improvement and a quality approach.

This question requires you to actually make a verbal presentation. The presentation will be performed in the classroom with your assessor taking the role of a work team member.

(a) Develop the presentation in writing. This document will form part of your assessment.

(b) You may use some of the research and documents you have already prepared and developed while studying this unit of competency. Be sure to include:
- Opening address / welcome
- An overview of the purpose of the presentation
- At least five (5) key points that support management's decision to embark on this new strategy
- How team members can contribute to continuous improvement
- How you will gain commitment of individuals and teams to continually improve
- Close the presentation with a view to the future

You should be prepared to modify and / or adapt your presentation based on the questions and responses of the team members. You will need to listen carefully, address what the team members are saying and ensure the presentation follows a logical sequence and doesn't get sidetracked.

The primary focus of this question is to assess your practical communication skills when gaining commitment from the team to continuously improve.
Practical Assessment 4
Select an area in your current workplace requiring improvement. Using your innovation skills, design a better way to perform the work.

Write a 300 word (or combination with dot-points) report describing the area you are improving and why there was a need to change.

Design an implementation plan for this change. Ensure the following processes are detailed in the plan:

- Communicate the recommendations to key personnel and obtain feedback
- How the changes will be communicated to the work teams
- How the training will be provided
- How you will support others to implement the improvements
- The steps you will take to monitor the processes
- Allowances you will make for adjustments from feedback by team members
- How the process will be documented
- How the records and reports will be managed

One team member is struggling with the change and requires one-on-one coaching and mentoring. Put together a training plan to assist this process. Your assessor will play the role of the team member during your classroom session.

You should be prepared to modify and / or adapt your training plan based on the questions and responses of the team member. You will need to listen carefully, address what the team member is saying and ensure the training plan follows a logical sequence and doesn't get sidetracked.

The primary focus of this question is to assess your practical communication skills when coaching and mentoring team members to continuously improve, and your ability to support others to implement continuous improvement.
## COVER SHEET

### ASSIGNMENTS SUBMITTED FOR ASSESSMENT

### STUDENT DETAILS

Your assignments may be submitted by email.
Please state whether the answers submitted are for:

- Underpinning Knowledge questions
- Practical questions

| Student Name: | .......................................................... |
| USI:         | .......................................................... |
| Contact details: | Phone: .................................................. |
|             | Email: .......................................................... |

### ASSIGNMENT

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<th>ASSIGNMENT QUESTIONS Nos. ANSWERED and SUBMITTED</th>
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### Student Declaration

I declare that this work, when submitted, is my own work

..........................................................

Date:

Email to: admin@acoustar.qld.edu.au
SUBMISSION OF ASSIGNMENT VIA STUDENT PORTAL
INSTRUCTIONS TO THE STUDENT

1. Read the study material included in this Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Upon enrolment, you should have received an invitation to log into the Acoustar Student Portal. Go to your account on the Acoustar Student Portal:
   a. Visit acoustar.qld.edu.au
   b. Click Student Info and then Portal Login
   c. If you do not have a User Name or Password, please contact us.

3. Enter into your course by clicking the course that you have enrolled into. You now have access to the Student Resources and the Assignment Questions for each Unit.

4. Attempt the Assignment Questions; you must satisfactorily complete each Assignment.

If you require assistance, please contact us:

admin@acoustar.qld.edu.au
07 3355 9707 (Business hours)