<table>
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<tr>
<th>Training Package</th>
<th>Business Services (BSB07)</th>
<th>HSC Requirements and Advice</th>
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<tr>
<td><strong>Unit code</strong></td>
<td>BSBWOR202A</td>
<td>HSC Indicative Hours 15</td>
</tr>
<tr>
<td><strong>Unit title</strong></td>
<td>Organise and complete daily work activities</td>
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</table>

**Unit descriptor**
This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work performance.
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

**Competency field**
Industry Capability – Workplace Effectiveness

**Application of the unit**
This unit applies to individuals developing basic skills and knowledge for working in a broad range of settings.

**Employability skills**
This unit contains employability skills.

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### Evidence Guide
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 Training Package.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit
Evidence of the following is essential:
- organising and completing own work activities
- seeking and acting on feedback from clients, colleagues and supervisors
- using available business technology appropriate to the task, under direct instruction.

#### Context of and specific resources for assessment
- Assessment must ensure:
  - access to an actual workplace or simulated environment
  - access to office equipment and resources
  - examples of work plans, policies and procedures.

#### Method of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate
- analysis of responses to case studies and scenarios
- demonstration of techniques
- review of documentation planning and prioritising workload
- evaluation of time line required to complete tasks
- review of documentation planning opportunities for improvement.

#### Gather information for assessment
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
- administration units.
### Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

<table>
<thead>
<tr>
<th>Required skills</th>
<th>Required knowledge</th>
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<tbody>
<tr>
<td>• literacy skills to use written and oral information about workplace requirements</td>
<td></td>
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<tr>
<td>• organising skills to arrange work priorities and arrangements</td>
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<tr>
<td>• problem solving skills to solve routine problems</td>
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<tr>
<td>• technology skills to select and use technology appropriate for a task.</td>
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<tr>
<td>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:</td>
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<tr>
<td>- anti discrimination legislation</td>
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<tr>
<td>- ethical principles</td>
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<tr>
<td>- codes of practice</td>
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<td>- privacy laws</td>
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<tr>
<td>- occupational health and safety (OHS)</td>
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<tr>
<td>• organisational policies, plans and procedures.</td>
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</table>

### HSC Requirements and Advice

**Key Terms and Concepts**

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1 Organise work schedule | 1.1 Negotiate and agree upon work goals and plans with assistance from *appropriate persons.* | The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included. *Appropriate persons* may include:  
- colleagues  
- other staff members  
- supervisors, mentors or trainers. | **Learning experiences for the HSC must address:**  
An understanding of work requirements including:  
- goals  
- objectives  
- priorities  
- specified targets or results  
- time frames  
- coordination with other work processes  
- roles  
- application of particular procedures  
- organisation of work materials.  
Strategies for obtaining, understanding and clarifying work goals and plans including:  
- correct sourcing and selection of information  
- consult appropriate personnel  
- active listening  
- open and closed questions.  
Skills required including:  
- consultation  
- negotiation  
- communication  
- prioritisation.  
Planning and preparation for a range of tasks/activities applicable to daily work routines in a business services workplace/organisation. |
| 1 Organise work schedule | 1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans. | **Learning experiences for the HSC must address:**  
An understanding of the difference between individual and organisation goals and plans.  
An understanding of the relationship between individual roles and the role of the team/group. | |
| 1 Organise work schedule | 1.3 Plan and prioritise workload within allocated timeframes. | **Learning experiences for the HSC must address:**  
The importance of the following to successful planning: | |
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</thead>
</table>
| 2       | Complete work tasks  | 2.1 Complete tasks within designated time lines and in accordance with organisational requirements and instructions | **Organisational requirements** may include:  
- access and equity principles and practice  
- anti discrimination and related policy  
- business and performance plans  
- ethical standards |

- organising tasks:  
  - prioritising  
  - time management to meet deadlines  
  - negotiation  
  - individual needs  
  - group needs  
- clarifying personal responsibilities  
- work ethics  
- seeking assistance where necessary  
- acknowledging if tasks are beyond current capacity  
- planning and organising work routines on a daily, weekly or monthly basis.  

Principles of time and task management.  
Features of time management including:  
- consultation with others  
- prioritising  
- delegation  
- problem-solving  
- decision-making  
- use of diaries  
- negotiating  
- accommodation of changes to routine  
- minimising time-wasters.  

Acknowledgement of the effect poor time management has on:  
- other workers  
- clients  
- workplace/organisation.  

A range of strategies to assess and manage workloads including:  
- time management  
- seeking help/assistance when needed  
- contingency planning  
- effective use of technology.  

Learning experiences for the HSC must address:  
Points to consider when completing work tasks including:  
- adherence to OHS policies, procedures and programs |
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</table>
| 2.2     | Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks | **Colleagues** may include:  
- coach/mentor  
- other members of the organisation  
- peers/work colleagues/team  
- supervisor or manager. | **Learning experiences for the HSC must address:**  
Effective questioning techniques:  
- open  
- closed  
- reflective.  
Knowledge of appropriate colleagues from whom to seek assistance including:  
- coach/mentor  
- peers/team members  
- supervisor/team leader. |
| 2.3     | Identify factors affecting work requirements and take appropriate action | **Factors affecting work requirements** may include:  
- changes to procedures or new procedures | **Learning experiences for the HSC must address:**  
Awareness of a range of factors that may affect work requirements including: |
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</table>
|         |                      | • competing work demands  
|         |                      | • environmental factors such as time, weather  
|         |                      | • other work demands  
|         |                      | • resource issues  
|         |                      | • technology/equipment breakdowns.  
| 2.4 Use business technology efficiently and effectively to complete work tasks | Business technology may include:  
|         |                      | • computer applications  
|         |                      | • computers  
|         |                      | • electronic diaries  
|         |                      | • facsimile machines  
|         |                      | • photocopiers  
|         |                      | • printers  
|         |                      | • scanners.  
|         |                      | • changes to/new workplace/organisational procedures  
|         |                      | • competing/other work demands  
|         |                      | • environmental factors  
|         |                      | - time  
|         |                      | - work space  
|         |                      | • resource constraints  
|         |                      | - finances  
|         |                      | - personnel  
|         |                      | - expertise  
|         |                      | - technology  
|         |                      | • technology/equipment failure/faults.  
|         |                      | Knowledge of a range of actions that may be taken to overcome factors affecting work requirements including:  
|         |                      | • re-prioritising  
|         |                      | • re-negotiating  
|         |                      | • accessing additional resources  
|         |                      | • contingency planning  
|         |                      | • trouble shooting.  
|         |                      | Learning experiences for the HSC must address:  
|         |                      | Definition of:  
|         |                      | • efficient  
|         |                      | • effective.  
|         |                      | Understanding of the difference between efficiency and effectiveness.  
|         |                      | A basic understanding of the function, operation and safe use of a range of commonly used business technology including:  
|         |                      | • computer  
|         |                      | • peripheral device  
|         |                      | - input device  
|         |                      | • key pad  
|         |                      | • scanner  
|         |                      | • digital camera  
|         |                      | - output device  
|         |                      | • printer  
|         |                      | - storage device  
|         |                      | • USB/flash drive  
|         |                      | • CD/DVD  

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<td></td>
<td></td>
<td>• external hard drives</td>
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<td>• computer software/applications</td>
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<td></td>
<td></td>
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<td>- word processing program</td>
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<td></td>
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<td>- spreadsheet</td>
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<td>- internet/intranet</td>
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<td>- e-mail</td>
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<td>• electronic diary</td>
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<td></td>
<td></td>
<td></td>
<td>• communication equipment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- facsimile machine</td>
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<td></td>
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<td>- telephone system</td>
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<td></td>
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<td>- answering machine and service</td>
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<td></td>
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<td>• photocopier.</td>
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<td></td>
<td>Working knowledge of a range of business technology.</td>
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<td>A basic understanding of the effects of emerging technology on:</td>
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<td></td>
<td></td>
<td></td>
<td>• current work practices/productivity</td>
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<td>• employment</td>
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<td>• work methods/techniques</td>
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<td>• market conditions/new markets</td>
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<td>• cost-effectiveness.</td>
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<tr>
<td>2.5</td>
<td>Communicate progress of task to supervisor or colleagues as required</td>
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<tr>
<td>3</td>
<td>Review work performance</td>
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<tr>
<td>3.1</td>
<td>Seek feedback on work performance from supervisors or colleagues</td>
<td>Feedback on performance may include:</td>
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<td></td>
<td></td>
<td>• formal/informal performance appraisals</td>
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<td></td>
<td></td>
<td>• obtaining feedback from clients</td>
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<td></td>
<td></td>
<td>• obtaining feedback from supervisors and colleagues</td>
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<td></td>
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<td>• personal, reflective behaviour strategies</td>
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<td></td>
<td>• routine organisational methods for monitoring service delivery.</td>
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<tr>
<td>3.2</td>
<td>Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards</td>
<td>Standards may include:</td>
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<tr>
<td></td>
<td></td>
<td>• Australian Standards</td>
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<td></td>
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<td>• legal and organisation policies, guidelines and requirements</td>
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<td>• legislation</td>
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<td>• organisational policies and procedures</td>
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<td></td>
<td>Learning experiences for the HSC must address:  Communication and listening skills including:</td>
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<td></td>
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<td>• active listening</td>
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<td></td>
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<td>• questioning</td>
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<td></td>
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<td>• nonverbal communication.</td>
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<td></td>
<td></td>
<td>The importance of feedback in the learning process.</td>
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<td>How to elicit and interpret feedback.</td>
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<tr>
<td></td>
<td>Sources of feedback including:</td>
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<tr>
<td></td>
<td>• formal/informal performance appraisals</td>
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<tr>
<td></td>
<td>• clients</td>
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<tr>
<td></td>
<td>• supervisors and colleagues</td>
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<td></td>
<td>• workplace/organisation monitoring procedures</td>
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<td></td>
<td>• assessment/analysis of output/outcomes</td>
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<tr>
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</tbody>
</table>
|         |                      | ● specified work standards  
|         |                      | ● standards set by work group. | ● personal/self reflection. |
|         | 3.3 Identify and plan **opportunities for improvement** in liaison with colleagues | **Opportunities for improvement** may include:  
|         |                      | ● coaching, mentoring and/or supervision  
|         |                      | ● internal/external training provision  
|         |                      | ● personal study  
|         |                      | ● recognition of current competence (RCC)/skills recognition/initial assessment  
|         |                      | ● workplace skills assessment. | Acknowledging work performance including:  
|         |                      |                           | ● evaluating work performance  
|         |                      |                           | ● conducting performance appraisals  
|         |                      |                           | ● improving work practices. |
|         |                      | **Learning experiences for the HSC must address:**  
|         |                      | Setting personal and team goals and timelines.  |
|         |                      | Self-reflection skills including:  
|         |                      | ● recognition of current knowledge and skills  
|         |                      | ● identification of  
|         |                      | - knowledge and skills required for current job  
|         |                      | - knowledge and skill gaps  
|         |                      | - learning opportunities to meet potential learning needs and fulfil career aspirations.  |
|         |                      | Methods for skills recognition:  
|         |                      | ● recognition of current competence (RCC)  
|         |                      | ● workplace skills assessment  
|         |                      | - recognition of prior learning (RPL)  
|         |                      | - credit transfer.  |
|         |                      | Recognition of learning as an ongoing process and an awareness of opportunities to meet learning needs including:  
|         |                      | ● on-the-job and/or off-the-job training  
|         |                      | ● seminars/workshops/courses  
|         |                      | ● multiskilling/job rotation in current workplace  
|         |                      | ● coaching/mentoring programs  
|         |                      | ● personal study.  |
|         |                      | Evidence of learning including:  
|         |                      | ● transcript/qualification/ticket/licence  
|         |                      | ● work diary  
|         |                      | ● supervisor and/or team leader’s report/evaluation/appraisal  
|         |                      | ● competency record  
|         |                      | ● learning portfolio.