

BTraining Package	Business Services (BSB01)	HSC Requirements and Advice
Title:	Work effectively in a business environment	
Unit Code	Unit Descriptor:	HSC Indicative Hours: 15
BSBCMN201A	<p>This unit covers the skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards.</p> <p>This unit is related to BSBCMN101A Prepare for work and BSBCMN301A Exercise initiative in a business environment.</p>	

Context/s of Assessment	Critical aspects of Evidence	Consistency of Performance	Resource Implications	HSC Requirements and Advice
<ul style="list-style-type: none"> - Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit 	<ul style="list-style-type: none"> - Able to identify, locate and express the organisation's requirements including goals and values - Work reflects the relationship between own role and organisational requirements - Own future career plans are developed - Workplace procedures for upholding employee and employer rights and responsibilities can be identified and clearly explained 	<p>In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</p>	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace</p>	<p>Key Terms and Concepts:</p> <ul style="list-style-type: none"> - rights and responsibilities - organisation - employee - employer - duty of care - organisational goals and objectives - prioritise - legislation - Occupational Health and Safety - Equal Employment Opportunity - outsourcing - industrial relations - anti-discrimination - industry codes of practice - equity principles - ethical standards - colleagues - line management - confidentiality - unions - sexual harassment - criminal offence - negligent - disloyalty - quality assurance - performance appraisals

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Work within organisational requirements	1.1 Documents outlining <i>organisational requirements</i> are located, read and any uncertainties are clarified with <i>appropriate persons</i>	<p>Legislation, codes and national standards relevant to the workplace which may include:</p> <ul style="list-style-type: none"> - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice <p>Organisation's requirements may be included in:</p> <ul style="list-style-type: none"> - goals, objectives, plans, systems and processes - legal and organisation policy/guidelines and requirements - business and performance plans - access and equity principles and practice - anti-discrimination and related policy - ethical standards - quality and continuous improvement processes and standards - Occupational Health and Safety policies; procedures and programs <p>Appropriate persons may include:</p> <ul style="list-style-type: none"> - those who have the authority to adjust plans - supervisor - colleagues - external organisations - line management 	<ul style="list-style-type: none"> • Knowledge* <p>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> - The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Knowledge of the organisation's policies, plans and procedures and how to access them - Understanding of terms and conditions of employment <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Literacy skills to identify work requirements and process basic, relevant workplace documentation 	<p>Learning experiences for the HSC must address:</p> <p>Relevant State and Commonwealth legislation including:</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000 (NSW)</i> • <i>Anti-Discrimination Act 1977 (NSW)</i> • <i>Workplace Relations Act 1996 (Cth) (as amended)</i> • <i>Workers Compensation Act 1987 (NSW) (as amended)</i> • <i>Workplace Injury Management and Workers Compensation Act 1998 (NSW)</i> • <i>Sex Discrimination Act 1984 (Cth)</i> • <i>Racial Discrimination Act 1975 (Cth)</i> • <i>Equal Opportunity for Women in the Workplace Act 1999 (Cth)</i> <p>Organisational goals and objectives outlined in:</p> <ul style="list-style-type: none"> - Mission statements - Vision <p>Quality assurance process and procedures</p> <p>Management structures within the enterprise</p> <ul style="list-style-type: none"> - Flat - Horizontal - Vertical <p>The role and function of OH&S committees and WorkCover involving:</p> <ul style="list-style-type: none"> - identification of work hazards - modification of work environment - reporting procedures - support of safe work practices

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	1.2 All work reflects a current working knowledge and understanding of <i>employees and employers rights and responsibilities</i>	<p>Rights and responsibilities of employees may relate to:</p> <ul style="list-style-type: none"> - attendance - punctuality - obeying lawful orders - confidentiality and privacy of enterprise, client and colleague's information - safety and care with respect to Occupational Health and Safety - knowing the terms and conditions of own employment - the right to union representation - protection from discrimination and sexual harassment <p>Rights and responsibilities of employers include:</p> <ul style="list-style-type: none"> - the right to dismiss you if you (see the <i>Commonwealth Workplace Relations Act (1996)</i>) <ul style="list-style-type: none"> - commit a criminal offence - are negligent, careless or cause an accident - commit acts of disloyalty such as revealing confidential information - responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation) 		<p>Learning experiences for the HSC must address:</p> <p>The role of unions in the workplace including:</p> <ul style="list-style-type: none"> - nature, function - major achievements - current issues - membership, - advantages / disadvantages <p>The role and function of employer associations</p> <p>The features of awards and the process for changing awards</p> <p>The process for forming enterprise agreements</p>
	1.3 All work undertaken reflects understanding and compliance with relevant duty of care, legal responsibilities and <i>organisational goals and objectives</i>	<p>The organisation's goals and objectives may be:</p> <ul style="list-style-type: none"> - stated or implied by the way the organisation conducts its business including <ul style="list-style-type: none"> - organisational values and behaviours - flexibility, responsiveness - financial performance - work procedures and/or procedures manuals - people management - interpersonal communication - business planning - marketing and customer service - organisational values and behaviours - work procedures and quality assurance manuals 		<p>Learning experiences for the HSC must address:</p> <p>The importance of duty of care</p> <p>Legal responsibilities of staff and management</p> <p>Outsourcing for accounting, marketing and human resources</p>

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	1.4 Standards and values considered to be detrimental to the organisation are identified and questioned through established communication channels			<p>Learning experiences for the HSC must address:</p> <p>The consequences of unsafe work practices</p> <p>Standards and values considered to be detrimental to the organisation</p> <p>Written and verbal reporting procedures</p>
	1.5 Self and other's <i>behaviour</i> which contribute to a safe work environment are identified and practised	<p>Behaviour which contributes to a safe work environment may include:</p> <ul style="list-style-type: none"> - discussing and negotiating problems and tasks with other team members - solving problems as a team - sharing your knowledge and skills - identifying and reporting any risks or hazards - using business equipment according to guidelines - listening to the ideas and opinions of others in your team 		<p>Learning experiences for the HSC must address:</p> <p>The characteristics of a safe work environment and recognition of appropriate symbols</p> <p>The identification of hazards as either:</p> <ul style="list-style-type: none"> - chemical - physical - psychological - ergonomic <p>The implementation of safe work practices eg ergonomic furniture, manual handling</p>

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2. Determine future work/career directions	2.1 Personal work goals are identified and prioritised in accordance with organisational requirements and future personal career plans		<ul style="list-style-type: none"> • Knowledge* <p>* At this level the learner must demonstrate basic operational knowledge in a moderate range of area.</p> <ul style="list-style-type: none"> - Understanding of the types of actions which uphold the organisation's image - Knowledge of how to use information systems to source and access new learning opportunities <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Communication skills to request advice, receive feedback and work with a team - Planning skills to develop future career goals - Problem solving skills to solve routine problems - Technology skills including the ability to select and use technology appropriate to a task - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	<p>Learning experiences for the HSC must address:</p> <p>The identification of career opportunities</p> <p>Goal setting (AMOR)</p> <ul style="list-style-type: none"> - Achievable - Measurable - Obtainable - Realistic <p>The relevance of skills and personal attributes:</p> <p>Horizontal, vertical and diagonal career planning</p> <p>Internal (eg on the job training) and external (eg TAFE courses) training options</p> <p>Informal (eg reading manuals) and formal (eg accredited courses) training options</p>
	2.2 Personal values and attitudes regarding work and business are taken into account when planning future work/career directions			<p>Learning experiences for the HSC must address:</p> <p>Considerations for career decisions including:</p> <ul style="list-style-type: none"> - interests - abilities - study - location - variety - responsibility

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	2.3 Advice is obtained from appropriate persons on future work/career directions	Advice may include: <ul style="list-style-type: none"> - formal/informal performance appraisals - obtaining feedback from supervisors and colleagues - personal, reflective behaviour strategies - career counselling 		Learning experiences for the HSC must address: The role of recruitment agencies and assistance schemes in career planning The importance of content, principles and layout of <ul style="list-style-type: none"> - a job application letter - resume/curriculum vitae (CV)
	2.4 Additional <i>skills</i> are identified and addressed	Additional skills may be acquired by: <ul style="list-style-type: none"> - on-the-job coaching or mentoring - additional responsibilities - presentations/demonstrations - formal course participation - work experience - involvement in professional networks 		

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform task

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to develop understanding of organisation’s requirements
- **Communicating ideas and information** – to individuals and members of the work team
- **Planning and organising activities** – to develop work schedules
- **Working with teams and others** – to implement work plans
- **Using mathematical ideas and techniques** – to solve routine problems
- **Solving problems** – to improve personal work performance
- **Using technology** – to aid access to organisational information

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies