

Training Package	Business Services (BSB01)	HSC Requirements and Advice
Title:	Organise and complete daily work activities	
Unit Code	Unit Descriptor:	HSC Indicative Hours: 15
BSBCMN202A	This unit covers the skills and knowledge required to organise and complete own work activities, and obtain feedback on work performance This unit is related to BSBCMN102A Complete daily work activities and BSBCMN302A Organise personal work priorities and development.	

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"> - Organises and completes own work activities - Seeks and acts on feedback from clients and colleagues 	<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"> - negotiation - colleagues - workgroup - accountability - allocated timeframes - organisational requirements - efficient - effective - monitor feedback - organisational standards - liaison - opportunities for improvement - enterprise agreements - awards - codes of practice - mentor - internet - extranet - intranet - reflective behaviour strategies - Australian Standards - recognition of prior learning - environmental factors - client

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Organise work schedule	1.1 Work goals and plans are negotiated and agreed upon with <i>colleagues</i>	Colleagues may include: <ul style="list-style-type: none"> - coach/mentor - supervisor or manager - peers/work colleagues/team - other members of the organization 	<ul style="list-style-type: none"> • Knowledge* * At this level the learner must demonstrate basic operational knowledge in a moderate range of areas. - 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 - Methods used to prepare personal plans and establish priorities - Principles and techniques of: <ul style="list-style-type: none"> - Goal setting - Measuring performance - Time management - Personal assessment • Skills - Literacy skills to use written and oral information about workplace requirements - Organising skills to arrange work priorities and arrangements - Problem solving skills to solve routine problems 	Learning experiences for the HSC must address: <p>An analysis of teams and their:</p> <ul style="list-style-type: none"> - purpose/aims - size - goals <p>The features and characteristics of successful teamwork</p>
	1.2 Work goals and plans reflect the organisation's and workgroup's plans, responsibilities and accountabilities			Learning experiences for the HSC must address: <p>Planning and organising work routine on a daily, weekly or monthly basis</p> <p>Working together in:</p> <ul style="list-style-type: none"> - meetings - teleconference - online 'internet chat' - video conference
	1.3 Workload is assessed and prioritised within allocated timeframes			Learning experiences for the HSC must address: <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> - prioritising - time management - negotiation - completed in time frame - individual needs - group needs

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
2. Complete work tasks	2.1 Tasks are completed within designated timelines and in accordance with <i>organisational requirements</i>	<p>Legislation, codes and national standards relevant to the workplace including:</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 - Occupational Health and Safety policies, procedures and programs - ethical standards - quality and continuous improvement processes and standards 	<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"> - Principles and techniques of: <ul style="list-style-type: none"> - Goal setting - Measuring performance - Time management - Personal assessment - Understanding of technology and how it can be used to assist in scheduling of tasks <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Literacy skills to use written and oral information about workplace requirements - 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 features of time-management:</p> <ul style="list-style-type: none"> - prioritising - delegation - problem-solving - decision-making
	2.2 Assistance is sought from supervisors and/or colleagues when difficulties arise in achieving allocated tasks			<p>Learning experiences for the HSC must address:</p> <p>Standard procedures for specific enterprises found in:</p> <ul style="list-style-type: none"> - manuals - information from supervisors - standing business protocols
	2.3 <i>Factors affecting work requirements</i> are identified and appropriate action taken	<p>Factors affecting work requirements may include:</p> <ul style="list-style-type: none"> - competing work demands - technology/equipment breakdowns - other work demands - environmental factors such as time, weather, etc - resource issues - changes to procedures or new procedures 		<p>Learning experiences for the HSC must address:</p> <p>Routine problems impacting on work completion including:</p> <ul style="list-style-type: none"> - equipment failure / faults - other work demands - physical environment - lack of resources - changes to organisational procedures <p>Identifying and implementing at least one solution to each routine problem</p>

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
	2.4 Business technology is used efficiently and effectively to complete work tasks	Business technology may include: <ul style="list-style-type: none"> - computers - computer applications - electronic diaries - scanners - email, internet, extranet, intranet - photocopiers - facsimile machines - printers 		Learning experiences for the HSC must address: Manual (diary, to-do lists) and electronic (organisers, computers) recording of information
3. Review work performance	3.1 Own work is monitored and adjusted according to <i>feedback</i> obtained through supervision and comparison with established team and organisational <i>standards</i>	Feedback on performance may include: <ul style="list-style-type: none"> - formal/informal performance appraisals - obtaining feedback from supervisors and colleagues - obtaining feedback from clients - personal, reflective behaviour strategies - routine organisational methods for monitoring service delivery Standards may include: <ul style="list-style-type: none"> - standards set by work group - organisational policies and procedures - specified work standards - legislation - legal and organisation policy/guidelines and requirements - Australian Standards 	<ul style="list-style-type: none"> • Knowledge * At this level the learner must demonstrate basic operational knowledge in a moderate range of areas. <ul style="list-style-type: none"> - Knowledge of how to elicit and interpret feedback <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Literacy skills to use written and oral information about workplace requirements - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	Learning experiences for the HSC must address: Performance appraisal providing processes for: <ul style="list-style-type: none"> - feedback - modification - re-evaluation Training available through: <ul style="list-style-type: none"> - TAFE - private providers - in-house courses
	3.2 <i>Opportunities for improvement</i> are identified and planned in liaison with colleagues	Opportunities for improvement may include: <ul style="list-style-type: none"> - coaching, mentoring and/or supervision - internal/external training provision - personal study - workplace skills assessment - Recognition of Prior Learning/RCC/initial assessment 		Learning experiences for the HSC must address: A range of internal, external, informal and formal training opportunities

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 measure self-performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self-development
- **Using technology** – to manage scheduling and completion of tasks

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