

Training Package	Business Services (BSB07)	HSC Requirements and Advice
Unit code	Unit title	HSC Indicative Hours
BSBIND201A	Work effectively in a business environment	20

Unit descriptor	This unit describes the performance outcomes, 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. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Competency field	Industry Capability – Industry Context
Application of the unit	This unit applies to individuals developing basic skills and knowledge in preparation for working in a broad range of settings.
Employability skills	This unit contains employability skills.

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	Context of and specific resources for assessment	Method of assessment	Gather information for assessment
Evidence of the following is <u>essential</u> : <ul style="list-style-type: none"> identifying, locating and articulating the organisation's requirements including goals and values work that reflects the relationship between own role and organisational requirements knowledge of workplace procedures for upholding employee and employer rights and responsibilities. 	Assessment <u>must</u> ensure: <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources. 	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> 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 observation of demonstrated techniques evaluation of time management strategies applied to work duties. 	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Required Skills and Knowledge		HSC Requirements and Advice
This section describes the skills and knowledge <u>required</u> for this unit.		
<p>Required skills</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements and to process relevant workplace documentation • communication skills to request advice, to receive feedback and to work with a team • problem solving skills to solve routine problems • technology skills to select and use technology appropriate for a task. 	<p>Required knowledge</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> - anti discrimination legislation - ethical principles - codes of practice - privacy laws - occupational health and safety (OHS) • organisational policies, plans and procedures and how to access them • terms and conditions of employment. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • anti-discrimination • employer/employee rights and responsibilities • organisational values, goals and objectives • organisational requirements • roles and responsibilities • teamwork • time and task management • work and personal priorities • work ethic.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Work within organisational requirements</p>	<p>1.1 Identify and read <i>organisation's requirements</i> and responsibilities and seek advice from <i>appropriate persons</i>, where necessary.</p>	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording, if used in the performance criteria, is detailed below.</p> <p><i>Organisation's requirements</i> may include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards. <p><i>Appropriate persons</i> may include:</p> <ul style="list-style-type: none"> • colleagues • external organisations • line management • supervisor • those who have the authority to adjust plans. 	<p>Learning experiences for the HSC must address:</p> <p>Basic research skills for:</p> <ul style="list-style-type: none"> • identifying relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>An awareness of sources of current industry information including:</p> <ul style="list-style-type: none"> • personal observations and experience • industry contacts and mentors • colleagues, supervisors/team leaders and managers • industry associations and organisations • unions • industry journals • media • the internet • libraries • reference manuals. <p>An understanding of the following in relation to the business services industry in Australia:</p> <ul style="list-style-type: none"> • the interrelationship of the business services industry and other industries • employment in the business services industry. <p>An understanding of the scope of the business services industry including:</p> <ul style="list-style-type: none"> • small, medium and large enterprises • private sector, government, community and not-for-profit agencies • domestic and international • multinationals and franchises. <p>An understanding of the business services industry as both an industry sector and an occupational grouping.</p> <p>An awareness of a range of occupational groupings within the business services industry including:</p> <ul style="list-style-type: none"> • business/office administration <ul style="list-style-type: none"> - clerical, reception and secretarial work • recordkeeping/record management

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			<ul style="list-style-type: none"> • human resources • e-business • business development • public relations • customer service • legal administration • management • marketing and sales • advertising • environmental and occupational health and safety (OHS) professionals • compliance • international trade/business. <p>A definition of:</p> <ul style="list-style-type: none"> • organisational culture. <p>An understanding of the following for a workplace/organisation:</p> <ul style="list-style-type: none"> • mission statement • organisational values and standards • goals and objectives • vision • organisational/management structure and lines of reporting/chain of command <ul style="list-style-type: none"> - flat - horizontal - vertical • quality assurance processes and procedures. <p>A range of opportunities to access and read/interpret a range of relevant workplace documentation.</p> <p>An overview of the role of employees in quality assurance.</p>
	<p>1.2 Develop and utilise a current working knowledge and understanding of <i>employee and employer rights and responsibilities</i>.</p>	<p><i>Employee rights and responsibilities</i> may include:</p> <ul style="list-style-type: none"> • attendance • confidentiality and privacy of enterprise, client and colleague information • knowing the terms and conditions of own employment 	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of employee rights and responsibilities including:</p> <ul style="list-style-type: none"> • attendance • confidentiality and privacy of enterprise, client and colleague information

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		<ul style="list-style-type: none"> • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to OHS. <p><i>Employer rights and responsibilities</i> may include:</p> <ul style="list-style-type: none"> • responsibility of providing a safe environment free from discrimination and sexual harassment (refer to relevant state/territory and commonwealth anti discrimination legislation) • right to dismiss employees if employees <ul style="list-style-type: none"> - are negligent, careless or cause an accident - commit a criminal offence - commit acts of disloyalty such as revealing confidential information. 	<ul style="list-style-type: none"> • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to OHS. <p>Knowledge of employer rights and responsibilities including:</p> <ul style="list-style-type: none"> • responsibility of providing a safe environment free from discrimination and sexual harassment • right to dismiss employees if employees <ul style="list-style-type: none"> - are negligent, careless or cause an accident - commit a criminal offence - commit acts of disloyalty such as revealing confidential information. <p>An awareness of employment conditions within the business services industry including:</p> <ul style="list-style-type: none"> • industrial award(s) • enterprise agreement(s) • workplace agreement(s). <p>An awareness of the primary role/function of industry bodies including:</p> <ul style="list-style-type: none"> • employer/employee groups • unions • professional associations (if appropriate) • training.
	<p>1.3 Comply with relevant duty of care, legal responsibilities and <i>organisational goals and objectives</i>.</p>	<p><i>Organisational goals and objectives</i> may include:</p> <ul style="list-style-type: none"> • organisational values and behaviours • work procedures and quality assurance manuals <p>And may be stated or implied by the way the organisation conducts its business including:</p> <ul style="list-style-type: none"> • business planning • financial performance • flexibility, responsiveness 	<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • duty of care. <p>Knowledge of indicators of workplace/organisation goals, objectives and values including:</p> <ul style="list-style-type: none"> • business plan • financial performance • flexibility, responsiveness • marketing

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		<ul style="list-style-type: none"> • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and/or procedures manuals. 	<ul style="list-style-type: none"> • customer service • people management • work procedures. <p>An understanding of current industrial relations issues affecting the business services industry.</p> <p>A detailed knowledge of at least two current issues of concern to the business services industry for example:</p> <ul style="list-style-type: none"> • worker attraction and retention • employment arrangements • health and safety • market expansion • competitiveness and productivity demands • e-business • globalisation • technological advancement/emerging technologies • insurance/public liability • government initiatives • risk management • environmental issues.
	1.4 Identify roles and responsibilities of colleagues and immediate supervisors.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of:</p> <ul style="list-style-type: none"> • scope of responsibility and allocated duties/area of expertise of other staff • the relationship between individual roles and the role of colleagues/supervisors • product(s) and service(s) provided in other areas/sections/departments of the workplace/organisation. <p>Identifying roles through:</p> <ul style="list-style-type: none"> • job description • role/duty statement • manager/supervisor/team leader • experienced colleagues • rosters.

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			<p>A broad knowledge of career pathways for a range of occupational areas within the business services industry and knowledge and skills required for different job roles.</p> <p>Preparation to enter a career path in the business services industry including:</p> <ul style="list-style-type: none"> • job application <ul style="list-style-type: none"> - research - letter - curriculum vitae • job interview <ul style="list-style-type: none"> - preparation - presentation and performance - evaluation.
	<p>1.5 Identify standards and values considered to be detrimental to the organisation and communicate this through appropriate channels.</p>		<p>Learning experiences for the HSC must address:</p> <p>Awareness of the scope of responsibility of personnel to enable referral of positive and negative feedback to the most appropriate person.</p> <p>Recognition of the value of constructive feedback to the workplace/organisation including:</p> <ul style="list-style-type: none"> • improving business relationships • identifying and overcoming existing problems • eliminating entrenched work practices • improving productivity • enhancing output quality • future development of the workplace/organisation and the employees. <p>Understanding of proactive workplace practices including:</p> <ul style="list-style-type: none"> • workplace training • quality assurance procedures.
	<p>1.6 Identify, recognise and follow <i>behaviour that contributes to a safe work environment</i>.</p>	<p><i>Behaviour that contributes to a safe work environment</i> may include:</p> <ul style="list-style-type: none"> • discussing and negotiating problems and tasks with other team members • identifying and reporting any risks or hazards • listening to the ideas and opinions of others in the team 	<p>Learning experiences for the HSC must address:</p> <p>A range of safe work practices and procedures in accordance with occupational health and safety (OHS) regulations, legislation and statutory requirements.</p>

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		<ul style="list-style-type: none"> • sharing knowledge and skills • solving problems as a team • using business equipment according to guidelines. 	
2 Work in a team	2.1 Display courteous and helpful manners at all times.		<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • team • teamwork. <p>Principals and characteristics of team building and effective teamwork.</p> <p>Types of teams in a business services workplace/ organisation.</p> <p>Analysis of teams and their:</p> <ul style="list-style-type: none"> • purpose/aims • size • goals. <p>Importance of:</p> <ul style="list-style-type: none"> • demonstrating respect and empathy when working with others • sensitivity when dealing with other points of view • constructively raising and discussing ideas • cooperation and good working relationships • knowledge of work group members' responsibilities and duties.
	2.2 Complete allocated tasks as required.		<p>Learning experiences for the HSC must address:</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p>
	2.3 Seek assistance when difficulties arise.		<p>Learning experiences for the HSC must address:</p> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making.

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			<p>Problem-solving activities:</p> <ul style="list-style-type: none"> • identify problem • consider solutions • action • follow-up. <p>How and when to seek assistance.</p> <p>Appropriate personnel who may provide assistance:</p> <ul style="list-style-type: none"> • colleagues • supervisors • department managers • human resources officers. <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> • poor customer service • variation in colleagues' work practices/methods • cultural misunderstanding • poor communication • barriers to communication • aggressive behaviour • personal animosity. <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • eliminate adversarial contests • promote the concept of 'win-win' • allow for solutions that meet all parties' needs • follow due process – listen, acknowledge, respond, report and follow-up.
	<p>2.4 Use questioning techniques to clarify instructions or responsibilities.</p>		<p>Learning experiences for the HSC must address:</p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open • closed • reflective. <p>Establishing the details of the instruction/ responsibility:</p> <ul style="list-style-type: none"> • active listening • asking questions or rephrasing to clarify or confirm understanding.

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	2.5 Identify and display a non discriminatory attitude in all contacts with staff, management or clients.		<p>Learning experiences for the HSC must address:</p> <p>A understanding of the principles of anti-discrimination.</p> <p>An understanding of different forms of bullying and harassment in the workplace including:</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. <p>An understanding of:</p> <ul style="list-style-type: none"> • workplace/organisation policy and procedures designed to prevent discrimination and harassment in the workplace • legal ramifications of inappropriate workplace conduct • recourse in the event of inappropriate conduct <ul style="list-style-type: none"> - reporting complaints - grievance procedures - disciplinary action.
3 Develop effective work habits	3.1 Identify <i>work and personal priorities</i> and achieve a balance between competing priorities.	<p><i>Work and personal priorities</i> may include:</p> <ul style="list-style-type: none"> • work/life balance and other commitments, including: <ul style="list-style-type: none"> - school/homework - home/family/parties/friends - other jobs • culture • disability. 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of the importance of maintaining a balance between work and life and how this can be maintained.</p> <p>Identification of strategies to promote employees' balance of work and life within a workplace/ organisation.</p>
	3.2 Apply time management strategies to work duties.		<p>Learning experiences for the HSC must address:</p> <p>Principles of time and task management.</p> <p>Features of time management including:</p> <ul style="list-style-type: none"> • consultation with others • prioritising • delegation • problem-solving • decision-making • use of diaries • negotiating

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			<ul style="list-style-type: none"> • accommodating changes to routine • minimising time-wasters. <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers • clients • the workplace/organisation.
	<p>3.3 Observe appropriate dress and behaviour as required by the workplace, job role or customer contact.</p>		<p>Learning experiences for the HSC must address:</p> <p>Personal attributes and work ethics of workers in the business services industry including:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical and responsible behaviour • honesty • work performance • taking directives and accepting constructive criticism • attention to detail • appropriate dress and personal presentation standards for the industry and job role • positive attitude • confidentiality • consistency • safe work practices • cooperativeness • self-confidence • self-respect • willingness for self-improvement • flexibility. <p>Personal presentation, image and hygiene standards required in the workplace including:</p> <ul style="list-style-type: none"> • personal hygiene and grooming • attitude • clothing/uniform • etiquette. <p>An understanding of the extent to which personal presentation standards are influenced by workplace/organisation:</p>

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			<ul style="list-style-type: none"> • work location • job function • OHS issues • customer expectations on personal presentation standards. <p>Workplace/organisation policy and procedures for:</p> <ul style="list-style-type: none"> • personal dress and presentation • personal hygiene • workplace ethics • code of conduct.