

Training Package	Business Services (BSB07)	HSC Requirements and Advice
Unit code	Unit title	HSC Indicative Hours
BSBWOR202A	Organise and complete daily work activities	15

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.

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
<p>Evidence of the following is <u>essential</u>:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment <u>must</u> ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources examples of work plans, policies and procedures. 	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <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 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. 	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> administration units.

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 use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • 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. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • business technology • colleagues • effectiveness • efficiency • work requirements • feedback • organisational goals and plans • organisational requirements • work goals and plans • work performance • workload.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Organise work schedule	1.1 Negotiate and agree upon work goals and plans with assistance from <i>appropriate persons</i> .	<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>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.</p> <p><i>Appropriate persons</i> may include:</p> <ul style="list-style-type: none"> • colleagues • other staff members • supervisors, mentors or trainers. 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of work requirements including:</p> <ul style="list-style-type: none"> • goals • objectives • priorities • specified targets or results • time frames • coordination with other work processes • roles • application of particular procedures • organisation of work materials. <p>Strategies for obtaining, understanding and clarifying work goals and plans including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consult appropriate personnel • active listening • open and closed questions. <p>Skills required including:</p> <ul style="list-style-type: none"> • consultation • negotiation • communication • prioritisation. <p>Planning and preparation for a range of tasks/ activities applicable to daily work routines in a business services workplace/organisation.</p>
	1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans.		<p>Learning experiences for the HSC must address:</p> <p>An understanding of the difference between individual and organisation goals and plans.</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p>
	1.3 Plan and prioritise workload within allocated timeframes.		<p>Learning experiences for the HSC must address:</p> <p>The importance of the following to successful planning:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • organising tasks: <ul style="list-style-type: none"> - 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. <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 • accommodation of 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 • workplace/organisation. <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology.
2 Complete work tasks	2.1 Complete tasks within designated time lines and in accordance with <i>organisational requirements</i> and instructions	<i>Organisational requirements</i> may include: <ul style="list-style-type: none"> • access and equity principles and practice • anti discrimination and related policy • business and performance plans • ethical standards 	Learning experiences for the HSC must address: Points to consider when completing work tasks including: <ul style="list-style-type: none"> • adherence to OHS policies, procedures and programs

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • following directions from supervisor • maintaining ethical standards • maintaining quality standards • workplace/organisation goals, objectives, plans, systems and processes • adherence to workplace policies • maintaining personal work space • contributing to productive work environment by accepting responsibility for own work and assisting co-workers as required • checking that required materials and equipment are available and meet requirements of the task • seeking advice and obtaining information as required. <p>Application of time management techniques to work activities in industry context.</p> <p>The importance of:</p> <ul style="list-style-type: none"> • taking responsibility for the quality of own work • using accepted business/organisation techniques, practices and procedures.
	<p>2.2 Use effective questioning to seek assistance from <i>colleagues</i> when difficulties arise in achieving allocated tasks</p>	<p><i>Colleagues</i> may include:</p> <ul style="list-style-type: none"> • coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager. 	<p>Learning experiences for the HSC must address:</p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open • closed • reflective. <p>Knowledge of appropriate colleagues from whom to seek assistance including:</p> <ul style="list-style-type: none"> • coach/mentor • peers/team members • supervisor/manager.
	<p>2.3 Identify <i>factors affecting work requirements</i> and take appropriate action</p>	<p><i>Factors affecting work requirements</i> may include:</p> <ul style="list-style-type: none"> • changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of a range of factors that may affect work requirements including:</p> <ul style="list-style-type: none"> • changes to/new workplace/organisational procedures

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> • resource issues • technology/equipment breakdowns. 	<ul style="list-style-type: none"> • competing work demands • environmental factors <ul style="list-style-type: none"> - time - work space • resource constraints <ul style="list-style-type: none"> - finances - personnel - expertise - technology • technology/equipment failure/faults. <p>Knowledge of a range of actions that may be taken to overcome factors affecting work requirements including:</p> <ul style="list-style-type: none"> • re-prioritising • re-negotiating • accessing additional resources • contingency planning • troubleshooting.
	<p>2.4 Use <i>business technology</i> efficiently and effectively to complete work tasks</p>	<p><i>Business technology</i> may include:</p> <ul style="list-style-type: none"> • computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners. 	<p>Learning experiences for the HSC must address:</p> <p>Definition of:</p> <ul style="list-style-type: none"> • efficient • effective. <p>Understanding of the difference between efficiency and effectiveness.</p> <p>An understanding of the function, operation and safe use of a range of commonly used business technology including:</p> <ul style="list-style-type: none"> • computer • peripheral devices <ul style="list-style-type: none"> - input devices - output devices - storage devices • computer software/applications <ul style="list-style-type: none"> - word processing program - spreadsheet - internet/intranet - email • electronic diary

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • communication equipment <ul style="list-style-type: none"> - facsimile machine - telephone system - answering machine and service • photocopier. <p>Working knowledge of a range of business technology.</p> <p>An understanding of the effects of emerging technology on:</p> <ul style="list-style-type: none"> • current work practices/productivity • employment • work methods/techniques • market conditions/new markets • cost-effectiveness.
	2.5 Communicate progress of task to supervisor or colleagues as required		
3 Review work performance	3.1 Seek <i>feedback</i> on work performance from supervisors or colleagues	<p>Feedback on performance may include:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery. 	<p>Learning experiences for the HSC must address:</p> <p>Communication and listening skills including:</p> <ul style="list-style-type: none"> • active listening • questioning • nonverbal communication. <p>The importance of feedback in the learning process.</p> <p>How to elicit and interpret feedback.</p> <p>Sources of feedback including:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • customers/clients • supervisors and colleagues • workplace/organisation monitoring procedures • assessment/analysis of output/outcomes • personal/self-reflection. <p>Acknowledging work performance including:</p> <ul style="list-style-type: none"> • evaluating work performance • improving work practices.
	3.2 Monitor and adjust work according to <i>feedback</i> obtained through supervision and comparison with established team and organisational <i>standards</i>	<p>Standards may include:</p> <ul style="list-style-type: none"> • Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group. 	

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	3.3 Identify and plan <i>opportunities for improvement</i> in liaison with colleagues	<p><i>Opportunities for improvement</i> may include:</p> <ul style="list-style-type: none"> • coaching, mentoring and/or supervision • internal/external training provision • personal study • recognition of current competence (RCC)/ skills recognition/initial assessment • workplace skills assessment. 	<p>Learning experiences for the HSC must address:</p> <p>Setting personal and team goals and timelines.</p> <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills • identification of <ul style="list-style-type: none"> - knowledge and skills required for current job - knowledge and skill gaps - learning opportunities to meet potential learning needs and fulfil career aspirations. <p>Methods for skills recognition:</p> <ul style="list-style-type: none"> • recognition of current competence (RCC) • workplace skills assessment <ul style="list-style-type: none"> - recognition of prior learning (RPL) - credit transfer. <p>Recognition of learning as an ongoing process and an awareness of opportunities to meet learning needs including:</p> <ul style="list-style-type: none"> • on-the-job and/or off-the-job training • seminars/workshops/courses • multiskilling/job rotation in the workplace • coaching/mentoring programs • personal study. <p>Evidence of learning including:</p> <ul style="list-style-type: none"> • transcript/qualification • work diary • supervisor and/or team leader's report/evaluation/appraisal • competency record • learning portfolio.