



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBCMN301A Exercise initiative in a business environment**

**Release: 1**

## **Modification History**

Not Available

## INTRODUCTION

**Unit Descriptor** This unit covers the skills and knowledge required to exercise initiative and influence others in a business environment. It includes making decisions in accordance with organisational requirements.

This unit is related to BSBCM201A Work effectively in a business environment and BSBFLM404A Lead work teams.

**Competency Field** Common

### Element

### Performance Criteria

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| 1. Model high standards of business practices  | 1.1 Own work practices are consistent with organisational requirements and with agreed roles and responsibilities<br>1.2 Personal work goals are identified, prioritised and pursued in accordance with organisation's goals and objectives<br>1.3 Own work practices and behaviour are amended to reflect performance feedback and promote continuous improvement<br>1.4 Practices detrimental to the organisation are identified and communicated within appropriate organisational requirements   |
| 2. Influence individuals and groups positively | 2.1 Initiative style is consistent with organisational requirements and agreed roles and responsibilities<br>2.2 Opportunities are identified and used to raise awareness and commitment to the goals and values of the organisation<br>2.3 Appropriate negotiation skills are used to promote group consensus and a common understanding of organisational requirements<br>2.4 Coaching and mentoring assistance is provided to individuals and groups to support the achievement of work priorities<br>2.5 Encouragement is provided to others to develop innovative practices and strategies consistent with organisational requirements<br>2.6 Regular performance feedback is provided to individuals and groups in accordance with organisational requirements |
| 3. Make informed decisions                     | 3.1 Decision making processes are participative and used to review work of the group and to allocate appropriate   |

responsibilities

- 3.2 Parameters for decisions are clear and options are based on valid and reliable information
- 3.3 Decisions are consistent with applicable ethical and regulatory obligations and organisational requirements
- 3.4 Feedback is given to clarify the impact of decisions

## RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

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| Legislation, codes and national standards relevant to the workplace which may include: | <ul style="list-style-type: none"><li>• award and enterprise agreements and relevant industrial instruments</li><li>• 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</li><li>• relevant industry codes of practice</li></ul>  |
| Organisational requirements may be included in:  | <ul style="list-style-type: none"><li>• quality assurance procedures manual</li><li>• code of conduct/code of ethics/statement of values</li><li>• performance appraisal system and personnel procedures</li><li>• goals, objectives, plans, systems and processes</li><li>• legal and organisational policy/guidelines and requirements</li><li>• business and performance plans</li><li>• access and equity principles and practice</li><li>• anti-discrimination and related policy</li><li>• quality and continuous improvement processes and organisational standards</li><li>• Occupational Health and Safety policies, procedures and programs</li></ul> |
| Roles and responsibilities may include:  | <ul style="list-style-type: none"><li>• job description and employment arrangements</li><li>• organisation's policy relevant to work role</li><li>• team structures</li><li>• supervision and accountability requirements including Occupational Health and Safety</li><li>• skills, training and competencies</li><li>• Code of Conduct</li></ul>  |
| Interpersonal skills may include:  | <ul style="list-style-type: none"><li>• using appropriate body language</li><li>• summarising and paraphrasing</li><li>• consultation methods, techniques and protocols</li><li>• seeking feedback from group members to confirm understanding</li></ul>  |

- The organisation's goals and objectives may be:
- stated or implied by the way the organisation conducts its business including:
    - 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
- Feedback on performance may include:
- formal/informal performance appraisals
  - obtaining comments from supervisors and colleagues
  - obtaining comments from clients
  - personal, reflective behaviour strategies
  - routine organisational methods for monitoring service delivery
- Initiative styles and methods may include:
- techniques for initiating action and directing decision making
  - strategies for presenting a confident, assured and unhesitant manner in challenging situations
  - strategies for not accepting unreasonable expectations
  - maintaining ethical practice and beliefs in the face of opposition
  - modelling behavioural and personal presentation standards
  - time management
  - strategies for acknowledging and respecting the attitudes and beliefs of others
  - techniques for promoting active and genuine participation
- Negotiation skills may include:
- assertiveness
  - collaboration
  - solution designing
  - confidence building
  - conflict reduction

- stress management
  - empathising
- Coaching and mentoring assistance may include:
- providing feedback to another team member
  - fair and ethical practice
  - non-discriminatory processes and activities
  - respecting the contribution of all participants and giving credit for achievements
  - presenting and promoting a positive image of the collective group
  - problem solving
  - providing encouragement
- Opportunities to develop innovative work practices may include:
- obtaining feedback from supervisors and colleagues
  - obtaining feedback from clients
  - personal, reflective behaviour strategies
  - routine organisational methods for monitoring service delivery
  - networking within the organisation and the industry
  - job rotation/exchanges

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	<ul style="list-style-type: none"> <li>• Giving constructive feedback</li> <li>• Communicating priorities and goals and actions</li> <li>• Facilitating achievement of personal goals and work objectives</li> <li>• Working effectively in a team environment</li> <li>• Consulting with colleagues to encourage a process of continuous improvement</li> </ul>
Underpinning Knowledge*	<ul style="list-style-type: none"> <li>• 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</li> <li>• The principles and techniques associated with influencing others, establishing effective consultative processes and making decisions</li> <li>• Knowledge of the characteristics of a positive role model</li> <li>• Knowledge of methods which can be used to monitor and introduce practices to improve work performance</li> <li>• Understanding principles and techniques associated with the organisation of teams, team goal setting and devolving responsibility/accountability to teams</li> <li>• Understanding the use of feedback to achieve positive outcomes</li> <li>• Knowledge of the organisation's policies, plans and procedures</li> <li>• Knowledge of information systems and their use</li> <li>• Principles of effective negotiation</li> </ul>
* At this level the learner must demonstrate some relevant theoretical knowledge.	
Underpinning Skills	<ul style="list-style-type: none"> <li>• Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives</li> <li>• Proofreading and editing skills for checking own work</li> <li>• Communication skills to request advice, receive feedback and work with a team</li> <li>• Conflict management skills to maintain effective relationships</li> <li>• Planning skills to organise work arrangements</li> <li>• Evaluation skills for assessing outcomes</li> <li>• Problem solving skills to solve routine difficulties</li> <li>• Ability to relate to people from a range of social, cultural and</li> </ul>



ethnic backgrounds and physical and mental abilities

Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.
Consistency of Performance	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.
Context/s of Assessment	<ul style="list-style-type: none"><li>• 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</li><li>• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package</li><li>• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li><li>• 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</li></ul>

## 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 2	Level 2	Level 2	Level 1	Level 2	Level 1

**Three levels of performance denote level of competency required to perform a 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