



**Australian Government**

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

# **BSBCMN312A Support Innovation and Change**

**Release: 1**

## **BSBCMN312A Support Innovation and Change**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

This unit is related to BSBCMN210A Implement improved work practices and BSBCMN412A Promote innovation and change.

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

This unit is related to BSBCMN210A Implement improved work practices and BSBCMN412A Promote innovation and change.

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

Element	Performance Criteria
1 1. Clarify ideas to improve work practices	1.1 Advantages, disadvantages and consequences of ideas are identified 1.2 Options are considered and discussed with colleagues 1.3 Feedback is reflected and used to improve ideas 1.4 Methods of communicating ideas are considered
2 2. Advise on innovative work practices	2.1 Advice is clear and consistent with organisational requirements 2.2 Advice provided is realistic and relevant within context of current work practices and objectives 2.3 Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change 2.4 Information about risk factors is used to identify potential constraints 2.5 Feedback on innovations is obtained from designated individuals and groups
3 3. Support implementation of new work practices	3.1 Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines 3.2 Business technology is used to manage and provide access to information on progress towards objectives of change 3.3 Mentoring and coaching is provided to support individuals and groups in the introduction of change 3.4 Consultation is undertaken with individuals and teams to promote participation in change 3.5 Advice is provided on the impact of change in a manner accessible to designated personnel

## **Required Skills and Knowledge**

Not applicable.

## 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

Ideas for change are communicated effectively

Giving feedback and advice to colleagues on processes of implementation

Change is supported

### Underpinning Knowledge\*

\* At this level the learner must demonstrate some relevant theoretical knowledge.

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

Understanding the organisation's policies, plans and procedures

Knowledge of own roles and responsibilities

Understanding the context of change

Principles and techniques of identifying strengths and weaknesses

Understanding the impacts of change

Knowledge of critical success factors and how they relate to change

Processes to interpret and apply feedback

Principles and techniques of goal setting and recording priorities

### Underpinning Skills

Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding

Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information

Communication skills including active listening, questioning and clarifying, presenting and reporting

Ability to accept positive and negative feedback

Planning skills to organise work priorities and arrangements

Team work skills for working as a member of a team during periods of change

Consultation skills to maintain effective relationships during periods of change

Ability to relate to people from a range of social, cultural and 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

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

### **Key Competency Levels**

**Collecting, analysing and organising information** (Level 1) - to measure self-performance

**Communicating ideas and information** (Level 1) - with members of the work team

**Planning and organising activities** (Level 2) - for self

**Working with teams and others** (Level 2) - in completing scheduled tasks

**Using mathematical ideas and techniques** (Level 1) - as an aid to measure and schedule tasks

**Solving problems** (Level 2) - as an aid to self-development

**Using technology** (Level 1) - to manage scheduling of tasks

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

Ideas for change are communicated effectively

Giving feedback and advice to colleagues on processes of implementation

Change is supported

### **Underpinning Knowledge\***

\* At this level the learner must demonstrate some relevant theoretical knowledge.

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

Understanding the organisation's policies, plans and procedures

Knowledge of own roles and responsibilities

Understanding the context of change

Principles and techniques of identifying strengths and weaknesses

Understanding the impacts of change

Knowledge of critical success factors and how they relate to change

Processes to interpret and apply feedback

Principles and techniques of goal setting and recording priorities

### **Underpinning Skills**

Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding

Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information

Communication skills including active listening, questioning and clarifying, presenting and reporting

Ability to accept positive and negative feedback

Planning skills to organise work priorities and arrangements

Team work skills for working as a member of a team during periods of change

Consultation skills to maintain effective relationships during periods of change  
Ability to relate to people from a range of social, cultural and 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**

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

**Key Competency Levels**

**Collecting, analysing and organising information** (Level 1) - to measure self-performance

**Communicating ideas and information** (Level 1) - with members of the work team

**Planning and organising activities** (Level 2) - for self

**Working with teams and others** (Level 2) - in completing scheduled tasks

**Using mathematical ideas and techniques** (Level 1) - as an aid to measure and schedule tasks

**Solving problems** (Level 2) - as an aid to self-development

**Using technology** (Level 1) - to manage scheduling of tasks

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

## Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, 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:

**They may use legislation, codes and national standards relevant to the workplace including:**

- 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

**Organisational requirements may be included in:**

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

**Roles and responsibilities may include:**

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

**Change may include:**

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

**Risk factors may include:**

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays



**Feedback on innovations may be obtained from:**

customer satisfaction surveys  
interviews  
comments from colleagues  
analysis of qualitative/quantitative data  
recommendations  
management decisions  
quality assurance data

**Designated individuals and groups may include:**

supervisor  
clients  
colleagues  
external organisation  
committee  
line management

**Business technology may include:**

computers  
computer applications  
fax  
e-mail

internet/extranet/intranet

**Mentoring and coaching 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

The Range Statement provides advice to interpret the scope and context of this unit of competence, 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:

**They may use legislation, codes and national standards relevant to the workplace including:**

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

**Organisational requirements may be included in:**

quality assurances and/or procedures manuals  
goals, objectives, plans, systems and processes  
legal and organisational policy/guidelines and requirements  
Occupational Health and Safety policies, procedures and programs  
business and performance plans  
anti-discrimination and related policy  
access and equity principles and practice

ethical standards

quality and continuous improvement processes and standards

defined resource parameters

consultation and communication processes

**Roles and responsibilities may include:**

job description and employment arrangements

organisation's policy relevant to work role

team structures

supervision and accountability requirements including Occupational Health and Safety

skills, training and competencies

Code of Conduct

**Change may include:**

implementation of new work practices and/or services

organisational restructures

introduction of new technology

change in work location

new client base

staffing changes

job role changes

work priorities

**Risk factors may include:**

disturbances to workflow

confusion/loss of confidence

cost blow out

supplier problems

product/service delivery problems

time delays

**Feedback on innovations may be obtained from:**

customer satisfaction surveys

interviews

comments from colleagues

analysis of qualitative/quantitative data

recommendations

management decisions

quality assurance data

**Designated individuals and groups may include:**

supervisor

clients

colleagues

external organisation

committee

line management

**Business technology may include:**

computers

computer applications

fax

e-mail

internet/extranet/intranet

**Mentoring and coaching 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

**Unit Sector(s)**

Not applicable.