



Australian Government

Department of Education, Employment and Workplace Relations

BSBINN201A Contribute to workplace innovation

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals working in any industry or community context, in both small and large organisations. They take a pro active approach to identifying, suggesting and developing ideas about better ways of doing things at a practical operational level in a specific area of activity. While the individual's overall work is undertaken with some supervision and guidance, the nature of this process requires the application of discretion, judgement and effective interpersonal skills.</p> <p>The unit assumes that there is wider organisational and management support for innovation and for individuals at all levels to contribute to the innovation process.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities to do things better	1.1. Be aware of <i>own role</i> in workplace innovation 1.2. Pro-actively identify <i>opportunities for improvement</i> in own area of work 1.3. Gather and review <i>information which may be relevant to ideas</i> and which might assist in gaining support for ideas
2. Discuss and develop ideas with others	2.1. Identify <i>people who could provide input</i> into ideas for improvements 2.2. Select the <i>best way of approaching people</i> to begin sharing ideas 2.3. Seek <i>feedback</i> on improvement of ideas, and discuss and develop <i>options and possible variations</i> 2.4. Review and select ideas for follow-up based on feedback and further review
3. Address the practicalities of change	3.1. Take action to implement <i>routine changes</i> in consultation with others and within scope of own responsibility 3.2. Identify and articulate <i>issues and practical processes</i> for implementing proposed ideas 3.3. Present ideas and practical suggestions to the appropriate people about how improvements could be made

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions
- comprehension skills to review and interpret information from a wide range of sources
- organisational skills to articulate practical processes and actions for change
- problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions.

Required knowledge

- role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context
- role of individuals in suggesting and making improvements and the importance of pro-active involvement
- positive impacts and the challenges of change and innovation
- types of changes that can occur as a result of effective individual participation
- typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints
- ways in which improvements and change can be suggested to maximise likelihood of support.

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with others to reflect the collaborative nature of the improvement/innovation process.
Method of assessment	<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 • direct observation of the candidate participating in brainstorming, discussions and other collaborative activities to develop ideas • evaluation of candidate's ability to generate ideas to address a range of practical operational situations • evaluation of feedback from other people involved in the collaborative process about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the role of innovation, the role of individuals in the innovation process and the types of techniques that can be used.
Guidance information for assessment	<p>Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.</p>

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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><i>Own role</i> may relate to:</p>	<ul style="list-style-type: none"> • current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
<p><i>Opportunities for improvement</i> may relate to:</p>	<ul style="list-style-type: none"> • changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
<p><i>Information which may be relevant to ideas</i> may include:</p>	<ul style="list-style-type: none"> • examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
<p><i>People who could provide input</i> may include those who might:</p>	<ul style="list-style-type: none"> • challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
<p><i>Best way of approaching people</i> may be influenced by:</p>	<ul style="list-style-type: none"> • degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation

RANGE STATEMENT	
	<ul style="list-style-type: none"> time pressures and priorities
<i>Feedback</i> could be gained in a range of ways and may include:	<ul style="list-style-type: none"> asking questions talking to colleagues or supervisors using brainstorming techniques using 'what if' scenarios
<i>Options and possible variations</i> development may occur by:	<ul style="list-style-type: none"> considering resources needed considering time required taking on board ideas from other people thinking through all aspects of the ideas whole new concepts that come out of discussions
<i>Routine changes</i> may include:	<ul style="list-style-type: none"> adjustments to work practices with minimal impact on others or within a small team changes that do not require management approvals changes that have the support of management and for which authority is given for immediate action to be taken
<i>Issues and practical processes</i> may relate to:	<ul style="list-style-type: none"> any approvals required cost of implementation internal politics need for a planned communication approach (internal or external) personalities and philosophies of others in the workplace relationship of the idea to organisation priorities

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Creativity and Innovation - Innovation
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Co-requisite units

Co-requisite units		