



**Australian Government**

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

# **BSBINN502A Build and sustain an innovative work environment**

**Release: 1**

## BSBINN502A Build and sustain an innovative work environment

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice.</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

<b>Application of the unit</b>	<p>This unit applies to individuals working in leadership or management roles in any industry or community context. The individual could be employed by the organisation, but may also be an external contractor, the leader of a cross organisation team or of a self formed team of individuals. The work group could be permanent or temporary in nature.</p> <p>The unit focuses on the skills and knowledge required to develop and implement a holistic approach to the integration of innovation across all areas of work practice. It also acknowledges the importance of wider contextual evaluation for potential innovations to ensure their value and benefit.</p>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	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. Lead innovation by example	1.1. Make innovation an integral part of <i>leadership and management activities</i> 1.2. Demonstrate positive reception of ideas from others and provide constructive advice 1.3. Establish and maintain relationships based on mutual respect and trust 1.4. Take considered <i>risks</i> to open up opportunities for innovation 1.5. Regularly evaluate own approaches for consistency with the wider organisational or project context
2. Establish work practices that support innovation	2.1. Consult on and establish <i>working conditions</i> that reflect and encourage innovative practice 2.2. Introduce and maintain <i>workplace procedures</i> that foster innovation and allow for rigorous <i>evaluation of innovative ideas</i> 2.3. Facilitate and participate in <i>collaborative work arrangements</i> to foster innovation 2.4. Build and lead teams to work in <i>ways that maximise opportunities for innovation</i>
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate <i>ways of celebrating and promoting innovation</i> 3.3. Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project 3.4. Promote and support the evaluation of innovative ideas within the wider organisational or project context
4. Create a physical environment which supports innovation	4.1. Evaluate the <i>impact of the physical environment</i> in relation to innovation 4.2. Collaborate with colleagues about ideas for enhancing the physical work environment before taking action 4.3. Consider potential for supporting innovation when selecting physical resources and equipment 4.4. Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships

ELEMENT	PERFORMANCE CRITERIA
5. Provide learning opportunities	<p>5.1.Pro-actively share relevant information, knowledge and skills with colleagues</p> <p>5.2.Provide or encourage <i>formal and informal learning opportunities</i> to help develop the skills needed for innovation</p> <p>5.3.Create opportunities in which individuals can learn from the experience of others</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- communication, consultation and negotiation skills to model and lead, open and collaborative relationships
- comprehension skills to interpret and develop information that may deal with complex ideas and relate to issues both within and outside a given workplace context
- planning and organisational skills to implement wide-ranging practical processes and procedures that support innovation
- problem-solving skills to assess and respond to challenges and risks around innovation at an operational management level
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development.

#### Required knowledge

- benefits of providing coaching and learning opportunities in relation to innovation
- concept of innovation, what it is and what it means for different people either working independently or within an organisation
- context for innovation in the relevant workplace context including core business values, overall objectives, broader environmental context and the need to ensure the value and benefit of innovative ideas and projects
- different ways of rewarding performance
- factors and tools that can motivate individuals to use creative thinking and apply innovative work practices
- legislative framework that impacts on operations in the relevant workplace context
- management principles and leadership styles, including the impact of different approaches on innovation
- typical challenges and barriers to innovation within teams and organisations, and ways of overcoming these
- ways in which workplace climate can affect individual attitudes and performance.

## Evidence Guide

### 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.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishment of procedures and practices (for a project or a workplace) which support and foster innovative work practice and include sound evaluation processes
- modelling of behaviour that supports innovative work practice
- knowledge and understanding of the role of leaders and managers in encouraging innovation, and the issues and challenges associated with building and sustaining an innovative work environment.

#### Context of and specific resources for assessment

Assessment must ensure:

- involvement of a team for which the candidate provides leadership and guidance.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- evaluation of outcomes and processes from activities managed by the candidate, particularly in relation to how innovation and innovative practice was encouraged and supported
- oral or written questioning to assess knowledge of ways that innovation can be fostered and the typical challenges and barriers to innovation.

#### Guidance information for assessment

Innovation does not occur in isolation. Holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended.

## Range Statement

<b>RANGE STATEMENT</b>	
<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. 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>	
<b><i>Leadership and management activities</i></b> may include:	<ul style="list-style-type: none"> <li>• people management practices</li> <li>• planning processes</li> <li>• regular management meetings</li> <li>• review processes</li> </ul>
<b><i>Risks</i></b> may include:	<ul style="list-style-type: none"> <li>• budgetary issues</li> <li>• challenging changes in relationships, work practices and general workplace climate</li> <li>• unforeseen impacts of innovative ideas</li> </ul>
<b><i>Working conditions</i></b> may include:	<ul style="list-style-type: none"> <li>• family-friendly leave entitlements</li> <li>• flexible working hours</li> <li>• social leave</li> <li>• study leave</li> <li>• time provided for coming up with ideas</li> </ul>
<b><i>Workplace procedures</i></b> may relate to:	<ul style="list-style-type: none"> <li>• briefing processes</li> <li>• client relations</li> <li>• performance management</li> <li>• project management</li> <li>• staff meetings</li> <li>• training</li> </ul>
<b><i>Evaluation of innovative ideas</i></b> may relate to:	<ul style="list-style-type: none"> <li>• analysing consistency with overall goals, values or vision</li> <li>• assessing resource requirements and practicalities</li> <li>• assessing the potential to find 'champions' or supporters</li> <li>• evaluating the external factors that may impact on the idea</li> <li>• exploring the implications of ideas that may stretch or change existing ways of doing things</li> </ul>
<b><i>Collaborative work arrangements</i></b> might be:	<ul style="list-style-type: none"> <li>• cross section</li> <li>• vertical teams</li> <li>• within a section</li> <li>• working with supplier organisations or partner</li> </ul>



<b>RANGE STATEMENT</b>	
	organisations
<i>Ways that maximise opportunities for innovation</i> may relate to:	<ul style="list-style-type: none"> <li>• collaborating</li> <li>• collecting data</li> <li>• creative thinking</li> <li>• future scanning</li> <li>• getting feedback</li> <li>• making suggestions</li> <li>• networking</li> </ul>
<i>Ways of celebrating and promoting innovation</i> may include:	<ul style="list-style-type: none"> <li>• congratulating the project team</li> <li>• ensuring management acknowledgment</li> <li>• providing a newsletter story about the idea</li> <li>• using the idea to help foster other ideas</li> <li>• well-planned group incentive schemes</li> </ul>
<i>Impact of the physical environment</i> may relate to:	<ul style="list-style-type: none"> <li>• eating areas</li> <li>• extent to which design or style links with declared philosophies or objectives</li> <li>• external areas</li> <li>• general ambience of the work environment</li> <li>• location of different people</li> <li>• presence and ambience of relaxation areas</li> <li>• style of décor</li> <li>• use of creative messages or images in the workplace</li> <li>• workspace design and décor</li> <li>• workstation arrangements and opportunities for interaction</li> </ul>
<i>Formal and informal learning opportunities</i> may include:	<ul style="list-style-type: none"> <li>• coaching</li> <li>• conferences</li> <li>• formal training courses/programs</li> <li>• information seminars</li> <li>• job rotation</li> <li>• mentoring</li> <li>• online learning</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

Competency field	Creativity and Innovation - Innovation
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## Co-requisite units

Co-requisite units		