# SIRXQUA001A Develop innovative ideas at work

**Revision Number: 1**

## SIRXQUA001A Develop innovative ideas at work

## Modification History

Not applicable.

## Unit Descriptor

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| **Unit descriptor** | This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace. |

## Application of the Unit

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| **Application of the unit** | This unit requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user. |

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| **Prerequisite units** | Nil |

# Employability Skills Information

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| **Employability skills** | The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements. |

# Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **_bold italicised_** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. |

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1 Interpret the need for innovation. | 1.1 Observe the need for **_innovation_** within workplace context. |
| | 1.2 Challenge assumptions about products and processes to identify opportunities for innovation. |
| | 1.3 Project possible future contexts and environments for the innovation. |
| | 1.4 Define **_end user requirements_**. |
| | 1.5 Identify **_resources and constraints_**. |
| | 1.6 Research **_factors and ethical considerations_** that may impact on the idea. |
| | 1.7 Access relevant **_organisational knowledge_**. |

| ELEMENT | | PERFORMANCE CRITERIA | |
|---|---|---|---|
| 2 | Generate ideas. | 2.1 | Conceptualise ideas using a range of *creative thinking techniques*. |
| | | 2.2 | Apply relevant knowledge to explore a range of approaches. |
| | | 2.3 | Seek *stimulation from alternative sources*. |
| | | 2.4 | Test ideas against brief and other factors. |
| | | 2.5 | Select preferred option. |
| 3 | Collaborate with others. | 3.1 | Develop ideas in conjunction with *relevant people*. |
| | | 3.2 | Seek and accept *feedback* from relevant people in an appropriate fashion. |
| | | 3.3 | Modify ideas according to feedback. |
| | | 3.4 | Maintain and utilise a *network of peers* to discuss ideas. |
| 4 | Analyse and reflect on ideas. | 4.1 | Analyse ideas from different perspectives. |
| | | 4.2 | Use appropriate strategies to capture *reflections*. |
| | | 4.3 | Examine ideas to ensure they meet context requirements, best practice and future needs. |
| | | 4.5 | Allow time for the development and analysis of ideas. |
| 5 | Represent ideas. | 5.1 | Select an appropriate *communication technique* for the target *audience*. |
| | | 5.2 | Develop the *presentation of the idea* with the audience in mind. |
| | | 5.3 | Present the idea to educate and inform the client. |
| | | 5.4 | Modify the idea according to client feedback. |
| 6 | Evaluate ideas. | 6.1 | *Review* ideas using appropriate *evaluation methods* to ensure they meet required needs. |
| | | 6.2 | Modify ideas as required. |

**ELEMENT**                    **PERFORMANCE CRITERIA**

**ELEMENT**                    **PERFORMANCE CRITERIA**

# Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - collaborate with others and represent ideas through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- research skills
- networking
- lateral thinking
- the ability to analyse self and external factors
- time management skills.

The following knowledge must be assessed as part of this unit:

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation.

# 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, the range statement and the Assessment Guidelines for this Training Package.

| Critical aspects for assessment and evidence required to demonstrate competency in | Evidence of the following is essential: <br> • interprets the need for innovation in the workplace <br> • identifies resources and constraints and researches |
|---|---|

## EVIDENCE GUIDE

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|---|---|
| **this unit** | affecting factors when generating innovative ideas |
| | • generates ideas using creative thinking techniques |
| | • tests ideas against brief and other relevant factors |
| | • presents and discusses ideas with relevant people |
| | • seeks feedback and modifies ideas accordingly |
| | • analyses and reflects on ideas to ensure they meet end user requirements |
| | • presents ideas using appropriate communication methods |
| | • reviews and modifies idea using appropriate evaluation methods. |
| **Context of and specific resources for assessment** | Assessment must ensure access to: |
| | • a real or simulated work environment |
| | • relevant documentation, such as store policy and procedures manuals |
| | • a range of communication equipment. |
| **Methods of assessment** | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: |
| | • observation of performance in the workplace |
| | • third-party reports from a supervisor |
| | • a detailed case study |
| | • written or verbal questioning to assess knowledge and understanding |
| | • review of portfolios of evidence and third-party workplace reports of on-the-job performance. |
| | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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**EVIDENCE GUIDE**

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| **Assessing employability skills** | Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. |
| | Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification. |

# 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 in the performance criteria is detailed below.

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| ***Innovation*** may include: | • generating new ideas or solutions<br>• developing new uses for old ideas and making them useful or a means of improvement. |
| ***End user requirements*** may refer to: | • who will be using the end product<br>• why the product or process is needed<br>• how will it be used<br>• advantages will it provide<br>• where it will be used. |

## RANGE STATEMENT

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| ***Resources and constraints*** may include: | • time required<br>• costs<br>• equipment<br>• human resources<br>• work culture<br>• management practice<br>• technology needed. |
| ***Factors and ethical considerations*** may include: | • aesthetic requirements<br>• functionality<br>• information available<br>• OHS<br>• environmental considerations. |
| ***Organisational knowledge*** may include: | • technical knowledge<br>• information gained from books and audiovisual resources<br>• knowledge from different work areas<br>• information from work colleagues<br>• work processes<br>• product<br>• materials<br>• systems<br>• tools<br>• working conditions. |
| ***Feedback*** may be: | • formal or informal<br>• verbal<br>• in writing<br>• in groups<br>• individual. |

## RANGE STATEMENT

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| ***Creative thinking techniques*** may include: | • brainstorming<br>• visualising<br>• making associations<br>• building on associations<br>• telling stories<br>• creative writing<br>• lateral thinking games<br>• mind mapping, drawings<br>• six thinking hats<br>• using prompts. |
| ***Stimulation from alternative sources*** may include: | • reading books and industry journals<br>• talking with colleagues and friends<br>• visiting art galleries and museums<br>• going to industry workshops<br>• networks. |
| ***Relevant people*** may include: | • colleagues<br>• team members<br>• supervisors<br>• managers<br>• the client. |
| Maintaining a ***network of peers*** may include: | • participating in forums<br>• participating in industry training<br>• attending workshops<br>• becoming a member of a network. |
| Capture of ***reflections*** may include: | • mind mapping<br>• assessing alternatives<br>• drawing comparisons<br>• imagining possible outcomes<br>• imagining best and worst case scenarios. |

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**RANGE STATEMENT**

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| ***Communication techniques*** may include: | • writing a proposal<br>• building a model<br>• showing a film<br>• presenting a talk<br>• preparing a report<br>• drawing a diagram. |
| The ***audience*** may include: | • external contacts<br>• internal contacts, such as management and other team members<br>• groups or individuals<br>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities. |
| ***Presentation of ideas*** may include: | • helping the client visualise and understand the idea<br>• actively listening<br>• asking questions<br>• accepting others opinions<br>• explaining the proposal<br>• clarifying details. |
| ***Formal review*** of the idea may involve: | • checking that the idea can be implemented<br>• that it meets the client and end user needs<br>• best practice<br>• financial requirements<br>• resource requirements. |
| ***Evaluation methods*** may include: | • developing checklists<br>• discussing the process with colleagues or supervisors<br>• writing a report of the outcomes. |

# Unit Sector(s)

**Sector**                    Cross-Sector

# Competency field

**Competency field**          Quality and Innovation

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