



Australian Government

BSBCRT611 Apply critical thinking for complex problem solving

Release: 1

BSBCRT611 Apply critical thinking for complex problem solving

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 7.0.

Application

This unit describes the skills and knowledge required to apply critical thinking in order to develop solutions to complex issues arising in the workplace.

The unit applies to individuals who are required to think critically in order to develop structured and innovative solutions to overcome complex organisational issues. Individuals in these roles operate with a high degree of autonomy and may undertake non-standard work tasks involving escalated risks. These individuals are often responsible for a team or work area.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Scope problem solving process	1.1 Identify complex issue for resolution within scope of job role and in consultation with relevant stakeholders 1.2 Document task objectives and risks involved in pursuing identified issue 1.3 Research legislative frameworks and organisational policy or procedures applicable to identified issue 1.4 Calculate required resources and present to relevant stakeholders
2. Lead solution development process	2.1 Facilitate ideation session with relevant stakeholders 2.2 Evaluate formulated solutions for advantages and limitations

ELEMENT	PERFORMANCE CRITERIA
	using critical thinking techniques 2.3 Apply decision-making processes to select most viable solution 2.4 Prepare a brief on proposed solution according to organisational policy and present to key stakeholders
3. Refine solution for implementation	3.1 Develop a feedback register to systematically record feedback according to organisational requirements 3.2 Refine proposal based on analysis of feedback 3.3 Seek necessary approvals to implement solution

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Learning	- Evaluates own performance to identify opportunities for improvement - Makes a range of critical and non-critical decision in relatively complex situations, taking a range of constraints into account
Numeracy	Interprets, analyses and presents numeric and financial information to identify patterns and trends
Oral communication	- Identifies and articulates ideas and requirements clearly and persuasively using techniques appropriate to audience and environment - Participates in a verbal exchange of ideas and elicits the views and opinions of others by listening and questioning
Reading	Gathers, interprets and analyses textual information when developing the proposal and monitoring operational performance
Writing	Communicates relationships between ideas and information, matching style of writing to purpose and audience
Planning and organising	Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement
Technology	Uses main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

No equivalent unit. New unit.

Supersedes but is not equivalent to BSBCRT601 Research and apply concepts and theories of creativity.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBCRT611 Apply critical thinking for complex problem solving

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- lead the process for addressing at least one complex workplace issue up to the point of implementation.

In the course of the above, the candidate must:

- identify task objectives and risks involved with pursuing identified problem
- research legislative frameworks and applicable frameworks for identified problem
- calculate resources required for solution development process
- facilitate others in idea generation for possible solutions
- present proposed solution to key stakeholders
- use feedback to revise solution to achieve stakeholder approval
- seek necessary approvals for the implementation of the solution.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative frameworks and organisational policy or procedures applicable to identified workplace problem
- critical and creative thinking techniques applicable to performance evidence
- advantages and risks in the development of solutions for identified workplace problems
- decision-making processes including barriers to effective decision-making
- sources of relevant information to identified issue, including desk research and stakeholder consultations
- organisational requirements for development and presentation of a brief and feedback register
- approval process for workplace solution.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- organisational policies and procedures
- opportunities to collaborate with others throughout the concept development process
- resources required to undertake research, prepare a brief and develop a feedback register.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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