



Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN101A Prepare for work

Release: 1

Modification History

Not Available

INTRODUCTION

Unit Descriptor This unit covers the skills and knowledge required to prepare a person to perform effectively in a work environment. It includes identifying the rights and responsibilities of employees and employers and assisting in the business while under direct supervision.

This unit is related to BSBCMN201A Work effectively in a business environment.

Competency Field Common

Element

Performance Criteria

- | | |
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| 1. Identify organisational/work requirements | 1.1 Work requirements and responsibilities are identified with advice from appropriate persons
1.2 Roles and responsibilities of colleagues and immediate superiors are identified
1.3 Employee's/employer's rights are identified and knowledge applied where appropriate
1.4 Duty of care, legal responsibilities and any relevant organisational goals and objectives are identified and applied where appropriate
1.5 Behaviour which contributes to a safe work environment is identified and followed |
| 2. Work in a team | 2.1 Courteous and helpful manner is displayed at all times
2.2 Allocated tasks are completed as required
2.3 Assistance is sought when difficulties arise
2.4 Questioning is used to clarify instructions or responsibilities
2.5 Non discriminatory attitude is identified and displayed |
| 3. Develop effective work habits | 3.1 Work and personal priorities are identified and a balance achieved between competing priorities
3.2 Time management strategies are applied to work duties
3.3 Appropriate dress and behaviour are observed in the workplace |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. In addition, the following variables may be present for this particular unit:

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| Legislation, codes and national standards relevant to the workplace which may include: | <ul style="list-style-type: none">• award and enterprise agreements and relevant industrial instruments• relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity• relevant industry codes of practice |
| Organisation's requirements may be included in: | <ul style="list-style-type: none">• organisational policies and guidelines• common organisational practice• performance plans• Occupational Health and Safety policies, procedures and programs |
| Appropriate persons may include: | <ul style="list-style-type: none">• supervisors, mentors or trainers• colleagues |
| Rights and responsibilities of employees may relate to: | <ul style="list-style-type: none">• attendance• punctuality• obeying lawful orders• confidentiality and privacy of enterprise, client and colleague's information• safety and care with respect to Occupational Health and Safety• knowing the terms and conditions of own employment• the right to union representation• protection from discrimination and sexual harassment |
| Rights and responsibilities of employers include: | <ul style="list-style-type: none">• the right to dismiss an employee if they:<ul style="list-style-type: none">• commit a criminal offence• are negligent, careless or cause an accident• commit acts of disloyalty such as revealing confidential information (see the Commonwealth Workplace Relations Act 1996) |

- responsibility of providing a safe environment free from discrimination and sexual harassment (see relevant State and Commonwealth anti-discrimination legislation)
- The organisation's goals and objectives may be:
- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness, financial performance
 - work procedures and/or procedures manuals
 - people management, interpersonal communication
 - business planning, marketing and customer service
- Behaviour which contributes to a safe work environment may include:
- discussing and negotiating problems and tasks with other team members
 - sharing knowledge and skills
 - identifying and reporting any risks or hazards
 - using business equipment according to instructions
- Non discriminatory attitudes may include:
- all contacts with other staff, clients or management
 - verbal or non verbal communication
- Work and personal priorities relate to a work/life balance and may include work and other commitments including:
- school/homework
 - home/family/parties/friends
 - other jobs
 - culture
 - disability
- Appropriate dress and behaviour may relate to:
- personal dress, presentation and hygiene
 - demeanour in the workplace and attitude displayed to customers and other team members
- and may vary according to:
- organisation requirements
 - type of work
 - degree of client/customer contact
- Additional skills may be acquired by:
- on-the-job coaching or mentoring
 - presentations/demonstrations
 - formal course participation
 - work experience

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, 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	• Ability to express the organisation's requirements including goals and values, • To identify workplace procedures for maintaining employee and employer rights and to • To develop strategies for effective work practices
Underpinning Knowledge* * At this level the learner must demonstrate knowledge by recall in a narrow range of areas.	• Relevant features of legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity • Award and enterprise agreements and relevant industrial instruments • Knowledge of place of work in society, for self • Basic rules and expectations for workers and employees • Basic principles of time management
Underpinning Skills	• Literacy skills to identify work requirements and process basic, relevant workplace documentation • Communication skills to request advice, receive feedback and work with a team • Problem solving skills to solve routine problems related to the workplace under direct supervision • 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 work 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

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- Collecting, analysing and organising information – to identify work requirements
- Communicating ideas and information – to relate to individuals and members of the work team
- Planning and organising activities – to develop work schedules under direct supervision
- Working with teams and others – to implement work plans under direct supervision
- Using mathematical ideas and techniques – as an aid to completing tasks
- Solving problems – to complete tasks under direct supervision
- Using technology – as an aid to complete tasks under direct supervision

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