



Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN102A Complete daily work activities

Release: 1

Modification History

Not Available

INTRODUCTION

Unit Descriptor The unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance.

This unit is related to BSBCMN202A Organise and complete daily work activities.

Competency Field Common

Element

Performance Criteria

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| 1. Seek assistance to plan work schedule | 1.1 Assistance is sought from appropriate persons to identify work goals and plans
1.2 Assistance is sought to plan and prioritise own workload |
| 2. Follow instructions | 2.1 Instructions are acted upon within acceptable time frame
2.2 Effective questioning is used as required to prevent misunderstandings
2.3 Progress of task is communicated to supervisor or colleagues as required and feedback sought on work performance |
| 3. Complete work tasks | 3.1 Tasks are completed within designated timelines, to the required standard
3.2 Assistance is sought as required from supervisors and/or colleagues
3.3 Business technology is used as required according to instructions given
3.4 Personal presentation is appropriate to business context |

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. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:	• 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 •
Appropriate people may include:	• supervisors, mentors or trainers • colleagues • other staff members
Organisation's requirements may be included in:	• goals, objectives, plans, systems and processes • legal and organisation policy/guidelines and requirements • business and performance plans • access and equity principles and practice • anti-discrimination and related policy • Occupational Health and Safety policies, procedures and programs • ethical standards • quality and continuous improvement processes and standards
Factors affecting work requirements may include:	• competing work demands • technology/equipment breakdowns • environmental factors such as time, weather, etc • resource issues • changes to procedures •
Feedback on performance may include:	• formal/informal performance appraisals • feedback from supervisors and colleagues • personal reflection •
Standards may include:	• standards set by work group • specified work standards set by organisational policy or government legislation

Opportunities for improvement may include:

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- coaching, mentoring and/or supervision
- internal/external training provision
- personal study
- workplace skills assessment
- Recognition of Prior Learning/RCC/initial assessment

Business technology may include:

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- computers
- computer applications
- electronic diaries
- scanners
- email, internet, intranet
- photocopiers
- facsimile machines
- printers
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EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning 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	• Seeks advice and acts on feedback from supervisors and colleagues to plan, organise and complete own work activities, • Follows instructions given and • Uses available business technology appropriate to the task, under direct instruction •
Underpinning Knowledge*	• 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 • Knowledge of the purpose of work goals, plans and priorities • Relevant organisational policies, plans and procedures • Knowledge of how to seek, acknowledge and interpret feedback •
Underpinning Skills	• At this level the learner must demonstrate knowledge by recall in a narrow range of areas. • Literacy skills to identify work requirements and process basic, relevant workplace documentation • Communication skills to request advice, effectively question, follow instructions, and receive feedback • Organising skills to arrange work priorities and arrangements with assistance and to complete a given task • Problem solving skills to solve routine problems related to the workplace under direct supervision • Technology skills to use business equipment under direction • 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 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
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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 plan work tasks under direction
- Communicating ideas and information – with members of the work team to complete tasks
- Planning and organising activities – for own work tasks
- Working with teams and others – in completing scheduled tasks
- Using mathematical ideas and techniques – as an aid to measure and schedule tasks under direction
- Solving problems – as an aid to completing tasks
- Using technology – to assist scheduling and completion of tasks

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