BUSINESS SERVICES

Mandatory Focus Area: Working in the business services industry and workplace

Welcome.

This module will assist you to review and revise the content of the **Mandatory focus area: Working in the business services industry and workplace**. Each focus area prescribes the scope of learning for the HSC and is drawn from associated units of competency.

You will have studied this competency, which address the scope of learning:

[BSBIND201 Work effectively in a business environment](https://training.gov.au/Training/Details/BSBIND201)

This module is broken up into:

* Important notes
* Key terms and concepts
* Activities
* Putting the theory into practice
* HSC Focus Areas

How to use the resource

Work through the notes and the suggested activities. Great revision techniques include working through how a problem is solved, explaining the concept, testing yourself and retrieving information from your memory. Spread your revision over a number of sessions rather than sitting at one subject for lengthy periods.

Discuss your responses with your teacher, fellow students or an interested family member.

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# Important notes

The unit of competency [BSBIND201 Work effectively in a business environment](https://training.gov.au/Training/Details/BSBIND201) describes the skills and knowledge required to work effectively in a business environment. It includes identifying and working to organisational standards, managing workload, and working as part of a team

The HSC Content for this industry curriculum framework is organised into focus areas.

The outcomes of the mandatory focus area ‘Working in the business services industry and workplace’ require that the student:

* examines the nature of the business services industry
* demonstrates an understanding of working in the business services industry
* explains how to communicate and work effectively with others in a business services workplace
* applies business services industry and workplace standards to ensure quality work outcomes
* explores how misunderstanding and conflict may be avoided or effectively managed in a range of situations common to business services work environments.

You should use the following information as a prompt and guide when revising your study notes or text-book information or other resources provided by your teacher.

Make sure you check your understanding of all the content in the scope of learning (see HSC Focus Areas).

### Rights and responsibilities of employers and employees

When applying for a job in the business services field, it is important to understand the following information.

All employees have rights and responsibilities drawn from four sources:

**Common law entitlements and obligations**

Common law entitlements and obligations are fairly basic common sense. The employee must attend for work at the agreed times and obey reasonable instructions from the employer. He/she must perform the work in a diligent, competent and timely manner and in return can expect to be paid for the work performed. The employee must show loyalty to the employer (for example not give away the employer’s trade secrets or steal from the business) and the employer must accept responsibility (vicarious liability) for honest mistakes and accidental breakages by the employee (except in the case of the employee’s gross and wilful misconduct such as drunkenness, fighting at work etc).

**Applicable industry-specific legislation**

Employees and employers must both comply with any Federal or State legislation applicable to their industry and must co-operate with each other to ensure compliance by all parties.

**Industrial Award or Enterprise Agreement entitlements and obligations**

Industrial awards and enterprise agreements cover most jobs in Australia and set most of the conditions of work, the wages, leave entitlements, rest breaks etc. They are binding on all parties – employers, employees, trade unions and employer/industry associations. Full copies of NSW awards must be available at all workplaces to which they apply. A federal award may cover businesses with operations in more than one state or who have employees who are members of a Federal union.

**Entitlements and obligations under a contract of employment / letter of commencement of employment / letter of employment offer**

Some employers ask their employees to enter into a written contract of employment. It should be read very carefully as once signed and agreed to, it can be very difficult to change without the employee leaving the job. A letter from the employer to the employee confirming their appointment or making a job offer can also set out the conditions of employment, nominating the award classification, hours of duty, rates of pay, whether it’s expected the employee wear a uniform etc. If the employee accepts the job offer outlined in the letter, the employer has the right to expect the employee will comply with requirements.

It is important that you can differentiate between rights and responsibilities, particularly between those of employees as against those of employers. Rights are the entitlements you can expect to be given or the way you can expect to be treated. Responsibilities are tasks that you must complete or actions that are expected of you, that is, your obligations.

##### Rights of employees include, to:

* be paid the correct wage
* be able to join a union
* have sick leave or annual leave
* be provided with a safe work environment
* work in an environment free from discrimination and harassment
* resign
* not be dismissed unfairly
* have access to a grievance resolution process
* be given explicit instructions regarding work tasks
* receive advice and training
* seek promotion based on merit

##### Responsibilities of employees include, to:

* treat all co-workers equally
* take reasonable care of the health and safety of others
* report any unsafe work practices, accidents or injuries
* attend work and to be punctual, giving an honest day’s work
* obey all lawful instructions
* observe confidentiality and privacy of enterprise, clients and colleagues
* know the terms of their employment
* be accountable for money, material and property belonging to the employer
* be courteous and give good service to clients/customers
* respect cultural and social diversity among employees and clients
* advise the employer of inability to work
* give up all inventions made within the employer’s time

##### Rights of employers include, to:

* dismiss workers according to current legislation
* expect loyalty from employees
* expect reasonable care to be taken by all employees
* expect employees to be accountable for money or resources in their care

##### Responsibilities of employers include, to:

* provide a safe work environment
* provide a workplace free from discrimination and harassment
* report to WorkCover any serious accidents
* hold worker’s compensation insurance
* provide risk management
* provide appropriate safety equipment
* consult with employees with respect to occupational health and safety
* pay employees the correct wage
* provide conditions in line with the award
* treat all employees fairly, applying EEO principles
* not unfairly dismiss an employee
* give clear instructions
* evaluate performance and provide feedback to employees
* provide advice and training
* give due consideration to all relevant legislation

### Legislative requirements in a business services workplace and job role

Be mindful that there are a range of legislative requirement relevant to the business services industry, a knowledge of which is important for your own work and that of the business. Examples include:

* *Copyright Act 1968* (Australian Government) (as amended)
* *Privacy Act 1988* (Australian Government) (as amended)
* the Fair Work system

### Communication

Effective communication is important so that

* team members understand and agree with team goals
* goals and tasks can be clarified
* team members understand how their tasks fit in with other people’s tasks
* problems can be sorted out before they become too serious
* information that affects team goals can be shared
* the team can evaluate their progress and discuss ways to improve their work.

**Communication may either be oral or written.**

Oral communication methods may include

* discussion: to share ideas to facilitate a job being completed on time
* debate: when two people do not agree so put forward their point of view in order to convince the other person
* negotiation: when people discuss their differences of opinion but are willing to compromise with each other in order to get a job done
* speeches: for example, in a training session.

Written communication methods may include

* instructions: to explain how a task must be completed in order to limit misunderstanding
* schedules: to prioritise tasks so that the most important is completed first
* reports: often used as feedback or when evaluating a task/procedure.

### Teams

A team is a group of people who are working together for a specific purpose. Often each person has a different skill that they bring to the group so that they complement each other and are able to complete a wide range of tasks.

The team may consist of the entire business organisation; a department or section; a group formed for a specific purpose which then disbands when the task is complete; or even a committee that meets every now and again.

People are often members of a number of different teams at the same time.

##### Features and characteristics of successful teamwork

* All members are committed to the goals of the team
* communication between team members is effective so that each person understands what is expected of them
* Each member co-operates with everyone and assists others when they need help
* Everyone is flexible with respect to the tasks they complete – the more multiskilled a team, the more work will be completed within the designated time frames
* Everyone shares ideas and contributes to brainstorming activities, especially to solve a problem
* Everyone adopts a positive attitude
* Team members respect differences in personal values and beliefs related to culture, religion and language.

For a team to be successful, responsibilities and duties must be undertaken in a positive manner to promote co-operation and good relationships. This can be achieved by following:

* the requirements of your job description
* the goals and objectives of both the organisation and the team in which you are working
* the organisation’s business plan
* the organisation’s supervision and accountability requirements
* legal requirements, such as Work Health and Safety regulations
* anti-discrimination policy
* access and equity principles
* ethical standards or industry Code of Conduct.

A team is most successful when everyone plans their work activities in order to meet the deadlines. In order for this to happen, each team member must

* identify the tasks they are responsible for
* identify how these tasks fit into the team’s goals
* prioritise the tasks
* complete tasks within the stated timeframes

##### Seeking assistance from workgroup members

There are many times when a problem arises that you cannot solve by yourself. If you cannot finish a task, then you slow down the whole group. It is then necessary to ask for assistance, by approaching others, for example

* your supervisor
* your coach or mentor
* your colleagues or other members of the team
* another member of the organisation.

It is important to work together. This can happen in either a meeting, teleconference, face-to-face or online via the Internet.

##### Contributing to workgroup activities

**Providing support**

It is important to provide support to team members to ensure that workgroup goals are met. Providing support to team members may include

* explaining or clarifying policies, procedures, instructions etc
* helping colleagues to complete tasks on time, especially if you have completed your own tasks ahead of schedule
* assisting with solving problems
* providing encouragement in order to foster a positive attitude
* providing feedback to another team member
* undertaking extra tasks if necessary.

##### Strategies and opportunities for improvement of the workgroup

It is important that strategies and opportunities for improvement of the workgroup are identified and planned in liaison with the workgroup. Some strategies or opportunities may include:

* holding meetings: an important way for members to communicate and solve problems.
* brainstorming: many people are able to contribute ideas, particularly when trying to solve a problem, so that the best alternative is adopted.
* coaching, mentoring or supervision: enables more experienced personnel to help the less experienced in order to improve the latter’s efficiency and performance.
* formal and informal training provisions: formal includes attending courses whereas informal is often one colleague helping another, which will improve the performance of the person receiving the training.
* internal and external training provisions: internal training occurs on site whereas external is held at a TAFE College or other business premises, depending on the size and resources of the business. All training would result in improvements in awareness, performance and efficiency of the workgroup.
* work experience or exchange opportunities: allows a worker to see what is occurring in other work venues and can share ideas with team members to improve work performance of team.
* personal study: to improve knowledge and performance, which can then be shared with other team members.
* career planning and development: to have a plan for the future, which can benefit the team.
* performance appraisals: will identify the need for further training.
* workplace skills assessment: to determine what skills the members of a particular workplace have so that workgroups can be chosen with the knowledge that the best people for a certain task will be chosen to maximise the outcomes.
* recognition of prior learning: to ensure that the most experienced or the person with the most training will be chosen for each task to ensure that tasks are completed on time.

### Planning and organising work

Planning and organising a work schedule, involves classifying tasks on a daily, weekly or monthly basis. In order to do this, an employee needs to

* compile a list of all tasks to be completed
* indicate the deadline or time by which they must be completed
* calculate the length of time needed to complete each task
* list how often each task has to be completed (ie the frequency)
* work out the priority of each task
* list all resources needed to complete the task
* list the goals to be achieved and how these fit in with the team’s goals

##### Time management strategies

In order to ensure workgroup goals are met, it is important to apply time management strategies, including:

* prioritising: the ordering of tasks so that the most important are completed first and so on to the least important.
* delegation: passing on specific tasks for completion by someone else, particularly if that person is more skilled to complete the job than you are.
* problem-solving: often achieved by brainstorming so that the best method of solving the problem is adopted and agreed on by all team members.
* decision-making: often the responsibility of the team leader so that tasks are completed within the set deadline.

##### Factors affecting work requirements

There are many routine problems that can affect or impact on the completion of work tasks, including:

* equipment failure and faults: these must be planned for and a back-up plan put into place.
* other work demands: sometimes two tasks have the same priority. Divide the tasks between the different members of the team, depending on who has the best skills to complete each task most efficiently, to enable both tasks to be completed as quickly as possible.
* physical environment: problems like power failure or breakdown of the air conditioning may affect the completion of work. Have a contingency plan in place so that work can be completed as quickly as possible or reprioritise work schedules.
* lack of resources: make one person responsible for stock control. When supplies get to a certain level, that person can place an order for more stock before it runs out.
* changes to organisational procedures: make sure the procedures manual is updated and distributed to all members of staff as quickly as possible. Staff should be retrained to raise awareness of the changes.

### Reviewing work performance

It is important that work performance is monitored and adjusted according to feedback obtained through supervision and comparison with established team and organisational standards.

Feedback on performance may include the following.

* Formal or informal performance appraisals – these generally occur on a regular basis. The first appraisal usually takes place three months after an employee starts a job then every six or twelve months thereafter. These appraisals allow for a formal method of feedback which can lead to modification of work performance, further training and re-evaluation of performance.
* Obtaining feedback from supervisors and colleagues – mainly in the form of informal comments on a job well done or suggestions of how to complete a task.
* Obtaining feedback from clients – hopefully, positive praise rather than negative points.
* Personal, reflective behaviour strategies – thinking about what has been done and how it can be improved next time.
* Routine organisational methods for monitoring service – these include customer complaint or satisfaction forms, and surveys that are completed at the end of a task.

The organisational standards may include

* those set by a work group
* those outlined in the organisation’s policy and procedures manual
* specified work standards, set by the industry
* those set by legislation
* legal requirements
* Australian Standards

##### Performance appraisals

There are three steps in the performance appraisal process

**Conducting**: the studying of processes, people’s abilities and hence their performance.

**Modifying**: the changing of processes by introducing training to increase performance.

**Evaluating**: the process of review, to ensure that changes have been beneficial.

A review of work performance can identify an opportunity for improvement, which could include:

* coaching, mentoring or supervision to enable completion of tasks the employee is not yet proficient at
* a provision for internal or external training
* a program of personal study for self-improvement
* workplace skills assessment

### Career planning

Business services are essential to every Australian business. This industry employs over 1.5 million people across Australia and is traditionally open to school leavers. The [business services workforce](https://profile.id.com.au/australia/occupations) is the second largest cross-industry occupational group in Australia,

When considering future career options, students should consider

* interests
* abilities
* further study after school
* the desired location of any job of interest
* the type and variety of work experienced in that occupation
* the preferred level of responsibility

Specific skills that are of benefit in the business services sector include

* organisational skills
* ability to concentrate on a task
* attention to detail
* communication skills, especially when dealing with customers
* ability to work in a team
* ability to work unsupervised
* computer literacy
* good writing skills
* positive attitude
* time management skills

When applying for a job, applicants need to write a letter of application and a Resume (often called a Curriculum Vitae or CV for short).

A letter of application should outline: the reason for writing, the skills brought to the position and the reason for seeking the position.

A Resume should include: personal details, record of education, qualifications gained, work experience, activities or volunteering you are involved in and referees’ names and contact details (always ask them first).

# Key terms and concepts

**You can use the following information to revise the key terms and concepts from this unit of competency**. Perhaps you could:

1. Copy the table into your own file, remove all the key terms, then fill in the blanks (without peeking at the original file) with your own answers.
2. Copy the table into your own file and remove the definitions. Write a definition in your own words – it doesn’t have to word perfect but should show you understand the concept.
3. You could add an example of this term or concept which is relevant to the retail environment. If the key term was ‘negotiation’ your business example might be ‘the finance team met to allocate tasks to ensure the end-of-year reporting was finalised in a timely manner’

|  |  |
| --- | --- |
| Key term or concept | and Definition |
| Accountability | Being responsible for one’s actions. | |
| Allocated timeframes | Specified periods of time within which tasks should be completed. | |
| Anti-discrimination | Not being allowed to treat people differently because of their race, sex, disability, sexual orientation, age etc | |
| Australian Standards | A set level of quality that is acceptable or expected throughout Australia. | |
| Awards | Legal documents which set out the rights, entitlements and obligations of employers and employees, including rates of pay, hours of work, penalty rates, casual and part-time work and grievance procedures. | |
| Client | A person using the services of a business. | |
| Codes of practice | Set rules of behaviour. | |
| Colleague | A fellow worker in a business. | |
| Colleagues | Fellow workers in a business. | |
| Confidentiality | Keeping something private or secret. | |
| Criminal offence | Partaking in an activity that is against the law. | |
| Duty of care | Moral or legal obligation to ensure safety. | |
| Effective | Having a definite or desired effect. | |
| Efficient | Being productive, with minimum waste or effort. | |
| Employee | A person who works for a wage or salary. | |
| Employer | The owner of a business who employs workers. | |
| Enterprise agreements | Legal documents setting out the rights, entitlements and obligations of employers and employees of a particular organisation or industry. | |
| Environmental factors | Physical surroundings and conditions that affect businesses. | |
| Equal Employment Opportunity | A policy ensuring that everyone is treated equally so that the best person is chosen for a job. | |
| Equity principles | The notion of fairness. | |
| Ethical standards | Standards relating to morals. | |
| Industrial relations | The relationship between management and the workers in a business. | |
| Industry codes of practice | Set rules of behaviour within an industry. | |
| Internet | World-wide communication network using computers. | |
| Intranet | Internally-operated communication network that allows staff to access information. | |
| Legislation | Laws passed by the Federal or State Parliaments. | |
| Liaison | Communication with another person. | |
| Mentor | A person experienced in a particular job who can give trusted advice to a less experienced employee. | |
| Monitor feedback | To check information from results or responses. | |
| Negligent | Acting carelessly, failing to consider the consequences of actions. | |
| Negotiation | Conferring with others to reach an agreement or a compromise. | |
| Opportunity for improvement | The chance to change something that will lead to a better result. | |
| Organisation | A business. | |
| Organisational goals and objectives | Where a business plans to be in the future and what it needs to do to get there. | |
| Organisational requirements | Policies and procedures as set out by a business. | |
| Organisational standards | The quality of work expected of workers as set out by a business. | |
| Performance appraisals | Performance reviews to provide feedback to employees. | |
| Prioritise | To put in order of priority or urgency. | |
| Quality assurance | A system to maintain standards in a business. | |
| Recognition of prior learning | Acknowledgement of qualifications/training already completed by a worker. | |
| Rights and responsibilities | How an employee or employer can be expected to be treated and what is expected of an employee or an employer under a contract of employment. | |
| Sexual harassment | Verbal or physical behaviour that has a sexual element, is unwelcomed, is intimidating, offensive or humiliating. | |
| Unions | Organisations of employees that represent the interests of the employees. | |
| Workgroup | A group of workers working as a team. | |
| Work Health and Safety | Legislation concerning the need to protect the health and safety of all workers and visitors in a business. | |

# Activities

1. What is the difference between [discrimination, harassment and bullying](https://humanrights.gov.au/our-work/employers/workplace-discrimination-harassment-and-bullying)? Construct a table to remind yourself of definitions, key points and examples. Add as many rows as you need.

Discrimination, harassment and bullying

|  |  |  |
| --- | --- | --- |
| Discrimination | Harassment | Bullying |
|  |  |  |

1. This clip ‘Myths about working conditions ‘ from [FairWork](https://www.fairwork.gov.au/find-help-for/young-workers-and-students/myths-and-tips-for-young-workers) is fun to watch and might help you remember some facts. Fairwork.gov.au provides [15 minute training courses](https://www.fairwork.gov.au/how-we-will-help/online-training/workplace-basics) on workplace basics: complete any that you need to revise. Using F5 reloads the page.
2. Summarise characteristics of a good team and a good team member.   
   The [information here](http://www.innovativeteambuilding.co.uk/characteristics-of-a-good-team-and-team-member/) is useful.



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1. Fill in the blanks, using the words provided.

|  |  |  |  |
| --- | --- | --- | --- |
| Use these words |  |  |  |
| conflicts | official | alcohol | ethical |
| confidential | document | treatment | work |
| workplace | disciplinary | email | dress |

According to Workplacelaw.com.au [a Code of Conduct](https://www.workplacelaw.com.au/what-is-a-workplace-code-of-conduct/) is essentially  
a ( ) that establishes behavioural and ( ) standards for employees in a particular ( ) and confirms the business’ ( ) position on a range of issues.

For example, a Code of Conduct might have policies on:

* Employee (including management) ( ) of other employees and the business’ clients
* Business ethics and ( ) of interest
* Drug and ( ) use
* Internet and ( ) use
* ( ) information
* Quality of ( )
* ( ) codes; and
* Health and safety.

A Code of Conduct should also outline that breaches of the Code may result in ( ) action.

1. Fair Work.gov.au provides advice about a range of [employment entitlements](https://www.fairwork.gov.au/employee-entitlements).  
   At rows to your table, making notes as you go. The first one is started for you.

|  |  |
| --- | --- |
| Employment entitlements |  |
| Types of employees - full-time, part-time, casual, fixed term, shift work, daily hire, probation, outworkers |  |
|  |  |

1. In the table below, mark whether each characteristic best describes the team leader, a member of a team or both.

|  |  |  |
| --- | --- | --- |
| Characteristic | Team leader | Team member |
| Makes decisions |  |  |
| Solves problems affecting team progress |  |  |
| Positive attitude |  |  |
| Keeps the team focused |  |  |
| Allocates responsibilities |  |  |
| Gives feedback on progress |  |  |
| Conducts team meetings |  |  |
| Able to organise own work schedule in order to complete tasks on time |  |  |
| Good at motivating others |  |  |
| Motivated to work |  |  |
| Co-operative |  |  |
| Flexible |  |  |

1. Provide a list of at least five strategies that could be implemented to improve team efficiency. Explain how each strategy would lead to improvements.

|  |  |
| --- | --- |
| Strategy | How it would improve team efficiency |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

1. The [National Employment Standards (NES)](https://www.fairwork.gov.au/employee-entitlements/national-employment-standards) detail the 10 minimum employment entitlements that have to be provided to all employees in Australia.
   1. Who is covered by the NHS?
   2. Make up your own table listing the [10 minimum entitlements](https://www.fairwork.gov.au/how-we-will-help/templates-and-guides/fact-sheets/minimum-workplace-entitlements/introduction-to-the-national-employment-standards) and give a quick explanation of each

National Employment Scheme

|  |  |
| --- | --- |
| NES | Explanation |
| Maximum weekly hours of work | For full-time workers, 38 hours per week plus reasonable additional hours |

* 1. What do the NES say about the minimum entitlements to personal/carer’s leave?
  2. What would be considered as reasonable grounds for requesting or refusing to work on a public holiday?
  3. Define the word ‘redundancy’. What does the NES say about redundancy pay?
  4. Define full-time, part-time, casual and contract work.

1. Click on the link and scroll down the page to watch the video ‘[How minimum wages work](https://www.fairwork.gov.au/pay/minimum-wages/junior-pay-rates)’. Have a look at the topic ‘[Junior pay rates’](https://www.fairwork.gov.au/pay/minimum-wages/junior-pay-rates#1653-1657) and identify what to do if you think there is an error in your pay.
2. Read about [superannuation](http://worksite.actu.org.au/what-is-superannuation/) then take the quiz ‘Superannuation’ at the bottom of the page.
3. [Research](https://www.employeemanual.com.au/awards-vs-agreements/): Are awards legally binding? Why or why not? What about industrial or enterprise agreements? What role do unions play in award agreements? What award/s would apply in the Business Services industry.
4. [Equal pay for equal work](http://worksite.actu.org.au/equal-pay-equal-value/). Click and read this [article](http://worksite.actu.org.au/equal-pay-equal-value/) then complete the [quiz](http://worksite.actu.org.au/equal-pay-quiz/) ‘Equal Pay quiz’ at the bottom of the page.
5. Summarise [The [importance of Feedback in the Workplace](https://hrcentral.com.au/blog/feedback/)](https://hrcentral.com.au/blog/feedback/)
6. Construct a chart with at least 10 ideas describing how to improve your time management in the workplace.
7. Draw up your own diagram to summarise effective communication in a Business Services working environment. Provide examples.
8. List TWO examples of each of the following methods of communication used in the Business Services environment.

Methods of communication in the Business Services industry

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication |
| Example 1 |  |  |  |
| Example 2 |  |  |  |

1. You decide to look for a different job. Write a letter of application and a Resume for the following position.

Administration Officer – Accounts/Payroll: We are a locally owned business, looking for an experienced Administration Officer with MYOB accounts and/or payroll experience to join our friendly and energetic team. You would be undertaking a variety of administrative tasks with relative autonomy.

Try to keep your resume to approximately 2-3 pages. Be sure to use the spelling and grammar function of your computer, then proofread carefully and correct any errors.

1. Problems always occur at work no matter how well organised an employees might be. Identify at least one solution to each of the following problems that could occur while completing tasks.
   1. Photocopier breaks down
   2. You run out of photocopy paper
   3. Power failure (you lose work keyed in up to that point)
   4. Competing work demands
   5. Constant interruptions
2. Answer True or False for the following statements

|  |  |  |
| --- | --- | --- |
|  | True | False |
| All employees have the right to resign |  |  |
| In an interview, it is not a good idea to keeping looking the interviewer in the eye as it makes them feel uncomfortable. |  |  |
| Sitting with your arms crossed may be perceived as showing a negative attitude. |  |  |
| EEO legislation is about giving more positions to women as they have been discriminated against in the past. |  |  |

1. Provide a workplace scenario which shows how the following can be used well or poorly.

Communication in the Business Services industry

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbal communication | Non-verbal communication | Written communication |
| Used well in the workplace |  |  |  |
| Used poorly in the workplace |  |  |  |

1. Correctly match the two halves of each sentence. Draw a line between each or rewrite (or copy and paste) the corrected sentences, in full, below the table.

|  |  |
| --- | --- |
| Match the correct halves of the sentences |  |
| Your employer can require you to work reasonable additional hours | in a manner that is ‘harsh, unjust or unreasonable’. |
| Your employer must consider a request for flexible working arrangements | is secured by new federal laws |
| Employees are entitled to 12 months unpaid parental (or adoption) leave | to work a public holiday. |
| You are entitled to Notice of termination | and can only refuse on reasonable business grounds. |
| Existing long service leave | and must leave employees better off overall than they would be if the award applied. |
| You have the right to reasonably refuse | but you have the right to refuse unreasonable hours |
| An enterprise agreement must be genuinely agreed to by the majority of employees at the workplace, | and redundancy pay |
| Your employer should not dismiss you | for each parent after the birth (or adoption) of a child |

1. Think back to your experience in the workplace to suggest solutions to these situations. Alternatively, you could speak with someone who works in a Business Services environment to research the answers.
   1. How is it decided what tasks are going to be completed each day and when they are going to be done?
   2. Someone asks for a job to be completed urgently when the person asked is already working on an urgent task.
   3. A colleague rings in sick and the work of an extra person must be covered.
   4. A deadline is fast approaching and it appears that the job won’t be completed on time.
   5. Someone in the team is not pulling his or her weight so tasks fall behind schedule.
   6. A problem arises that affects the completion of a task.
   7. Feedback received from a supervisor or colleagues is not positive.
2. Match the words to the correct definition below.

|  |  |  |
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| Use these words |  |  |
| mentor | deadline | work schedule |
| quality assurance | equity | principles |
| duty of care | goals and objectives | negligence |
| negotiation | prioritise | timeframe |

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| Fill in the term or concept |  |
|  | The notion of fairness. |
|  | A system to maintain standards in a business. |
|  | Acting carelessly, failing to consider the consequences of actions. |
|  | Moral or legal obligation to ensure safety. |
|  | Where a business plans to be in the future and what it needs to do to get there. |
|  | A person experienced in a particular job who can give trusted advice. |
|  | To rank in order of importance. |
|  | The time by which a particular task must be finished. |
|  | Conferring with others to reach an agreement or a compromise in times of dispute. |
|  | A list of tasks that need to be completed and the timeframe for each |
|  | Specified periods of time within which tasks should be completed |

1. Select the most correct answer for each of the following.
2. Which of the following tasks would be given first priority in a business each day?
   1. Order the stationery
   2. Sort incoming mail
   3. Filing yesterday’s invoices
   4. Processing an order
3. Why is it a good idea to use a whiteboard as a planning tool?
   1. So you can wipe something off if you don’t want to complete it
   2. One whiteboard can be used for the whole business, no matter the size of the business
   3. It can give a long-term view of what needs to be done and when
   4. It can be wheeled from one section to another so everyone can see it
4. Which of the following is an example of positive feedback?
   1. Your supervisor asking you to quickly finish a task
   2. When a meeting is scheduled to discuss your progress
   3. A colleague asks you for help to complete something
   4. A customer rings to say they like your company’s products
5. Which of the following is most important when planning your daily work schedule?
   1. The time you would like for lunch
   2. The time it takes to sort the mail
   3. The deadline set for each task
   4. Who will be helping you that day
6. Which of the following tasks is a routine task?
   1. Picking up registered mail from the post office
   2. Ordering more photocopy paper
   3. Preparing a letter for a mail out
   4. Picking up brochures from the printer
7. What should be considered when choosing a career?
   1. How much pay you would receive
   2. How your abilities would suit the job
   3. What time you start work each day
   4. When you would be able to take your first holiday.
8. Which of the following jobs is suitable for outsourcing?
   1. Printing
   2. Customer service
   3. After sales service
   4. On the job training.
9. Being able to work in an environment free from discrimination is
   1. A right of the employer
   2. A right of the employee
   3. A dream
   4. A reality.
10. Which of the following is a right for employees?
    1. To arrive at work on time
    2. To give up all inventions made in the company’s time
    3. To be allowed a holiday each year
    4. To display pictures of your liking around your desk.
11. Which of the following is a form of discrimination?
    1. Paying young people a lower wage
    2. Behaviour that offends someone
    3. Not being asked out by your colleague
    4. Not getting a job because you are pregnant

# Putting the theory into practice

The following questions are [**from past years’ NSW HSC examination papers for this subject.**](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers) HSC exams are intended to be rigorous and to challenge students of all abilities. To better understand a question, you should look for key words and identify the aspect of the course to which these relate. You are then in a position to formulate your answer from relevant knowledge, understanding and skills.

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### Multiple Choice

1. Creating policies and procedures that support Equal Employment Opportunity (EEO) legislation is a strategy that may eliminate
   1. bias.
   2. bullying.
   3. harassment.
   4. exploitation.
2. Kevin has been employed by a business to address its short-term needs. He has been hired for a specific job at a particular rate of pay. Kevin is not entitled to holiday, sick or long-service leave. Kevin’s type of employment is
   1. contract.
   2. full time.
   3. part time.
   4. permanent.
3. ALM Pty Ltd employs five people.

Which of the following types of business is ALM Pty Ltd?

* 1. Local government
  2. Medium-sized franchise
  3. Small private company
  4. Large multinational corporation

1. Ali called his bank to enquire about his credit card application. At the end of the call, he was asked to complete a short survey about whether he thought his enquiry was fully addressed. What is the most likely purpose of the survey?
   1. For legal compliance
   2. For quality assurance
   3. For time management
   4. For resource management
2. In preparing for a performance review, an office assistant identifies where there is a gap in his knowledge and skills in the job that he is presently doing.  
   What is this an example of?
   1. Credit transfer
   2. Self-reflection
   3. Personal study
   4. Recognition of prior learning
3. An office assistant is unsure whether to accept a gift from a client. Which document provides guidance in handling this situation?
   1. Industrial award
   2. Code of conduct
   3. Role description
   4. Enterprise agreement
4. Which of the following strategies is likely to be the most effective in reducing workplace bias and harassment?
   1. Establishing a suggestion box
   2. Conducting performance reviews
   3. Fostering a supportive workplace culture
   4. Seeking ongoing feedback from employees
5. A supervisor criticises a worker on a daily basis with the following email message:   
   ‘Your appearance is unacceptable and your performance is disappointing. You should seek guidance.’

What form of harassment is this?

* 1. Physical
  2. Psychological
  3. Sexual
  4. Verbal

1. Which of the following prevents an employer from revealing an employee’s work history to another worker?
   1. Privacy Act 1988 (Cth)
   2. Copyright Act 1968 (Cth)
   3. Work Health and Safety Act 2011 (NSW)
   4. Equal Employment Opportunity legislation
2. Anna is employed in the business services industry for a minimum of 15 hours per week and is entitled to paid annual leave. Anna is likely to be
   1. a casual employee.
   2. a full-time employee.
   3. a part-time employee.
   4. an independent contractor.
3. Implementing effective grievance procedures to settle workplace disputes enables a business to
   1. act fairly and consistently.
   2. resolve all conflicts quickly.
   3. increase employee motivation.
   4. avoid negativity in the workplace.
4. What is the objective of conflict resolution?
   1. To avoid staff turnover
   2. To determine the party responsible
   3. To promote the concept of ‘win-win’
   4. To establish the cause of a disagreement
5. Which of these strategies would be most useful for a business in promoting a cooperative work environment?
   1. Facilitating communication
   2. Providing off-the-job training
   3. Addressing customer feedback
   4. Strengthening codes of conduct
6. A manager has received negative feedback from a client about the attitude of an office assistant. Which of the following is an appropriate next step for the manager to take to address the issue?
   1. Dismiss the office assistant
   2. Consult with other office assistants
   3. Discuss the issue with the office assistant
   4. Transfer the office assistant to another department

### Questions from Section II

These questions should be answered in the suggested number of lines (handwritten) as it gives a guide to the length of your response.

Plan out your answer and key points before you commence writing.

You may need to bring together knowledge from several areas of study/competencies to do justice to the answer.

Question 1

1. Why is it important for an employee in a business services industry to understand the terms and conditions of their employment? (2 marks)

1. When can an employer dismiss an employee? (5 marks)

Question 2

* 1. Explain why it is important for a worker to maintain balance between work and life. (3 marks)

* 1. Propose strategies that a business could implement to help workers maintain a balance between work and life. (5 marks)

Question 3

1. What information is usually included in an employee’s role statement? (2 marks)

1. Outline the responsibilities of an employee when completing work tasks in the business services industry. (4 marks)

Question 4

* 1. Identify essential pieces of information that should be included on a curriculum vitae/resume. (2 marks)

* 1. What are TWO areas that should be considered when an office administrator receives a request to provide information about a client? (2 marks)

* 1. Several employees have complained to management about the negative attitude of a staff member towards them. Explain a process that management could use to resolve this workplace conflict. (5 marks)

Question

* 1. Describe the characteristics of effective teamwork in a business services environment. (4 marks)

* 1. Explain how technology can help colleagues to overcome barriers in communication. Support your answer with workplace examples. (4 marks)

### Questions from Section III

You will note that questions often require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25 minutes for the question in Section III. Map out your answer using post-it notes or a sheet of paper before you start.

There will be one question in Section III, usually made up of several parts totalling 15 marks.

Consider why these questions have been included within this **Working in the business services industry and workplace** module and what other areas of study you would need to draw upon

Question 1

(a) Why are work standards important in a business services workplace? Include an example in your answer. (3 marks)

(b) Outline the primary functions of employer groups. (3 marks)

(c) Explain the consequences for both the business and the workers if a business fails to implement the Fair Work system. (9 marks)

Question 2

Students were directed to answer part (a) and part (b) of the question in SEPARATE writing booklets.  
  
(a) Explain why it is important for a business to provide quality customer service. (5 marks)

(b) Explain how workplace policies and procedures can help maintain good customer service practices. Support your answer with relevant workplace examples. (10 marks)

### Questions from Section IV

In the Business Services HSC exam –

* there will be one structured extended response question in Section IV worth 15 marks.
* the question will have an expected length of response of around four pages of an examination writing booklet (approximately 600 words) in total.

This will provide you with the opportunity to:

* demonstrate knowledge and understanding relevant to the question
* communicate ideas and information using relevant workplace examples and industry terminology
* present a logical and cohesive response

You will note that these questions usually require you to bring together knowledge from several areas of study/competencies to do justice to the answer. You should allow about 25-30 minutes for a question in Section III and the same for Section IV of the exam.

In each of the following, map out your answer using post-it notes or a sheet of paper. Pay particular attention to incorporating a variety of aspects of your Business Services curriculum into the plan. Consider why we have included this question within this **Working in the business services industry and workplace** module and what other areas of study you would need to draw upon.

Question 1

Explain how policies and procedures can be used to minimise discrimination in a business services workplace.

Question 2

Explain the role and responsibilities of a health and safety committee in ensuring compliance with work health and safety (WHS) legislation.

# HSC Focus Areas

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC and is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Business Services Curriculum Framework must address **all of the mandatory focus areas**:

* Customer service
* Financial records
* Innovation
* Safety
* Sustainability
* **Working in the business services industry and workplace**
* Workplace information

How to use the scope of learning for ‘Working in the business services industry and workplace’ (which follows over).

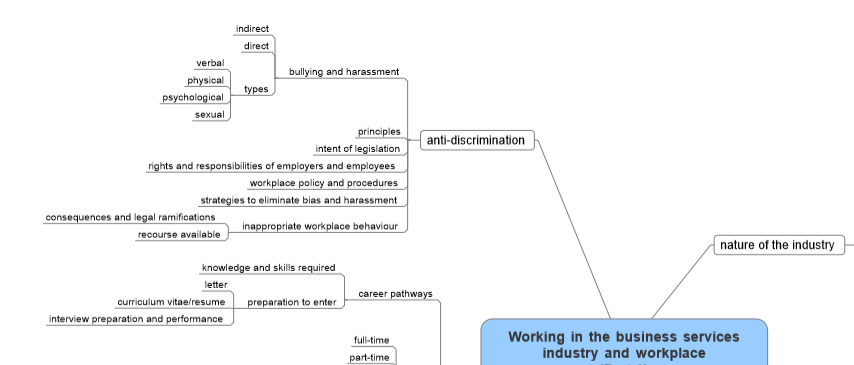
* draw up your own mind map showing the connection between the various concepts listed; examples appear on the last page of this module
* use the key terms and concepts to add to your mind map
* add examples or case study prompts to show how the concept is applied in the information technology working environment

The following information is taken directly from page 49 ff of [Business Services  
Curriculum Framework Stage 6 Syllabus based on the BSB Business Services Training Package (version 5) for implementation from 2020.](https://educationstandards.nsw.edu.au/wps/wcm/connect/e5ea12b9-2d53-415c-bdc4-4b0da5ee6a7c/vet-business-services-11-12-syllabus-based-on-BSBv5.pdf?MOD=AJPERES&CVID=)

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| nature of the industry |
| * general features of the business services industry including its relationship to other industries |
| * departments/functional areas within a business services workplace |
| * the tasks performed by these departments/functional areas and the interrelationship between the areas |
| * primary role and duties of key personnel within a business services workplace |
| * sources of information that can be used when gathering current and emerging information on the business services industry:   + colleagues and manager/supervisor/team leader   + experienced industry personnel   + industry bodies and professional associations   + internet   + journals   + libraries   + training courses   + unions   + workplace manuals |
| * current issues and trends affecting the business services industry and implications for a business services workplace, own work practices and delivery of service |
| * current and emerging technologies in the business services industry:   + examples   + effect on operational duties and service delivery   + role in development of new and improved work practices |
| * selection and use of technology appropriate to day-to-day work activities and work tasks in the business services industry |
| working in the industry |
| * legal and ethical obligations of the business services employee |
| * definition of quality assurance and an overview of the role of employees |
| * purpose and intent of legislative requirements relevant to the business services industry, including:   + *Copyright Act 1968* (Australian Government) (as amended)   + *Privacy Act 1988* (Australian Government) (as amended)   + the Fair Work system |
| * application of legislative requirements to a specific business services workplace and job role |
| working in the industry cont/d |
| * appreciate the value of work standards |
| * work standards for the business services industry, and for a specific business services workplace and job role |
| * implications of non-adherence to work standards |
| * workplace policy, guidelines and procedures related to compliance when working in the business services industry |
| * ramifications of failure to observe (non-compliance) legislative requirements, quality assurance processes and workplace policy, guidelines and procedures |
| employment |
| * career pathways across the business services industry and the knowledge and skills required for different job roles |
| * preparation to enter a career path in the business services industry, including:   + letter   + curriculum vitae/résumé   + interview preparation and performance |
| * types of employment in the business services industry:   + full-time   + part-time   + temporary   + casual   + contract |
| * the difference between an award, agreement and contract and how they apply to workers in the business services industry |
| * investigate the employment terms and conditions for a specific job role |
| * working knowledge of employer and employee rights and responsibilities in relation to employment and work |
| * purpose and value of a code of conduct for the business services industry and the employee |
| * equal employment opportunity (EEO):   + principles   + intent of EEO legislation   + reciprocal rights and responsibilities of employers and employees   + workplace policy and procedures relating to EEO |
| employment cont/d |
| * primary role/function(s) of a range of industry bodies for both employers and employees:   + employer groups   + professional associations   + unions   + employee groups |
| anti-discrimination |
| * bullying and harassment in the workplace:   + indirect   + direct   + types: * verbal * physical * psychological * sexual |
| * principles of anti-discrimination |
| * intent of anti-discrimination legislation |
| * rights and responsibilities of employers and employees in relation to anti-discrimination |
| * workplace policy and procedures relating to anti-discrimination |
| * strategies to eliminate bias and harassment in the workplace |
| * consequences, including legal ramifications, of discriminatory workplace behaviour |
| * recourse available to individuals in the event of inappropriate workplace behaviour |
| business service industry worker |
| * business services industry worker:   + personal attributes and work ethic valued by the business services industry   + interpersonal skills beneficial to an individual working in a business services workplace   + importance of personal presentation and standards of personal hygiene   + presentation standards for a specific business services workplace and job role   + behaviour to support a safe and sustainable business services industry work environment |
| * how personal values, opinions and ethics can affect everyday work |
| * duties and responsibilities:   + for a specific job role within the business services industry   + relationship between individual worker and the team/work group   + difference between individual and workplace goals and plans |
| business service industry worker cont/d |
| * working within scope of responsibility and/or level of authority:   + taking initiative   + problem-solving   + decision-making   + seeking assistance when needed |
| * feedback:   + value of feedback to an individual worker, the workplace and the industry   + types of feedback: * formal and informal * direct and indirect   + strategies for obtaining and interpreting feedback from supervisor(s), colleagues and customers   + dealing with positive feedback and negative feedback   + responsibility of a worker to use personal reflection, seek and provide feedback and improve |
| * importance of work/life balance and strategies to maintain that balance |
| work practices |
| * an understanding that work practices and experiences differ between workplaces |
| * how work practices are implemented and maintained in accordance with industry standards and workplace policy, guidelines and procedures |
| * effect of poor work practices on colleagues, customers, the workplace and the industry |
| * tasks typical to a business services workplace (routine, rostered and non-routine) |
| * access and use a range of sources containing information relating to work responsibilities (work instructions) |
| * strategies for understanding and clarifying work instructions |
| * a range of opportunities to read, interpret and follow instructions for work tasks of varying degrees of difficulty |
| * time and task management:   + principles   + techniques   + prioritisation   + constraints |
| * application of time-management techniques to work tasks/activities in a business services workplace |
| work practices cont/d |
| * recording and reporting in the business services industry:   + workplace policy and procedures applying to record-keeping and reporting   + legislative requirements for confidentiality and privacy   + lines of communication and reporting typical of a business services workplace |
| working with others |
| * importance of developing collegial work relationships |
| * communication in the workplace with colleagues and customers:   + communication process/cycle   + workplace examples of types of communication: * verbal * non-verbal * written   + effective verbal, non-verbal and written communication   + effective questioning and listening techniques   + barriers to effective communication and strategies to overcome them |
| * importance of teamwork when working in a business services workplace:   + meaning of ‘team’ and ‘teamwork’   + characteristics of effective teamwork   + benefits of teamwork to a business services workplace   + examples of teams or work groups in a business services workplace and their area(s) of responsibility |
| * supporting others to achieve team/work group goals and tasks |
| * delivering quality work outcomes through teamwork and work groups |
| cultural diversity |
| * concepts of cultural diversity, cultural awareness and inclusiveness |
| * workplace diversity:   + benefits   + need for tolerance in the workplace   + importance of respect and sensitivity   + proactive strategies for promoting workplace diversity and accommodating individual differences   + culturally appropriate work practices   + effective cross-cultural communication skills |

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| misunderstandings and conflicts |
| * the difference between being passive, aggressive and assertive |
| misunderstandings and conflict cont/d |
| * causes of misunderstandings and conflict when working with others and in the delivery of service |
| * the extent to which conflict can be a positive or negative experience |
| * conflict management:   + conflict-resolution techniques   + different approaches to conflict management, including problem-solving, negotiation and mediation   + workplace policy and procedures regarding management of conflict |
| * identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict |
| * identify when it is appropriate to seek assistance when misunderstandings or conflict arises and whose assistance should be sought when conflict escalates |

[](https://educationstandards.nsw.edu.au/wps/wcm/connect/644066ca-a354-48cc-bb34-da2fbb8eba52/mind-map-vet-business-services-stage-6-industry-and-workplace-part-1.pdf?MOD=AJPERES&CVID=)

Example of mind map being developed