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IMPORTANT INFORMATION

HOW TO COMPLETE YOUR IVET ASSESSMENTS

As a Registered Training Organisation (RTO) IVET is required to ensure that all of our VET in school students complete compliant assessments that have been thoroughly mapped in accordance with ASQA’s (the National VET regulator) requirements.

This assessment must be completed for every student for every unit of competency completed.

Your students will be provided with all assessment materials online through IVET’s online portal IVETConnect (www.ivetinstitute.com.au). Students are required to log in with the secure password given to them by IVET and complete all of their assessment online. Each student is required to complete every assessment that is part of your school’s program.

All assessors are required to mark the student’s work online and competency cannot be achieved until this occurs.

All other materials provided by IVET, including student and teacher resources, are to support you in your teaching; we do not require any tasks, assignments or activities from these resources.

LOGGING IN

1. Prior to completing any assessment tasks, trainer must first set up their classes on line. This is a very easy process and can be completed in three simple steps.

2. Trainers are to access the IVET Connect logo located on the IVET website. www.ivetinstitute.com.au

3. Trainers will need to enter their Login and Password details to access IVET Connect. (this code has been sent to all trainers via email)
HOW TO SET UP A CLASS

Trainers are to then select the icon at the top of the triangle named SET UP AND MANGE MY CLASSES and follow the structure of setting up a class. Only students’ names and your class name need to be entered.

HOW TO COMPLETE AND ACCESS TRAINER QUALIFICATIONS

The teacher dashboard allows trainers to access all of their qualifications in PDF format that have been stored from past years as well as complete new qualification updates.

Note: Trainers will not be able to assess students until qualifications have been approved.

HOW TO LOCATE STUDENT LOG IN DETAILS

1. 2.
HOW TO ACTIVATE ASSESSMENTS

1.

2.

HOW TO MARK ASSESSMENTS ONLINE

1.

2.

STUDENT’S PROGRESS

1.

2.

3.

Note: Tutorials can be found on how to use IVET Connect detailing what are all features of this system on each section of IVET Connect. Simply select the tutorial or for further information contact IVET.
ORIENTATION

The business industry
Which Business Is It?

Decide whether the following businesses operate as sole traders, partnerships, private companies, public companies or franchises.

a) Mary buys and operates a Ferguson Plarre patisserie.
   Franchise

b) Gino runs his own delicatessen. He has two women working for him at the service counter.
   Sole trader

c) Ernie and Chris own and operate a commercial furniture business. They have sixty employees.
   Partnership

d) John’s Electronics goes bankrupt, but its shareholders’ private assets remain secure.
   Private company
BUSINESS OCCUPATIONS – ICT RESEARCH

For each of the occupations we have just explored in the business industry use the internet to find out more information about the knowledge, skills and attributes required as well as working conditions and salary.

Access the joboutlook.gov.au website.

STEP 1: Select “Explore A to Z” at the top

STEP 2: Search for the occupations listed below

STEP 3: Complete the following table by searching for each of the listed occupations.

Then, using the information sources from the site complete the following template and questions. If you cannot find the information using the above website you may need to complete some internet research to find the occupation and what it involves.

<table>
<thead>
<tr>
<th>Occupation and description</th>
<th>Knowledge, skills and attributes required</th>
<th>Working conditions</th>
<th>Salary</th>
</tr>
</thead>
</table>
| Sales and marketing manager | • Organisational and time management skills  
• Ability to analyse and interpret information  
• Strong leadership  
• Creative problem solving  
• Persuasive communication skills  
• Ability to work under pressure  
• Work as a team. | • Generally work in an office developing business and marketing strategies to promote the business.  
• Spend time out of the office networking. | Earn between $1 500 and $1 999 per week ($78 000 and $103 999 per year), depending on the organisation they work for, and their level of experience. |
| Human resources manager | • Excellent interpersonal skills  
• Good attention to detail  
• Strong written and verbal communication  
• Good organisational skills  
• Ability to multitask  
• Knowledge of policies and legislation  
• Discrete and tactful. | • Work at a variety of different organisations in both the public and private sector  
• Generally work regular business hours | Earn around $2 414 per week ($125 528 per year), depending on the organisation they work for, and their level of experience. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Required Skills</th>
<th>Working Conditions</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneur</td>
<td>Creative thinker • Commitment and determination • Good communication skills • Decision making and problem solving skills • Confident and enthusiastic • Vision to recognise business opportunities</td>
<td>Variety of conditions dependent on what business or industry their business venture resides in.</td>
<td>Earnings for entrepreneurs may vary considerably depending on the commercial potential and the success of their business venture.</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Good interpersonal skills • Good communication skills • Good organisational skills • Neat and tidy personal presentation • Friendly and helpful manner</td>
<td>Work for an organisation that has clients and/or customers • First point of contact for an organisation, normally in a lobby or office desk • Most work regular office hours.</td>
<td>Earn between $769 and $1 154 per week ($40 000 and $60 000 per year), depending on the organisation they work for, and their level of experience.</td>
</tr>
<tr>
<td>Office manager</td>
<td>Strong organisational skills • Ability to work under pressure • Good oral and written communication skills • Computer skills • Supervisory skills • Work with a range of different people.</td>
<td>Work for a range of different organisations • Mostly indoors • Use of computers • Group environment • Long hours and travel may be required.</td>
<td>Earn between $1 154 and $1 731 per week ($60 000 and $90 000 per year)</td>
</tr>
<tr>
<td>Financial institution branch manager</td>
<td>Excellent organisational skills • Strong mathematical ability • Leadership and motivational skills • Strong communication skills • Honest and trustworthy • Excellent decision making skills</td>
<td>work in specific branches of financial institutions such as banks, credit unions and building societies • work in the office and administrative section of the branch as well as also speaking with customers • generally work regular business hours.</td>
<td>Earn between $1 500 and $1 999 per week ($65 000 and $90 000 per year), depending on the organisation they work for, and their level of experience.</td>
</tr>
</tbody>
</table>
ORIENTATION CHAPTER - REVIEW QUESTIONS

1. What will you achieve through this Certificate III in Business?

   You will develop the skills and knowledge to prepare for a role in the business industry. You will develop the employability skills required to be successful including effective communication, initiative, problem solving, organisation and planning, teamwork and the use of business equipment and ICT.

2. Besides being employed in the business industry how else could this course be useful?

   If you choose to own your own business it can be helpful to have basic business knowledge.

3. What is a business?

   A business is an organisation that trades goods and/or services to customers, typically with the intention of earning a profit.


   Not all businesses are profitable. In Australia these are known as not for profit organisations.

5. Outline the five business structures outlined in this chapter.

   A sole trader is a business owned by one person. He or she can employ others to work for the business.

   A partnership describes a business which is owned by two or more people, but not more than twenty people.

   A private company is one which has up to fifty shareholders and exists as a separate legal entity from its owners.

   A public company is one of limited liability which allows its shares to be sold to the public via the stock exchange or share market.

   A franchise is where a person buys a business that already has an established name, method of trading and marketing and an existing product.

6. Give three examples of businesses that run in Australia and categorise their structure. For example, Subway is a franchise.

   Teacher discretion needed, as student answers will vary.
7. List three employment opportunities in the business industry.

- Office manager
- Retail manager
- Financial planner
- Marketing
- Department manager
- Operations manager
- Accounts manager
- Payroll officer
- Functions coordinator
- Restaurant supervisor
- Business development manager
- Human resources coordinator, manager and staff
- Advertising
- Administration manager
- Receptionist
- Personal assistant
- Small business owner
- Recruitment consultant
- Business manager
- Entrepreneur
- Branch manager
- Project manager
- General manager
- Events coordinator
- Fan development officer
- Bank attendant/teller
- Sales person
- Tourist information officer
- Duty supervisor
- Administrator in a range of settings such as offices, schools, hospitals and doctors consulting rooms.

8. Outline some of the work tasks and responsibilities of each of the following occupations in the business industry:

Teacher discretion needed, as student answers will vary.

Sample responses:

a) Small business owner - managing finances, advertising and marketing, insurances, accounting and taxation and employee management.

b) Person in HR - deal with the recruitment, hiring, administration and training of staff.

c) Marketing - promote a business, its products and/or services with the aim of creating greater profits for the business and brand awareness among consumers.

d) Entrepreneurs – take financial risks in the hope for success, be smart and conduct research, hard work.

e) Business development manager - grow a business and make it more profitable, attract new clients and persuade current clients to spend more, lead a group of sales people, oversee marketing and advertising.

9. Outline three desired employability skills for working in the business industry.

Teacher discretion needed, as student answers will vary.

Sample responses:

Effective communication is vital in any industry and all workplaces. Open and clear communication in the workplace can build a more productive and collegiate work environment.

Self-management is about taking responsibility for your own behaviour and wellbeing. It is the routines individuals set for themselves during and outside of working hours.

Organisational and planning skills are important in the business industry. To plan effectively is to make sure certain goals are reached and to be organised means time spent at work is productive and tasks are effectively completed on time and to a satisfactory level.
10. Suggest three ways to be an effective communicator.

To be an effective communicator you should:

- **Clarify the information** – if you are the sender ask follow-up questions to check that the receiver heard you and understood. If you are the receiver repeat the information to the sender to make sure you heard it right and have all of the information.

- **Always be attentive** – listen carefully to what is being said. If you are the sender carefully watch the receiver and check if they understand you; if not, adjust your communication style.

- **Take your time** – don’t rush when delivering or receiving information. Ensure that you send and receive information without distraction and allow enough time to discuss and clarify information. Don’t be in a rush.

- **Be an active listener** – whether you are the receiver or the sender always be an active listener. Be involved in the conversation, open, interested and always respond appropriately.

- **Avoid information overload** – if you are the sender ensure that you do not give people too much information at once. Prioritise the information and try to only deliver a maximum of three points unless they can write the information down to look at later.

11. Why is teamwork in the workplace so important?

Teacher discretion needed, as student answers will vary.

Sample response:

Teamwork is when a group of people work together to achieve a common goal. Teamwork allows a group to work cohesively together to achieve an objective. Groups can achieve more than individuals can as they can tackle more complex tasks which in turn makes a business more successful.

12. What is initiative? Outline two ways to demonstrate initiative in the workplace.

Teacher discretion needed, as student answers will vary.

Sample response:

Initiative is the ability to start something and access work independently. It is about taking it upon yourself to do something without being asked.

Ways to demonstrate initiative:

- Always reach out and help co-workers who look like they need assistance.
- Be decisive when making decisions and take action quickly.
- Make suggestions to improve the workplace, for example simplifying work processes, opportunities to reduce costs and increase productivity.
- Volunteer to take on additional roles and responsibilities.
- Be prepared for staff and/or client meetings by completing any pre-reading and rehearsing for questions that you may be asked.
13. Give an example of a person having initiative.

   *Teacher discretion needed, as student answers will vary.*

   **Sample response:**

   *If you notice that a co-workers is preparing a presentation you might show initiative by offering to assist them by preparing photocopies or setting up.*

14. List three instances where you would use IT equipment in the business industry.

   *Teacher discretion needed, as student answers will vary.*

   **Sample responses:**

   - To create a budget spreadsheet
   - To create a word-processed letter
   - To email a customer or client

15. How could you ensure that you are organised?

   *Teacher discretion needed, as student answers will vary.*

   **Sample response:**

   *By using organisational tools such as electronic alerts and calendars as well as hardcopy appointment books and calendars.*

16. In a work environment why is planning so important?

   *Teacher discretion needed, as student answers will vary.*

   **Sample response:**

   *Planning is important to ensure that all work tasks are completed on time.*

17. What is problem solving?

   *Teacher discretion needed, as student answers will vary.*

   **Sample response:**

   *Problem solving is the act of defining a problem; determining its cause, identifying, prioritising and selecting possible solutions and implementing them.*

18. Describe how problem solving should be approached.

   *Teacher discretion needed, as student answers will vary.*

   **Sample response:**

   *When problem solving, the first step is to identify the issue or problem and then access all information available to assist you in making your decision. Think about everyone’s interests and how your decision may affect them. Then brainstorm and list all the possible ways you could address the problem. Evaluate each option by listing its pros and cons.*