12.12 Small Business Management Toolbox

Trainer guide

BSB07 Business Services Training
Series 12 Flexible Learning Toolbox

Supporting resources for BSB40407 Certificate IV in Small Business Management

22/06/09: Version 1.0

flexiblelearning.net.au/Toolbox
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Purpose of the Trainer guide

This Trainer guide will assist trainers and teachers wishing to use the Toolbox either in its complete form, or as a source of learning components in the development of their own teaching programs.

The Trainer guide’s purpose is to show how the Toolbox resources can be effectively used to assist in the delivery of a coherent program and includes assessment strategies. It is written in a non-prescriptive way, assuming that the trainers will want to select aspects of the Toolbox, substitute others and customise for their own audience including learners with language, literacy and numeracy needs.

Toolbox maintenance update

This Toolbox underwent a maintenance update in 2009; however the Toolbox should be used as a support resource alongside official training package materials. It is the responsibility of those delivering to ensure that all information is correct at the time of delivery.

Maintenance included updating the Toolbox to Series 12 technical specifications, and implementing the following changes:

- BSBCM402A Develop Work Priorities: Updated the unit code
- BSBCM410A Coordinate Implementation of Customer Service Strategies: Updated the unit code and unit specific information.
- BSBCM411A Monitor a Safe Workplace: Updated the unit code and unit specific information.
- BSBSBM301A Research Business Opportunities: This unit was not updated as a new version is available from the 11.05 Microbusiness Toolbox in the Flexible Learning Toolbox repository at http://toolboxes.flexiblelearning.net.au/repository/index.htm. When accessing the learning object for Research Business Opportunities, enter the unit name, or the Toolbox code 1105.
- BSBSBM401A Establish Business and Legal Requirements: Minor changes were required to bring the content of the Toolbox into alignment with the new unit, including a reference to insurances for the business.
- BSBSBM402A Undertake Financial Planning: One extra performance criteria in Element 1 required addressing: Calculate break even sales point to establish business viability and profit margins.
- BSBSBM403A Promote the Business: Updated the unit title.
- BSBSBM404A Undertake Business Planning: Updated the unit title.
- BSBSBM406A Manage Finances: Updated the unit code and unit specific information including element and performance criteria structure, without altering their intentions.
- BSBSBM407A Manage a Small Team: Updated unit specific information.
Section 1: Overview of the Small Business Management Toolbox

1.1 Introduction
The Small Business Management Toolbox provides a valuable source of training material for the delivery of ten units in BSB40407 Certificate IV in Small Business Management from the Business Services Training Package (BSB07).

This Trainer guide has been developed to support you in using the Toolbox as a resource in the delivery of your teaching program. It explains all the activities the Toolbox contains and how activities relate to particular units of competency. It also offers suggested customisation and delivery strategies to maximise the learning experience for your learners. It highlights the positive benefits that can be achieved by encouraging a collaborative learning environment for online learners.

1.2 About the Trainer guide
This Trainer guide is divided into six sections:
- Section 1: Overview of the Small Business Management Toolbox
- Section 2: Organising structure, context and key features
- Section 3: Getting started
- Section 4: Tasks and activities
- Section 5: Online teaching strategies
- Section 6: Access and equity.

1.3 Qualification supported
The Small Business Management Toolbox supports the BSB40407 Certificate IV in Small Business Management from the Business Services Training Package (BSB07).

1.4 Learners

1.4.1 The target audience
The Toolbox is designed to be used for training in small business management around Australia. Recognising that there will be differences in terminology, legislation, etc. across different states and territories, the Toolbox tries to take a generic approach. It is hoped that trainers will use discussions (face to face or online) to give learners an understanding of local requirements where appropriate.

Small business enterprises are usually described as organisations employing fewer than 20 people. A small business may consist of a sole proprietor who is required to perform multiple roles, or a number of owners who need to operate as a team. Such businesses include property, financial and business services as well as manufacturing, trade, retail and service industries.
1.4.2 Learner characteristics

Learners accessing the Small Business Management Toolbox may come from a wide range of backgrounds with various experiences and needs. Some will have prior employment experience in small business, perhaps even at management level.

The majority of learners currently studying small business management tend to undertake those competencies specifically relating to their immediate needs. Some learners may also be completing competencies as part of a complete qualification such as the Certificate IV in Small Business Management.

The design of this Toolbox caters for both learner groups. Learners can work through an entire unit of competency (perhaps using the overriding task as a guide), or simply explore specific topics or activities of personal interest.

1.5 Prior knowledge

Learners may have limited experience with online learning and they may require varying levels of support from the trainer. It is important, however, to remember that while the learners may have limited online learning experience, they are likely to be experienced users of computers in the workplace.

It is desirable that learners have:

- adequate literacy and numeracy levels
- basic computer skills
- some experience using online communication tools such as email, discussion forums and chat rooms.

1.6 Trainers/facilitators

This Toolbox may be useful for:

- NEIS scheme trainers
- small business mentors
- trainers/teachers in face-to-face learning environments
- facilitators of online learning programs.

1.7 Toolbox Implementation Guide

A copy of the Toolbox Implementation Guide can be found at http://toolboxs.flexiblelearning.net.au/documents/index.htm

The Toolbox Implementation Guide has been designed to help you get started with using the Toolbox and is based on the experiences of training providers nationally who have been working with Toolbox products over the last few years. The guide focuses mainly on supporting teachers and trainers involved in Toolbox product implementation, but will also be a useful reference for technical, support and other staff.

It contains four main sections:

- Finding your way around Toolbox products – things you should know
- Different ways you can use your Toolbox product for training delivery and support
- Planning for the implementation of your Toolbox product
- Further reading and helpful websites.
Section 2 – Organising structure, context and key features

2.1 Units of competency

The Small Business Management Toolbox is designed to assist people working in or planning to work in small businesses. It is designed to provide small business owners and managers with a range of skills and competencies to enable them to establish and grow their small business ventures.

The resources in the Toolbox cover the four core units and six possible elective units of competency required for BSB40407 Certificate IV in Small Business Management from the BSB07 Business Services Training Package.

Core units

- BSBSMB401A Establish legal and risk management requirements of small business
- BSBSMB402A Plan small business finances
- BSBSMB403A Market the small business
- BSBSMB404A Undertake small business planning

Elective units

- BSBWOR404A Develop work priorities
- BSBCUS401A Coordinate implementation of customer service strategies
- BSBOHS407A Monitor a safe workplace
- BSBSMB405A Monitor and manage small business operations
- BSBSMB406A Manage small business finances
- BSBSMB407A Manage a small team

Note:
The packaging rules allow a variety of elective choices. See Volume 1 of the BSB07 Business Services Training Package for details.

If you are delivering elective units different from what is covered by this Toolbox then you may find useful e-learning resources in the Flexible Learning Toolbox Repository (Toolbox Repository).
2.2 Toolbox repository

The Toolbox repository is a collection of free learning objects available for teachers and trainers to download and use with their learners. Learning objects are small ‘chunks’ of e-learning content.

Teachers and trainers who are delivering the unit BSB40407 Certificate IV in Small Business Management may wish to download learning objects for this unit available in the Toolbox repository.

2.2.1 Searching for and downloading learning objects

- Access the Australian Flexible Learning Framework’s website:
  - http://toolboxes.flexiblelearning.net.au/
- Choose Search & Download Learning Objects.

Welcome to Flexible Learning Toolboxes

Flexible Learning Toolboxes (Toolboxes) are high quality, cost effective interactive e-learning and assessment resources featuring scenarios, images and activities. They are designed for use by training providers, industry and business and support online delivery of recognised training packages for the vocational education and training sector.

Toolbox materials now come in two formats:

- an integrated learning program incorporating a number of units of competency. These programs are available on a CD-ROM for installation on a server or for use on a stand-alone computer.
- a learning object format allowing users to download smaller self-contained components of content for free. Learning objects generally support an element or unit of competency.

Flexible Learning Toolboxes provide you with options to attract new learners and markets with online resources at a fraction of their development cost.

View the current Toolbox structure [PDF 450KB]
You can browse for Toolbox learning objects by training package or Toolbox series. There are also tutorial and e-learning innovations learning objects in the repository.

Although you can find what you’re looking for by browsing, a quick and easy way to find learning objects for a unit of competency is to use the Search facility.

The steps involved in searching for learning objects for the unit BSBSMB301A Investigate micro business opportunities are illustrated below.

- Step 1: Enter “BSBSMB301A Investigate micro business opportunities”.
- Step 2: Choose the magnifying glass icon to commence the search.
• Once the search has finished a list of available learning objects for the unit is displayed.
  o The Market needs, Market factors and Business ideas learning objects contain case studies and activities relating to each of the three elements of competency.
  o The Business opportunities supporting resources learning object contains material relevant to the whole unit of competency.
  o The Business opportunities skill recognition learning object contains resources that could be useful for learners investigating recognition of prior learning.

• You can select a learning object title to preview the learning object or select View more details to read more about the object and download it.
• The steps for previewing and viewing more details for the Market factors learning object are illustrated below.
  o Step 1: Choose Market factors.
  o Step 2: Select View more details.

• To download the Market needs learning object, choose Download.
• Choose Save, and save the `.zip` file to a storage location, such as your hard disk drive or computer desktop.

![File Download dialog box](image)

### 2.2.2 Accessing and playing the learning object

- Locate where you saved the `.zip` file using Windows Explorer or another similar program and double click the file to unzip it (also called extracting) into a new folder. The extracted Toolbox learning object will have a similar structure to the image below.

![Sample file structure](image)

- The learning object will contain a number of `.xml` and `.xsd` files which may be required for the learning object to be used in a learner management system. Please do not delete these files.

- To play the learning object, select the file `LRNViewer.htm` or using Internet Explorer go to the menu bar at the top and select File > Open > and navigate to the `LRNViewer.htm` file. This will play the learning object in your browser window.

### 2.2.3 Further help

The Australian Flexible Learning Framework provides further support:

- Download the [Using the Toolbox Repository document](#) (Word - 474KB).

- For further support in using learning objects contact the [Toolbox Champion in your state or territory](#).

The Toolbox Repository is a member of the Australian Flexible Learning Framework’s Learning Object Repository Network (LORN - [http://lorn.flexiblelearning.net.au](http://lorn.flexiblelearning.net.au)), a national project providing a central point to search five Repositories hosting VET sector materials.
2.3 Context
The Small Business Management Toolbox contains a range of resources designed to assist in the flexible delivery of the ten units of competency covered. Flexible delivery may incorporate a variety of methods, including web-based learning, distance education, face to face classes or group work.

The Toolbox structure allows learners to take an active and constructive role in their own learning by exploring the Toolbox for specific items of interest or relevance.

Each of the units of competency covered by the Small Business Management Toolbox presents the learner with the following consistent set of resources.

<table>
<thead>
<tr>
<th>Your task</th>
<th>An overriding activity, requiring learners to apply knowledge and skills associated with the competency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Individual content areas dealing with specific aspects of the competency.</td>
</tr>
<tr>
<td>Self tests</td>
<td>Short quizzes targeted at each topic that allow learners to measure their current understanding.</td>
</tr>
<tr>
<td>Activities</td>
<td>Opportunities for learners to apply knowledge contained within topics and develop skills in various aspects of small business management.</td>
</tr>
<tr>
<td>Example businesses</td>
<td>Hypothetical businesses that learners may wish to use for applying concepts and principles outlined in the topics, particularly if they do not run a business of their own.</td>
</tr>
<tr>
<td>References</td>
<td>Additional sources of information such as books and websites. A quick reference guide to business terms is also included.</td>
</tr>
</tbody>
</table>

Section 4 of this Guide examines these features in more detail and suggests some tips for using each in a learning strategy.
2.4 Key features

The Toolbox has been designed to ensure that navigation is as simple as possible. The following features have been included to assist movement around and between the resources.

After entering the Toolbox, the home page is displayed. This page provides access to each of the ten competencies and a link for first time users.

**Trainer’s tip**

Trainers should suggest that learners access the 'First time user' link for valuable tips on using the Toolbox. This will also familiarise users with the layout and features of the Toolbox.
Within each competency, all similar resources (topics, activities, self tests etc) are grouped together in separate sections, which are accessible via the top navigation bar.

Use the links at the right side of the top navigation bar to access the following:

- The **Learner's Guide**.
- The **Home** page (to view another competency).
- A list of **Contents** for the competency. This list of all relevant resources provides single-click access to every resource within the competency.
- A link to a **Discussion** board or chat session. You will need to arrange for this feature to be set up for your learners.

The 'breadcrumb' feature has been included immediately below the navigation bar on each screen. This assists navigation by indicating the position of the current page within previous resource levels of the Toolbox.

In the example shown, the topic 'Staff plans' has several subtopics. The subtopic of the current page is 'Job descriptions'. Each level of this breadcrumb can be clicked, providing a shortcut back to a specific preceding section of the resource.
Callout boxes on the right side of each screen indicate relationships between resources. For example, a callout box within a particular topic will direct the learner to activities or downloads relevant to the specific content covered.

2.5 How do I put together a learning program?
Your role as trainer is the key to providing adequate learning support. The learning activities together with this Guide will give you ideas about how to encourage and support learners during the learning process.

Teaching strategies should be selected to reflect the varying learning needs, educational backgrounds and preferred learning styles of the individual learner and the specific requirements of each element of the units of competency being studied.

It is expected that trainers will want to select the learning objects most relevant to their learners’ needs and their own teaching styles. Trainers may wish to:

- determine the order of presentation
- substitute or add their own materials
- provide additional case studies and/or example business scenarios.

The Toolbox materials are not intended to:

- restrict training providers to using the materials in their entirety
- replace the role of the trainer in the learning process
- stipulate assessment approaches.
2.6 Using the Toolbox components
The structure of resources within this Toolbox is consistent across each of the ten units of competency.

This section describes each of these components and highlights some potential teaching strategies that you may like to adopt.

2.6.1 Your task
After choosing a unit of competency, learners are presented with an overarching task requiring them to apply the knowledge and skills associated with the unit to a small business. Learners may choose to apply this task to their own business, another that they can access or one of the 'Example businesses' provided within the Toolbox (see below for more information).

Each task has been designed to produce a specific outcome such as a safety report, business plan or marketing strategy. Learners are given a broad overview of the required outcome and provided with tips for using the Toolbox to complete the task.

Tasks provide two different approaches for using this online resource.

- Adopt a problem-based approach to learning, using the task as an impetus for accessing resources of personal relevance.
- Adopt a content-based approach to learning, using the task as a demonstration of knowledge gained from the resources.

Trainers should provide learners with guidelines for preparing and submitting tasks relevant to the units of competency studied.

Trainer's tip
Tasks could form part of the assessment strategy for a unit of competency.
You may even like to alter the structure of a task in order to assess specific performance criteria.
2.6.2 Topics
The content of each unit of competency is provided within several topics, which address a particular aspect of the work involved.

This structure allows for easier navigation throughout the resource, providing quick access to particular areas of relevance or interest and allows trainers to direct learners to specific information.

Topics also emphasize particular points of relevance through the use of two additional features.

- **Case studies** demonstrate the practical applications or implications of theories and concepts presented in topics.
- **Mentors** provide additional information to learners about particular aspects of a topic. A particular character is used as the mentor in each unit of competency, in order to provide an appropriately personable voice. For example, the mentor in 'Monitor a safe workplace' is a 'Safety Rep', while the mentor in 'BSBSMB404A Undertake small business planning' is a 'Business Advisor'.

![Trainer's tip]

The 'learning object' structure of the Toolbox allows individual topics to be duplicated, removed or edited in order to tailor delivery.

For more information or assistance, contact the Toolbox helpdesk on (02) 6230 5349 or at Toolboxhelp@flexiblelearning.net.au.

2.6.3 Self tests
Each competency includes several self tests (or quizzes) that allow learners to test their knowledge of a particular subject area at any stage while working through the Toolbox resources.

Each self test addresses the content contained within a specific topic, providing learners with an opportunity to identify specific gaps in their knowledge and subsequently use the Toolbox in the most efficient manner.

It should be emphasised that a self test is not a comprehensive examination of a learner's knowledge of a topic. Rather, it is there to highlight gaps in their knowledge so that learners can focus their learning on these areas.
2.6.4 Activities
The activities in each competency allow learners to apply knowledge contained within topics and develop skills in various aspects of small business management.

There are several categories of activities available in the Toolbox.

- **Interactive activities** use a variety of multimedia techniques to provide an engaging learning experience for the learner.
  
  In accordance with web-based learning accessibility requirements, text-based alternatives have been provided for all interactive activities.

- **Practical activities** require learners to apply concepts and processes covered in the topics to practical situations within the workplace – either an actual business or one of the ‘Example businesses’ provided in this Toolbox.

- **Research activities** require learners to use the Internet and other sources of information to explore a specific content area in more detail.
  
  Some research activities require learners to prepare some form of document, such as a checklist or report. Learners should be provided with instructions for submitting these documents (email, post, etc).

- **Discussion starters** prompt learners to reflect on particular aspects of the content and then share their thoughts with other learners.

### Trainer’s tip

Trainers will need to specify appropriate methods for learner discussions.

Depending on methods of delivery and resources available, this may involve a classroom activity, participation in an online discussion board or chat session, email communication between learners or group work.

Trainers may wish to use some of the practical activities and research activities as part of their overall assessment approach, either as they are presented or in some kind of modified format.

Activities can be accessed from the related theory in the Topics screens. Alternatively, all activities for a unit of competency are listed in the Activities screen for that unit.
2.6.5 Example businesses
A key factor of the Toolbox design is the inclusion of various example businesses that learners may wish to use for applying concepts and principles outlined in the topics. The main purpose of this feature is to provide situations for the application of tasks or activities for learners who do not have access to an actual business.

Each of these hypothetical examples provides information about the structure of the business, the staff, the nature of work undertaken and other details where required. Specific features of businesses may vary depending on the information required within each competency standard.

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**Trainer’s tip**

You may like to provide substitute or additional businesses where appropriate. This could be particularly appropriate for trainers using pre-established case studies in their delivery.

For more information or assistance, contact the Toolbox helpdesk on (02) 6230 5349 or at Toolboxhelp@flexiblelearning.net.au.

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2.6.6 References
Each unit of competency contains a list of references that learners may find useful for completing specific activities or researching topics of interest. These may include books, journals, websites and other sources of further information.

There is also a quick reference guide to business terms. This is a download document that can be viewed on the screen or printed out. The quick reference guide is the same for all competencies.

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**Trainer’s tip**

You may like to edit the references list for particular units of competency in order to provide learners with particular items of relevance or interest.

For more information or assistance, contact the Toolbox helpdesk on (02) 6230 5349 or at Toolboxhelp@flexiblelearning.net.au.
Section 3: Getting started

3.1 Preparing learners to use the Toolbox
It is important to prepare learners to use the Toolbox. The following tips for trainers highlight important information you should consider when introducing Toolboxes into your courses.

- Set aside adequate time to familiarise yourself with the Toolbox so you can properly support your learners.
- Internet sites change over time so make sure you check for broken links prior to using the Toolbox.
- Plan ahead and set realistic time frames for implementation.
- Integrate the Toolbox into your teaching delivery, just as you would any new teaching resource.
- Using a Toolbox is not about leaving learners alone to learn for themselves, but about using a new medium as a part of an overall teaching delivery strategy.
- Where possible, provide an orientation to the Toolbox in a practical, face-to-face session where learners actually use the Toolbox. In this session, include clear directions on how you want the learners to work through the Toolbox and define the methods of communication that will be used throughout the course (if applicable).
- If you choose to conduct group activities via discussion forums or wikis, you will need to set up discussion threads/wiki headings prior to commencing the activity.
- You may need to provide instructions to the learners on how to use communication tools such as email, forum, wiki, virtual conferencing or chat.

3.2 Assessment strategies
Assessment of a unit of competency requires the learner to gather sufficient evidence to demonstrate competency for all the required skills and knowledge.

Within each competency: ‘Your task’, and a selection of the research and practical activities, could form part of the assessment requirements. As a trainer, you may choose to adapt, supplement or modify these tasks and activities to fit your overall approach.

Trainers could also use contributions to online discussions as part of the evidence required.
3.3 **Hardware and software requirements**

Following are some general hardware and software requirements. Please refer to the Technical guide for detailed information.

### 3.3.1 Hardware

To use the learning material in this unit, learners will need a computer with the following features:

- IBM® compatible with a 1000 MHz processor running Windows 2000, XP, Vista, or
- Apple Macintosh® with a 500 MHz processor running OSX v10.3.0 with:
  - 256 Mb of RAM
  - 1024 x 768 pixel display
  - CD-ROM drive
  - internet access
  - sound card.

### 3.3.2 Software

Learners will also need the following software/plug-ins installed on their computer:

- Internet Explorer 6.0 or above ([http://www.microsoft.com/](http://www.microsoft.com/))
  OR
- Firefox 2.0 or above ([http://www.mozilla.com/](http://www.mozilla.com/))
  OR
- Microsoft® Word 97 or a similar word processing program to open and use downloadable forms, checklists and worksheets.
- Adobe® Flash Player 9. If you haven’t got this plug-in, you can download and install the latest free version from: [www.adobe.com](http://www.adobe.com)
- Adobe® PDF Reader 6.0 or above. If you haven’t got this plug-in, you can download and install the latest free version from: [www.adobe.com](http://www.adobe.com)

Incorrect versions of these applications could result in information being shown in an unreadable form or not shown at all.
### 3.4 Customisation

To customise resources in this Toolbox you will need software such as:

- an HTML text editor such as Homesite®, BBEdit® or Adobe® Dreamweaver to edit web pages.
- a word processor such as Microsoft® Word to edit documents.
- If customisation of multimedia interactions is required, then the following applications may be necessary:
  - Flash CS3
  - XML SPY or equivalent XML editing tool
  - Photoshop/Fireworks (or equivalent) for editing still images

Please refer to the Technical guide for further information.

### 3.5 Customising a Toolbox for single unit delivery

You may only want to offer one or two units from the Toolbox, or limit access to certain units and/or streams.

To disable access to units, open the `index.htm` file in the root folder in Dreamweaver, and edit the link target for the unit you wish to disable to point to `disabled.htm`. Now when users click these buttons they will receive a pop-up message saying that this content is not available at this time. You can modify this message by changing `disabled.htm`. It is also possible to remove the links entirely.

If you want to distribute a smaller version by pruning the unnecessary content, you will need to follow the above process, and in addition delete the appropriate folders in the `toolbox504` directory.

If choosing to use only one particular task you will need to make sure that all associated files are available. For example, interactive activities and self tests have associated swf files.

Please refer to the Technical guide for further information.
Section 4: Tasks and activities

Ten units of competency are covered in the Toolbox. Learners are able to access each one through the menu on the home page.

The following section provides details for each unit of competency, the purpose of activities, supporting files and relationship to other units of competency.

**BSBCUS401A Coordinate implementation of customer service strategies**

The materials in this competency aim to give learners the skills and knowledge needed to advise on and carry out customer service strategies, evaluate customer service strategies on the basis of feedback and design strategies for improvement.

The task for this competency is to prepare a customer service charter for a business, policies and procedures for customer service and a questionnaire to survey customer’s needs and wants in relation to products or services for a specific business. This business may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Communicating with your customers
- Customer service strategies
- Research skills
- Making changes

**Special features**

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

**Listening**

Learners practise their listening skills by choosing appropriate responses to clarify what has been said.

**Dealing with complaints**

Learners choose appropriate responses to a customer’s complaint. Multiple pathways through this activity are possible.

**Downloads**

The following downloads are available in this competency.

In the topic 'Communicating with your customers'

- **Communication tips** – A list of suggestions to promote good communication with customers.

- **Tips for assertive communication** – How to be assertive in communication with customers, including words and phrases to assist in this process.

- **Dealing with complaints** – Things to do (and not do) when dealing with complaints from customers.
In the topic 'Customer service strategies'

- **Refund policy** – A sample policy and procedure for refunds to customers.
- **Customer service charter** – A sample charter for interaction with customers for a professional services business.

In the topic 'Research skills'

- **Tips for writing questions** – Helpful suggestions for writing survey questions.
- **Customer satisfaction survey** – A sample customer satisfaction survey. Sample results for this survey are analysed in the download 'Sample survey results' (see below).
- **Customer satisfaction survey results** – Shows some different ways to display results of a survey. Results are displayed for the sample customer satisfaction survey from the download 'Customer satisfaction survey'.

In the activity 'Improving a survey'

- **Sample survey** – A poorly constructed survey for learners to improve.
- **Critique of sample survey** – A critique of the sample survey that learners have been asked to improve.

In the activity 'Customer service standards'

- **Customer service standards** – A table to fill in to help develop customer service standards for a business.

In the activity 'Customer service benchmarks'

- **Customer service benchmarks** – A table to fill in to help determine four levels of customer service for a business.

**Relevance to other competencies**

Useful additional material for this competency is found in the following competencies.

- BSBSMB401A Establish legal and risk management requirements of small business (Regulations)
- BSBSMB407A Manage a small team (Staff management)
- BSBSMB405A Monitor and manage small business operations (Quality assurance, as well as Systems and benchmarking)
- BSBSMB403A Market the small business (Market analysis and research, as well as Marketing planning)

Some of the material in this competency is also relevant as useful additional material for the competency 'BSBSMB404A Undertake small business planning'.
BSBWOR404A Develop work priorities

The materials in this competency aim to give learners the skills and knowledge required to plan their own work schedules and to monitor and obtain feedback on their own work performance and development.

The task for this competency is to prepare a workgroup plan, a set of work objectives, a plan for monitoring performance and an analysis of professional development needs for an employee. These may be developed for a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Planning your own work schedule
- Monitor your own work performance
- Coordinate professional development

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Priorities in a small business

Learners make decisions about the most appropriate way to deal with demands from more than one customer at a time in a retail situation. Multiple pathways through this activity are possible.

Resources to be considered

Learners are asked to plan ahead and consider the resources that will be needed to complete various work objectives.

Planning a work schedule

In the first part of this activity, learners are asked to prioritise tasks to be completed as part of a busy work schedule. In the second part of the activity, learners work out 'deadlines' for each step of a multi-stage process.

Determining development needs

Learners 'interview' three staff working in a packaging company to find out specific training needs of each. They are then asked to suggest appropriate training courses.

Downloads

The following downloads are available in this competency.

In the topic 'Monitor your own work performance'

- Employee assessment checklist – A sample of essential and desirable criteria for employees and how these can be used to assess employees.
- Sample customer satisfaction survey – An example of a brief customer satisfaction survey used by a car service centre.
- Carcass defect recording sheet – An example of a quality checklist used in an abattoir.

In the activity 'Improving a survey'

- Sample survey – A poorly constructed survey for learners to improve.
- Critique of sample survey – A critique of the sample survey that learners have been asked to improve.
BSBSMB401A Establish legal and risk management requirements of small business

The materials in this competency aim to enable learners to identify and comply with legal and administrative requirements applicable when setting up or running existing micro and small businesses.

The task for this competency is to choose an appropriate business structure for their chosen business, identify appropriate licences and laws that apply and outline systems to be used to ensure compliance with these. This includes preparation of a record keeping system to support compliance. The business to which this is to be applied may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Structures, names, licences and permits
- Legislation
- Employment
- Business environment
- Record keeping

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Business structure

Learners are asked to choose the most appropriate business structure for various businesses.

Business requirements

Learners are asked questions about the business and legal requirements for three different small businesses.

Downloads

There are no downloads in this competency.

Relevance to other competencies

Useful additional material for this competency is found in the competency 'BSBOHS407A Monitor a safe workplace'. Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBSMB407A Manage a small team
- BSBSMB406A Manage small business finances
- BSBSMB404A Undertake small business planning
BSBSMB407A Manage a small team

The materials in this competency cover planning and managing staff. They involve industrial relations, staff selection, staff records, induction, training and team development to enhance business operations.

The task for this competency is to develop a staff plan for a business, including job descriptions, an organisational structure, a training plan for each staff member, an agenda for regular staff meetings and a policy and procedure manual for aspects of the business relating to staff management. The business may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Staff plans
- Forming your team
- Industrial relations
- Management styles
- Staff management

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Staffing mix
Learners choose the most appropriate people for the tasks required in a particular business.

Person specifications
Learners choose the most appropriate wording for a person specification for a particular job.

Newspaper advertisements
Learners compose various job advertisements by choosing the most appropriate wording.

Open and closed questions
Learners look at different ways of asking questions in a job interview situation to see the differences in the types of responses they evoke.

Who would you shortlist?
Learners are given a position description for a job being advertised and excerpts from five job applications for the position. They are asked to select two people to be shortlisted for interviewing.

Handling difficult situations
Learners are asked to choose the most appropriate response in two situations where employees have approached their manager with a problem.

Choosing an appropriate management style
Learners are asked to make decisions about the best way to deal with situations where problems with employees have been brought to the attention of the manager. Multiple pathways through this activity are possible.

Leadership roles
Learners are asked how they would respond to various workplace situations. They are then given feedback about the type of leadership style this response suggests.
Downloads
The following downloads are available in this competency.

In the activity 'Design advertisements' and in the topic 'Staff plans'

- **Sample job description** – An example of a job description to show the types of things that should be included.

In the topic 'Staff plans'

- **Person specification** – An example of a person specification to show the types of things that should be included.

In the topic 'Forming your team'

- **Sample job application form** – An example of a job application form that might be useful for employers recruiting new staff.

- **Questions to ask in a job interview** – Some ideas for questions to ask a job applicant in an interview situation, with an explanation of how each question can help determine the suitability of each candidate.

- **Example employee leave form** – An example of forms that can be useful for recording details of employees' leave entitlements and leave taken.

In the topic 'Staff management'

- **Training tips** – Some ideas for effective training when demonstrating and explaining jobs, skills or techniques to employees.

- **Sample policy and procedure manual** – Sample policies and procedures for induction, termination of employment and training and professional development.

- **Contingency planning checklist** – A list of situations for which a business should have contingency plans in place.

- **Procedures for terminating employment** – A set of procedures to be followed in different situations where dismissal of an employee is necessary.

Relevance to other competencies
Useful additional material for this competency is found in the following competencies.

- BSBSMB401A Establish legal and risk management requirements of small business (Record keeping)

- BSB0HS407A Monitor a safe workplace

- BSBSMB405A Monitor and manage small business operations (Management systems)

- BSBSMB404A Undertake small business planning (Staffing)
BSBSMB406A Manage small business finances

The materials in this competency aim to give learners the skills they need to implement, monitor and review strategies for the ongoing management of finance in a small business. It also includes day to day financial management of the business.

Bookkeeping is not the focus of this unit of competency but is covered to some degree. For this unit learners need enough knowledge to be able to talk to bookkeepers and accountants. Any learner interested in finding out more than this should consider taking a course dealing specifically with bookkeeping.

The task for this competency is to prepare documents to illustrate an ability to manage finances, including journals for daily record keeping, a plan for a filing system, a taxation plan, debtor policy and an outline of how key performance indicators will be monitored in a budget. The business for which these are prepared may be a workplace with which the learner is familiar such as their own business, or one of the example businesses provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Keeping the books
- Financial statements
- Managing your business cashflow
- Taxation requirements
- Rules and regulations affecting business finances

The topic ‘Managing your business cashflow’ is identical to the topic of the same name in the competency ‘BSBSMB402A Plan small business finances’.

Special features
As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Basic bookkeeping
Learners are asked to select the journal in which details from various receipts are to be entered. They then need to place the appropriate entries in the correct columns of the journal.

Downloads
The following downloads are available for this competency.

In the topic 'Keeping the books'

- **Example journals** – Samples from journals such as cash receipts, cash payments, purchases and sales.
- **The basic accounting rules of double entry bookkeeping** – A short list of double entry bookkeeping 'rules'.
- **How to prepare a bank reconciliation** – A list of steps for checking a bank statement against journal entries.
In the topic 'Financial statements'

- **Balance sheet of Beatrice Stow** – A sample balance sheet.
- **Sample profit and loss statement** – A sample to show learners what a profit and loss statement looks like.
- **Ratio analysis** – A list of profitability and liquidity ratios, how they are calculated and what they tell you about a business.
- **Financial ratios** – A list of ratios relating to stock and debtors, how they are calculated and what they indicate.
- **Financial stability ratios** – A list of ratios relating to the liquidity and long-term financial stability of a business, how they are calculated and what they indicate.

In the topic 'Taxation requirements'

- **Business or hobby?** – Factors used to determine whether an activity constitutes a business or a hobby.
- **Australian Business Numbers (ABNs)** – Information relating to ABNs, including who is and is not entitled to register.
- **Capital Gains Tax (CGT)** – Some detailed information relating to this tax.
- **Alienation of personal services income** – Details of the tax laws relating to personal services income.
- **Home office expenses** – Details about business expenses that may be claimed as tax deductions when working from home.

In the topic 'Rules and regulations'

- **Employment records** – Details of the kinds of employment records that need to be kept for taxation and regulatory purposes.

In the activity 'Cashflow forecast'

- **Blank business cashflow spreadsheet** – An Excel spreadsheet which learners can use as a template for a cashflow for their own business.

In the ‘Legal and finance issues’ for the example business

- **Oz Collection Pty Ltd balance sheet** – A balance sheet for this example business.
- **Oz Collection Pty Ltd profit and loss statement** – A profit and loss statement for this example business.

**Relevance to other competencies**

Useful additional material for this competency is found in the following competencies.

- BSBSMB401A Establish legal and risk management requirements of small business
- BSBOHS407A Monitor a safe workplace
- BSBSMB404A Undertake small business planning

Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBSMB405A Monitor and manage small business operations
- BSBSMB402A Plan small business finances
BSBSMB405A Monitor and manage small business operations

The materials in this competency are concerned with the operation of a business and the implementation of the business plan. Strategies presented involve monitoring, managing and reviewing operational procedures of a small business.

The task for this competency is to develop several operational plans for different aspects of a business, including a written procedure for a process, an outline of the key operations of the business, an action plan for business objectives, a customer service charter, some benchmarks for products or services and a staff management plan. The business may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Managements systems
- Quality assurance
- Risk management
- Networking

Special features

The content of this competency covers the underpinning knowledge and theories relating to the operational aspects of a business. The learning activities focus on the learner undertaking research to further expand and broaden their understanding of the concepts covered in this resource.

As a trainer, you may like to provide additional guidance and assignments that focus the learner on tasks that allow them to demonstrate their understanding of this unit.

Downloads

The following downloads are available in this competency.

In the topic 'Management systems'

- **Gantt charts** – Details about Gantt charts - their component parts, how they are constructed and what they tell you.
- **Flow charts** – Details about the different symbols used in flowcharts and when they are used. An example of a flowchart is also provided.
- **A sample cashflow statement** – A cashflow forecast with sample data to illustrate how predictions can be made of cash availability over an extended period of time. (A blank cashflow forecast in Excel spreadsheet format is available in other competencies in this Toolbox – refer to BSBSMB406A Manage small business finances, BSBSMB404A Undertake small business planning and BSBSMB402A Plan small business finances.)
Relevance to other competencies

Useful additional material for this competency is found in the following competencies.

- BSBSMB401A Establish legal and risk management requirements of small business
- BSBSMB407A Manage a small team
- BSBSMB406A Manage small business finances
- BSBOHS407A Monitor a safe workplace
- BSBSMB403A Market the small business
- BSBSMB404A Undertake small business planning

Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBCUS401A Coordinate implementation of customer services strategies
- BSBSMB407A Manage a small team
- BSBSMB404A Undertake small business planning
BSBOHS407A Monitor a safe workplace

The materials in this competency aim to make learners aware of their responsibilities to implement and monitor occupational health and safety (OHS) policies, procedures and programs within their business to meet legislative requirements.

The task for this competency is to prepare a safety report for a specific workplace, which may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Rules and regulations
- Identifying hazards
- Controlling hazards
- Training and involving staff

Special features
As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Office safety check and Workshop safety check
Learners are asked to identify hazards and choose the most suitable control methods for each of these.

Safety at work
Learners make decisions about appropriate actions to be taken in a situation where OHS is an issue, and see the consequences of these decisions. Multiple pathways through this activity are possible.

Safety training in a workgroup
Learners 'interview' three staff members working in a packaging company to find out the specific strengths of each. They are then asked to identify appropriate staff members to fill each role in a health and safety training program at the company.

Downloads
The following downloads are available in this competency. Most of the checklists can be used for activities within the competency or as checklists for identifying hazards or training needs in the workplace. The interview checklist applies specifically to the interactive activity 'Safety training in a workgroup'.

- Chemicals checklist
- Hazards assessment checklist
- Risk assessment
- Safe machinery checklist
- Safety inspection checklist
- Training needs assessment checklist
- Interview checklist
Relevance to other competencies
Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBSMB401A Establish legal and risk management requirements of small business
- BSBSMB407A Manage a small team
- BSBSMB406A Manage small business finances
- BSBSMB405A Monitor and manage small business operations
- BSBSMB404A Undertake small business planning
BSBSMB403A Market the small business

The materials in this competency aim to give learners the skills needed to develop and implement marketing strategies and monitor and improve market performance.

The task for this competency is to develop a marketing plan for a product or service. The business to which these relate may be a workplace with which the learner is familiar such as their own business, or one of the ‘Example businesses’ provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Marketing planning
- Market analysis and research
- The marketing mix
- Evaluation

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Customer satisfaction survey

Learners are asked to determine the effectiveness of particular survey questions.

Downloads

The following downloads are available in this competency.

In the topic 'Marketing planning'

- Sample marketing plan – This is a sample marketing plan for a cabinet-making business, which learners may like to refer to for ideas for their own marketing plan.

In the activity 'Researching the market'

- Market research checklist – A checklist to help learners clarify their concept of the product or service they offer and subsequently determine the scope of their market research activities.

Relevance to other competencies

Useful additional material for the task in this competency is found in the competency 'BSBSMB404A Undertake small business planning'.

Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBCUS401A Coordinate implementation of customer service strategies
- BSBSMB405A Monitor and manage small business operations
- BSBSMB404A Undertake small business planning
BSBSMB404A Undertake small business planning

The materials in this competency aim to give learners the skills they need for researching and developing a business plan to achieve business goals and objectives.

The task for this competency is to develop a business plan for a specific business, which may be a business with which the learner is familiar such as their own, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency include background for establishing a business plan and the different sections in the business plan itself. The topics are as follows.

- The reasons for planning
- What is a business plan?
- Mission, goals and objectives
- Developing a business plan
- The financial section
- The marketing section
- The operations section
- The staffing section
- Tapping specialist services
- Risk in business
- Business plan proforma

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Jo starts a business
Learners make decisions about the level of planning required when starting a small business and see the consequences of their decisions. Multiple pathways through this activity are possible.

Classifying mission, goals and objectives
Learners are asked to decide whether various statements form part of the mission, goals or objectives of a business.

A business plan for staff
Learners answer questions about the parts of business plans appropriate for sharing with staff members who are concerned about the way a business is being run. Multiple pathways through this activity are possible.

What business plans apply?
Learners are asked to decide the most appropriate type of business plans for given situations.

Matching services to needs
Learners are asked to think about various aspects of a marketing concept to set up services in a pizza shop to satisfy diverse needs of customers.

The cost of finance
Learners start with $10,000 cash and choose what to do with this. Their options are to purchase stock for a business to sell, deposit money to a savings account or borrow more
money to purchase more stock. Income is generated when stock is sold, providing more cash for learners to work with. The amount of stock sold each month varies randomly.

A summary is provided at the end of the activity showing learners how much their assets have increased or decreased and the cost of any money they have borrowed.

**Downloads**
The following downloads are available in this competency.

In the activity 'Your own business cashflow forecast'

- **Blank business cashflow** – An Excel spreadsheet which learners can use as a template for a cashflow for their own business.

In 'Your task'

- **Business plan template** – A sample set of headings which learners may like to use for their own business plan.

In the activity 'Progress monitoring strategies'

- **Business monitoring strategies checklist** – A checklist of suggested strategies which learners could use to monitor the progress of their business.

**Relevance to other competencies**
Useful additional material for this competency is found in the competencies.

- BSBCUS401A Coordinate implementation of customer service strategies
- BSBSMB401A Establish legal and risk management requirements of small business
- BSBOHS407A Monitor a safe workplace
- BSBSMB405A Monitor and manage small business operations
- BSBSMB403A Market the small business
- BSBSMB402A Plan small business finances

Some of the material in this competency is also relevant as useful additional material for the following competencies.

- BSBSMB403A Market the small business
- BSBSMB407A Manage a small team
- BSBSMB405A Monitor and manage small business operations
BSBSMB402A Plan small business finances

The materials in this competency aim to give the learner the skills they need to develop a financial plan to support business viability.

The task for this competency is to prepare a financial plan for a business. This business may be a workplace with which the learner is familiar such as their own business, or one of the 'Example businesses' provided within the Toolbox. Trainers may choose to use this task or an adaptation of this task as part of the assessment for this competency.

The topics covered in this competency are as follows.

- Business viability
- Budgeting and control
- Costing and pricing for your business
- Managing your business cashflow
- Taxation
- Raising finance

The topic 'Managing your business cashflow' is identical to the topic of the same name in the competency 'BSBSMB406A Manage small business finances'.

Special features

As well as a number of discussion starters, research and practical activities, the following interactive activities are included in this competency.

Seeking finance

Learners are asked to choose appropriate actions when seeking business finance from a bank. Multiple pathways through this activity are possible.

Production costs budget

This is a costing exercise for a small manufacturing business.

Sales revenue

This is an exercise in calculating sales volumes needed to reach various profit targets.

Chargeout rate

Learners calculate the hourly rate that should be charged for services in order to cover costs and attain a desired income.

Retail markup

Learners calculate the markup needed on goods sold to cover costs and attain a desired income.

Downloads

The following downloads are available in this competency.

In the topic 'Business viability'

- Determining working capital needs – A brief outline of how a business can determine its capital needs.

In the topic 'Costing and pricing for your business'

- Formulas for costing and pricing calculations – A listing of the formulas used to calculate contribution margin, various factors relating to breakeven, margin of safety, sales volume for various profit levels, operating income and percentage markup.
• **Peter's chargeout rate calculation** – A sample calculation of how much a person should charge for their services to cover costs and attain a desired income. This example will be helpful when undertaking the interactive activity ‘Chargeout rate’.

In the activity 'Sales revenue'

• **Sample pricing calculations** – Worked examples of calculations involving breakeven and cost volume profit analysis. This applies several of the formulas from the download 'Formulas for costing and pricing calculations'.

In the topic 'Taxation'

• **Business or hobby?** – Factors used to determine whether an activity constitutes a business or a hobby.

• **Australian Business Numbers (ABNs)** – Information relating to ABNs, including who is and is not entitled to register.

In the topic 'Raising finance'

• **Features of debt products** – Brief descriptions of the various different kinds of debt products available (overdraft, business loan, commercial or bank bills, etc) including when and how they apply and how to choose between them.

In the activity 'Personal financial worth'

• **Personal financial worth statement** – A proforma to help calculate the value of assets owned and the amount of money owed, to give a picture of overall ‘worth’. 

In the activity 'Monthly financial commitment'

• **Monthly financial commitment** – A proforma to help calculate monthly personal expenses to give a picture of current commitments.

In the activity 'Start-up costs'

• **Start-up costs schedule** – A list of typical expenditure incurred by a newly established business. This can be used as a guide for the expenses that may be incurred when starting a business.

In the activity 'Your own business cashflow forecast'

• **Blank business cashflow spreadsheet** – An Excel spreadsheet which learners can use as a template for a cashflow for their own business.

**Relevance to other competencies**

Useful additional material for this competency is found in the competency 'BSBSMB406A Manage small business finances'.

Some of the material in this competency is also relevant as useful additional material for the competency 'BSBSMB404A Undertake small business planning'.
Section 5: Online teaching strategies

5.1 Hints for online activities

- If you are delivering the program online, email may be the primary method of communication with your learners, so ensure that you have a clear system of email folders for managing the traffic.
- If you are not meeting learners face-to-face on a regular basis, keep in contact using your agreed communication method.
- Be clear about timeframes by setting targets for learning. These can help you with your online lesson planning. You will need to set frameworks so your learners know what to do and when to do it.

5.2 Collaboration and interaction using Toolboxes

Teaching in an online environment focuses on facilitating and guiding the learner’s progress. Learners have significant learning resources available to them in the Toolboxes, in the workplace and on the World Wide Web. Helping your learners to navigate this information and pinpoint the relevant materials to meet performance criteria is your central role. It requires a clear statement of learning objectives and regular feedback from you on learner progress. Email, discussion boards and chat can be powerful communication tools when applied in this context.

Toolboxes are designed to encourage learner collaboration through communication tools and you should decide how to set up this collaboration. The activities are customisable depending on requirements. For example, you might set up a discussion board topic that includes a start and finish date and a proportion of final assessment weighted to participation. You might notify your learners of these requirements by email, as well as through an initial posting on the discussion board. The discussion board (along with other tools) is a useful record of learner contributions for assessment purposes.

Online discussions will only work if there is a sense of team collaboration and it is important that you consider how to develop this team environment. Following are a few tips.

5.3 Working as a group

You can use an online icebreaker in a computer training room or with learners who are at different locations.

If you intend your learners to collaborate online (using email, a learning management system or a web discussion board), it is important to give them a chance to become familiar with each other by using the medium before they get down to the serious part. Go to http://www.thiagi.com for some ideas. Follow the link from Free Resources to the Freebies page, then choose Training games.

Set group projects based on the discussion starters, research activities or practical activities (found in the Activities section for each unit). A small group could work together to identify common small business issues, and then work on it as a team.

Some advantages of this approach are that it can:

- facilitate social learning, especially useful if learners are geographically dispersed or isolated
- allow learners to use online communication tools in a practical, task-focused way
- allow learners to practise planning, collaboration, consultation and networking skills
- be integrated with assessment of underpinning skills and employability skills.
Here are some practical suggestions for implementing group projects.

- Limit teams to no more than three or four learners.
- Set a date for completion of the group project.
- Consider asking learners to write a self-assessment of their contribution to the group process. This will encourage learners to reflect on their collaborative skills and provide you with more information if you are considering using the group work as an assessment item.
- Provide guidelines on how you expect your learners to collaborate, for example entirely online, or through a mix of face-to-face meetings and online communication.
- Keep track of learners who are not contributing in group or online activities, they may still be absorbing the information that other learners offer into these conversations and need further encouragement to get involved.

5.4 Tips for implementation

Here are some other types of group activities that you may like to adapt. They are in a (very) rough order from easiest to hardest for learners to do online.

- Debate – turn the group work topic into a debate. Assign teams to the ‘yes’ and ‘no’ cases, choose an adjudicator, and hold the debate on your discussion board or chat system. An example could be ‘Secondary research is all that's needed if you're trying to research your market’. (Relevant to Market analysis and research topic in BSBSMB403A Market the small business)

- At the coalface – focusing on a particular topic, learners tell each other about their own past experiences. It is usually easy for most people to talk about their own experiences. The questions you set for the group should also encourage some critical reflection, for example ‘What risk protection measures would you establish if you were setting up a business like John's photography business?’ (Relevant to example business in BSBSMB401A Establish legal and risk management requirements of small business)

- WebQuest – learners find good websites on a particular topic. The chief idea of a web quest is to search for answers to a problem or a 'quest' on the net and then feed the information back to the group either informally or in a report. This could be done through discussion, contributions to a wiki, or emailing contributions in a text document. The trainer can set different groups to research different aspects of a problem or workplace practice. This is a good way to develop web research skills and collaboration skills at the same time. This would be particularly useful in the tasks relating to legislation and policy.

- Business investigation research – use team research to direct learners to look at a particular issue/problem/process in their business. Put learners in small teams and have them report back to the larger group.

- Peer review – learners team up with a study buddy and give structured feedback on each other's work on a given task. This is useful for encouraging group collaboration and support, and to practise the important skill of giving and receiving feedback. Use the process of Praise – Improvement – Praise to facilitate this.

- Role play – use this where practising an interpersonal skill is relevant, such as dealing with a bank manager or other professional service provider. Use role plays carefully; they require some skill on the part of the trainer. Ensure that debriefing occurs to deal with any issues that come up as the group reflects on and evaluates the interactions. The actual learning comes from this after the role play session.
5.5 **Social networking for collaboration and interaction**

Every day, your learners communicate with each other in new and different ways. Email, mobile phones, text messaging and podcasts are common forms of communication that are used. They are powerful tools and it stands to reason that if they can be used in everyday communication, they may be useful in education too.

Social networking tools allow you to assist learners to network with other learners as they complete Toolbox activities.

For example, you can ask learners to create networks by:

- sharing their work in weblogs, for example writing in their own blog or sharing mobile phone photos in moblogs (mobile weblogs)
- collaborating with others to develop documents, for example using wikis to put together a response to a problem
- creating and sharing photos of their work using photo sharing software
- creating and sharing bookmarks of sites they have found useful in research
- creating and sharing media files of their work, for example, MP3s or video files
- sharing their evidence for assessment in social networking spaces on the internet
- share ideas and information via a virtual conference.

5.6 **Communication activities**

5.6.1 **Possible discussion topics**

In each unit there are discussion topics, see Discussion starter under Activities.

5.6.2 **Small Business wiki**

Set up a Wiki for the group to use to record their group's ideas in relation to the discussion and research topics. To do this you need to set up the wiki structure so that contributions can be organised appropriately.

Once the wiki is created, here are some headings you could use:

- Communicating with your customers.
- Customer service strategies
- Planning your own work schedule
- Monitor your own work performance
- Record keeping
- Risk protection
- Industrial relations
- Staff management

You will also need to set up some guidelines about how the group will use the Wiki, such as:

- help the group decide upon a start date and end date for contributions
- help the group decide on the headings they will use to organize their Wiki
- make sure everyone in the group knows that they should contribute as many ideas as they can under each of the headings
- make sure everyone contributing sets an alert so that they get an email telling them someone has made a contribution.
Section 6: Access and equity issues

The Small Business Management Toolbox has been designed to comply with accessibility standards, thus allowing learners with physical or learning disabilities or special literacy needs to use the online resources. For example:

- literacy needs for second language learners or those with low literacy levels have been catered for by using Plain English guidelines
- layout and fonts have taken into account the needs of screen-readers for the blind and visually impaired
- visual images including Flash devices used for presentation of text, quizzes and interactive activities have alternative text provided describing and/or reproducing what they include.

**NOTE:** The Toolbox has been designed for learners studying competencies at Certificate IV level. These competencies require a certain level of language and numeracy literacy.
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