

Training Package	Business Services (BSB01)	HSC Requirements and Advice
Title:	Work effectively with others	
Unit Code	Unit Descriptor:	HSC Indicative Hours: 15
BSBCMN204A	This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members. This unit is related to BSBCMN304A Contribute to personal skill development and learning.	

Context/s of Assessment	Critical aspects of Evidence	Consistency of Performance	Resource Implications	HSC Requirements and Advice
<ul style="list-style-type: none"> - Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement - Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment - Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit 	<ul style="list-style-type: none"> - Provides support to team members to ensure goals are met - Seeks and acts on feedback from clients and colleagues - Accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes 	<p>In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</p>	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace</p>	<p>Key Terms and Concepts:</p> <ul style="list-style-type: none"> - discussion - feedback - encouragement - acknowledge - strategy - opportunity - business plan - anti-discrimination - Occupational Health and Safety - job description - supervision and accountability requirements - competencies - code of conduct - preferred task completion method - open communication channels - hazards - risks - controls - empathy - prioritising - delegation - negotiation

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Develop effective workplace relationships	1.1 <i>Responsibilities and duties</i> are undertaken in a positive manner to promote cooperation and good relationships	<p>They may use legislation, codes and national standards relevant to the workplace including:</p> <ul style="list-style-type: none"> - award and enterprise agreements and relevant industrial instruments - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - relevant industry codes of practice <p>Organisational requirements may be included in:</p> <ul style="list-style-type: none"> - goals, objectives, plans, systems and processes - legal and organisation policy/guidelines and requirements - Occupational Health and Safety policies, procedures and programs - business and performance plans - anti-discrimination and related policy - access and equity principles and practice - ethical standards - quality and continuous improvement processes and standards - defined resource parameters <p>Responsibilities and duties may include:</p> <ul style="list-style-type: none"> - job description and employment arrangements - organisation's policy relevant to work role - team structures - supervision and accountability requirements including Occupational Health and Safety - skills, training and competencies - Code of Conduct 	<ul style="list-style-type: none"> • Knowledge* <p>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> - The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination - Reasons why cooperation and good relationships are important - Knowledge of the organisation's policies, plans and procedures - Understanding how to elicit and interpret feedback - Techniques to develop personal plans and establish priorities - Understanding of how to identify and prioritise personal development opportunities and options - Knowledge of workgroup member's responsibilities and duties - Importance of demonstrating respect and empathy in dealings with colleagues <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> - Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence - Communication skills to request advice, receive feedback and work with a team - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities 	<p>Learning experiences for the HSC must address:</p> <p>Examination of teams in terms of:</p> <ul style="list-style-type: none"> - purpose/aims - size - goals - characteristics of good team skills <p>Responsibilities determined as either:</p> <ul style="list-style-type: none"> - individual - collective

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	1.2 Assistance is sought from <i>workgroup</i> members when difficulties arise and addressed through discussions	Workgroup members may include but are not limited to: - coach/mentor - supervisor or manager - peers/work colleagues/team/enterprise - other members of the organisation		Learning experiences for the HSC must address: Working together in: - meetings - teleconference - face to face - online 'internet chat'
	1.3 Constructive <i>feedback</i> provided by others in the workgroup is encouraged, acknowledged and acted upon	Feedback on performance may include: - formal/informal performance appraisals - obtaining feedback from supervisors and colleagues - obtaining feedback from clients - personal, reflective behaviour strategies - routine organisational methods for monitoring service delivery		Learning experiences for the HSC must address: The process of performance appraisal including: - conducting - modifying - evaluating
	1.4 Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships			Learning experiences for the HSC must address: Values and beliefs related to: - culture - religion - language
2. Contribute to workgroup activities	2.1 <i>Support</i> is provided to team members to ensure workgroup goals are met	Providing support to team members may include: - explaining/clarifying - helping colleagues - problem solving - providing encouragement - providing feedback to another team member - undertaking extra tasks if necessary	<ul style="list-style-type: none"> Knowledge* <p>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> - Reasons why cooperation and good relationships are important - Techniques to develop personal plans and establish priorities - Knowledge of workgroup member's responsibilities and duties - Importance of demonstrating respect and empathy in dealings with colleagues <ul style="list-style-type: none"> Skills <ul style="list-style-type: none"> - Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; 	Learning experiences for the HSC must address: Planning and organising work routines Applying time management strategies including: - prioritising - delegation - problem-solving - decision-making
	2.2 Constructive contributions to workgroup goals and tasks are made according to organisational requirements			

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
	2.3 Information relevant to work is shared with workgroup to ensure designated goals are met	Information to be shared may include: <ul style="list-style-type: none"> - assisting a colleague - clarifying the organisation's preferred task completion methods - open communication channels - encouraging colleagues - acknowledging satisfactory performance - workplace hazards, risks and controls - acknowledging unsatisfactory performance 	interpret information gained from correspondence - Communication skills to request advice, receive feedback and work with a team - Planning skills to organise work priorities and arrangements - Technology skills including the ability to select and use technology appropriate to a task - Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities	Learning experiences for the HSC must address: Different forms of communication including: <ul style="list-style-type: none"> - oral (discussion, debate, negotiation, speeches) - written (instructions, schedules, reports)
	2.4 Strategies / opportunities for improvement of the workgroup are identified and planned in liaison with workgroup	Strategies/opportunities for improvement may include: <ul style="list-style-type: none"> - coaching, mentoring and/or supervision - formal/informal learning programs - internal/external training provision - work experience/exchange opportunities - personal study - career planning/development - performance appraisals - workplace skills assessment - Recognition of Prior Learning/RCC/initial assessment 		

Key Competency Levels

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

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 2	Level 1	Level 2	Level 1	Level 1	Level 1

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

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – to measure self - performance
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – in completing scheduled tasks
- **Using mathematical ideas and techniques** – as an aid to measure and schedule tasks
- **Solving problems** – as an aid to self development
- **Using technology** – to manage scheduling of tasks

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