

Training Package	Business Services (BSB07)	HSC Requirements and Advice
Unit code	Unit title	HSC Indicative Hours
BSBWOR203A	Work effectively with others	15

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Competency field	Industry Capability – Workplace Effectiveness
Application of the unit	This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.
Employability skills	This unit contains employability skills.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Method of assessment	Gather information for assessment
Evidence of the following is <u>essential</u> : <ul style="list-style-type: none"> • providing support to team members to ensure goals are met • seeking feedback from clients and/or colleagues and taking appropriate action • knowledge of appropriate conflict resolution techniques. 	Assessment <u>must</u> ensure: <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of customer complaints or staff conflict. 	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of demonstrated techniques in resolving conflict • observation of presentations • review of documentation identifying and planning strategies/opportunities for workgroup improvement. 	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"> • interpersonal communication units • other industry capability units.

Required Skills and Knowledge		HSC Requirements and Advice
This section describes the skills and knowledge <u>required</u> for this unit.		
<p>Required skills</p> <ul style="list-style-type: none"> • literacy skills to read and understand the organisation’s policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence • communication skills to request advice, to receive feedback and to work with a team • technology skills to select and use technology appropriate to a task • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities. 	<p>Required knowledge</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> - anti discrimination legislation - ethical principles - codes of practice - privacy laws - occupational health and safety (OHS) • organisational policies, plans and procedures • workgroup member responsibilities and duties, and relationship to individual responsibilities and duties. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • conflict • cooperative working environments • feedback • groups/teams • individual roles and responsibilities • problem-solving • team members • time and resource constraints • workplace information.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Develop effective workplace relationships</p>	<p>1.1 Identify own <i>responsibilities and duties</i> in relation to <i>workgroup members</i> and undertake activities in a manner that promotes cooperation and good relationships.</p>	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording, if used in the performance criteria, is detailed below.</p> <p>Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> <p><i>Responsibilities and duties</i> may include:</p> <ul style="list-style-type: none"> • Code of Conduct • job description and employment arrangements • organisation’s policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures. <p><i>Workgroup members</i> may include:</p> <ul style="list-style-type: none"> • coach/mentor • other members of the organisation • peers/work colleagues/team/enterprise • supervisor or manager. 	<p>Learning experiences for the HSC must address:</p> <p>Identifying roles through:</p> <ul style="list-style-type: none"> • job/role statement • manager/supervisor/team leader • experienced colleagues. <p>An understanding of individual role and responsibilities in the completion of work tasks including:</p> <ul style="list-style-type: none"> • adhere to safety procedures • follow directions from supervisor • adhere to workplace policies • maintain personal work space • contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required • check that required materials and equipment are available and meet requirements of the task • seek advice/obtain information as required. <p>An overview of the role of employees in quality assurance.</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p> <p>An awareness of:</p> <ul style="list-style-type: none"> • work undertaken in different work areas/ departments/sections • interrelationship between work areas/departments/ sections. <p>Groups/teams including:</p> <ul style="list-style-type: none"> • established or ad hoc work units • project team • committees. <p>An understanding of the development of work groups/teams.</p> <p>The principles and characteristics of team-building and effective teamwork.</p> <p>Features and characteristics of successful teamwork including:</p>

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			<ul style="list-style-type: none"> • identification of purpose and aim of team • goal-setting • planning and organising work routines. <p>Strategies for the promotion of cooperative working environments including:</p> <ul style="list-style-type: none"> • good communication • mutual respect • understanding roles and responsibilities • positive working relationships • application of <ul style="list-style-type: none"> - codes of conduct - workplace policies and procedures • teamwork.
	1.2 Take time and resource constraints into account in fulfilling work requirements of self and others.		<p>Learning experiences for the HSC must address:</p> <p>Work sequencing including:</p> <ul style="list-style-type: none"> • receiving instruction • organising for the task <ul style="list-style-type: none"> - selection of tools and equipment - locate materials • carry out the task <ul style="list-style-type: none"> - in a logical order - within deadlines - according to quality measures • clean-up after task completion.
	1.3 Encourage, acknowledge and act upon constructive <i>feedback</i> provided by others in the workgroup.	<p>Feedback on performance may include:</p> <ul style="list-style-type: none"> • formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery. 	<p>Learning experiences for the HSC must address:</p> <p>Types of feedback including:</p> <ul style="list-style-type: none"> • positive • negative • constructive. <p>Recognition of the value of feedback including:</p> <ul style="list-style-type: none"> • improving business relationships • identifying and overcoming existing problems • eliminating entrenched work practices • improving productivity • enhancing output quality • future development of the workplace/organisation.

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			How to elicit, interpret and provide feedback in order to improve work practices.
2 Contribute to workgroup activities	2.1 Provide <i>support to team members</i> to ensure workgroup goals are met.	<i>Support to team members</i> may include: <ul style="list-style-type: none"> • explaining/clarifying • helping colleagues • problem solving • providing encouragement • providing feedback to a team member • undertaking extra tasks if necessary. 	Learning experiences for the HSC must address: Providing assistance to team members including: <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge.
	2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements.		
	2.3 Share <i>information</i> relevant to work with workgroup to ensure designated goals are met.	<i>Information</i> to be shared may include: <ul style="list-style-type: none"> • acknowledging satisfactory performance • acknowledging unsatisfactory performance • assisting a colleague • clarifying the organisation’s preferred task completion methods • encouraging colleagues • open communication channels • workplace hazards, risks and controls. 	Learning experiences for the HSC must address: An awareness of the value of sharing and updating information including: <ul style="list-style-type: none"> • maintaining professionalism • promotion of products and services • meeting work goals • improving customer service • positive work relations.
	2.4 Identify and plan <i>strategies/opportunities for improvement</i> of workgroup in liaison with workgroup.	<i>Strategies/opportunities for improvement</i> may include: <ul style="list-style-type: none"> • career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • work experience/exchange/opportunities • workplace skills assessment. 	Learning experiences for the HSC must address: An awareness of strategies/opportunities for development and/or improvement of the work group and/or individual workers: <ul style="list-style-type: none"> • career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • skills recognition and gap analysis • work experience/exchange opportunities • work shadowing • workplace skills assessment.

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3 Deal effectively with issues, problems and conflict	3.1 Respect differences in personal values and beliefs and their importance in the development of relationships.		<p>Learning experiences for the HSC must address:</p> <p>The importance of:</p> <ul style="list-style-type: none"> • demonstrating respect and empathy when working with others • sensitivity when dealing with other points of view • constructively raising and discussing ideas • cooperation and good working relationships • knowledge of work group member's responsibilities.
	3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately.		<p>Learning experiences for the HSC must address:</p> <p>Common causes of misunderstanding between different cultural groups including:</p> <ul style="list-style-type: none"> • nonverbal behaviour, understanding and interpretations • religion • customs, beliefs and values • dress and personal grooming • product/service preference • levels of formality • family obligations. <p>Strategies to deal with cross-cultural misunderstandings in the workplace including:</p> <ul style="list-style-type: none"> • those implemented across the workplace/organisation <ul style="list-style-type: none"> - staff training - using staff cultural skills - written communication and signs in various languages - promoting cultural celebrations - variety in communication methods - knowledge of cultural support agencies • those implemented by individuals <ul style="list-style-type: none"> - learn basic terms in another language - develop an understanding of and tolerance for cultural diversity - overcome prejudice and assumption - use nonverbal communication skills - actively seek to breakdown barriers.

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	<p>3.3 Identify issues, problems and conflict encountered in the workplace.</p>		<p>Learning experiences for the HSC must address:</p> <p>An understanding of how the following may contribute to potential conflict:</p> <ul style="list-style-type: none"> • poor customer service • variation in colleagues' work practices/methods • cultural misunderstanding • poor communication <ul style="list-style-type: none"> - speaking too quickly or quietly - no visual clues - inadequate language skills - not clarifying or asking questions - inappropriate body language • barriers to communication • aggressive behaviour • personal animosity • misunderstandings regarding roles and responsibilities.
	<p>3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person.</p>		<p>Learning experiences for the HSC must address:</p> <p>An understanding of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • eliminate adversarial contests • promote the concept of 'win-win' • allow for solutions that meet all parties' needs • follow due process – listen, acknowledge, respond, report and follow-up. <p>Team problem-solving activities including:</p> <ul style="list-style-type: none"> • identifying the problem • consider solutions • action • follow-up. <p>Lines of communication with supervisors and peers within the workplace.</p> <p>How and when to seek assistance for issues that cannot be resolved effectively.</p>