

Training Package	Entertainment (CUE03)	HSC Requirements and Advice
Unit code	Unit title	HSC Indicative Hours
CUECOR02C	Work with others	15

Unit descriptor	This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. This is a core skill which underpins effective work performance in cultural industries. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
Employability skills	This unit contains employability skills.
Prerequisite units	This unit underpins effective work performance in all areas, and combined assessment and/or training with any other service or operational unit would be appropriate, eg: <ul style="list-style-type: none"> • BSBDIV301A Work effectively with diversity.

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
<p>The following evidence is <u>critical</u> to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> • ability to communicate effectively with others within the range of situations required for the job role • ability to work effectively as part of a team • knowledge of effective communication techniques, including active listening, questioning and non-verbal communication. 	<p>The assessment context <u>must</u> provide for:</p> <ul style="list-style-type: none"> • practical demonstration of skills through interaction with others • project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role. 	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> • direct observation of the candidate carrying out work tasks involving dealing with others • role plays about communication situations and dealing with conflicts and misunderstandings • oral or written questioning to assess knowledge of communication techniques • portfolios of evidence and third party workplace reports of on-the-job performance by the candidate. <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</p> <p>There are no particular resource requirements for assessment of this unit.</p>

<p style="text-align: center;">Required Skills and Knowledge</p> <p style="text-align: center;">This section describes the skills and knowledge <u>required</u> for this unit.</p>		<p style="text-align: center;">HSC Requirements and Advice</p>
<p>Required skills</p> <ul style="list-style-type: none"> • acceptable workplace conduct, including: <ul style="list-style-type: none"> - regular attendance - punctuality - maintaining an orderly workspace - appropriate standards of personal presentation and hygiene - self-confidence and self-respect - acceptance of constructive criticism and a willingness for self-improvement - a good-humoured approach to others - adaptability and flexibility. 	<p>Required knowledge</p> <ul style="list-style-type: none"> • individual roles and responsibilities and relationships to others, including duty of care • techniques for managing own work load, eg meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required • understanding of team work principles • broad understanding of conflict resolution techniques • knowledge of effective communication techniques, including active listening, questioning and non-verbal communication • occupational health and safety principles as they apply to working within a team environment. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • communication techniques • conflict resolution • constraints • deadlines • delegation • diversity • empathy • groups and teams • linguistic and cultural differences • occupational health and safety (OHS) • prioritisation • records • resources • role definitions • task management • team work and team building • time management • work ethic • work management tools • work requirements • workload • workplace conduct • workplace policies and procedures.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Participate in the work/group process.	1.1 Correctly identify <i>work requirements</i> relevant to the group/process.	<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>Work requirements</i> may include:</p> <ul style="list-style-type: none"> • application of particular procedures • clear role definitions • coordination with other work processes • goals • objectives • organisation of work materials • priorities • roster arrangements or particular approaches to work processes specified by the organisation or work group • specified targets or results • time frames. 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of work requirements including:</p> <ul style="list-style-type: none"> • goals • objectives • priorities • specified targets or results • time frames • coordination with other work processes • roles • application of particular procedures • organisation of work materials • roster arrangements • assisting new staff • sharing knowledge of particular tasks or work requirements. <p>Groups/teams including:</p> <ul style="list-style-type: none"> • established or ad hoc work units • working parties • committees • self-directed teams.
	1.2 Correctly identify own role and roles of others in meeting work requirements, and carry out own role.		<p>Learning experiences for the HSC must address:</p> <p>An understanding of the relationship between individual roles and the role of the team/group.</p> <p>Identifying roles through:</p> <ul style="list-style-type: none"> • job/role statement • manager/supervisor • experienced colleagues.
	1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements.		<p>Learning experiences for the HSC must address:</p> <p>Working with others including:</p> <ul style="list-style-type: none"> • one-to-one communication in a group or team

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			<ul style="list-style-type: none"> • taking part in informal discussions • following instructions • consulting with the community • taking part in meetings • dealing with conflict. <p>Features and characteristics of successful teamwork including:</p> <ul style="list-style-type: none"> • identification of purpose and aim of team • goal setting • planning and organising work routines. <p>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 and duties. <p>Understanding of conflict resolution procedures.</p> <p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge.
	<p>1.4 Take time and resource constraints into account in fulfilling work requirements.</p>		<p>Learning experiences for the HSC must address:</p> <p>Managing workload:</p> <ul style="list-style-type: none"> • work ethics • meeting deadlines • seeking assistance where necessary • acknowledging if tasks are beyond current capacity. <p>Organising tasks:</p> <ul style="list-style-type: none"> • prioritising • time management • negotiation • individual needs • group needs.

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			Features of time management including: <ul style="list-style-type: none"> • prioritising • delegation • problem-solving • decision-making • completion in time frame. Resource constraints including: <ul style="list-style-type: none"> • finances • personnel • expertise • technology.
	1.5 Apply the organisation's work policies, procedures and conventions covering acceptable workplace conduct to work place activities.		Learning experiences for the HSC must address: Factors impacting on workplace activities including: <ul style="list-style-type: none"> • occupational health and safety (OHS) • legislative requirements • duty of care • workplace awards and agreements • industry codes of practice. Appropriate workplace conduct including: <ul style="list-style-type: none"> • regular attendance • punctuality • maintaining an orderly workspace • appropriate personal presentation standards for the industry and job role • cooperativeness • self-confidence • self-respect • acceptance of constructive criticism • willingness for self-improvement • flexibility.
	1.6 Take <i>individual</i> differences into account in achieving work requirements.	Working with others requires <i>individual</i> diversity to be taken into account especially in relation to: <ul style="list-style-type: none"> • cultural, racial and ethnic background • customs • gender 	Learning experiences for the HSC must address: The importance of respecting individual differences arising from: <ul style="list-style-type: none"> • culture • race • language

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		<ul style="list-style-type: none"> • languages • physical requirements • religious and traditional beliefs. 	<ul style="list-style-type: none"> • gender • age • religious beliefs • customs/traditions • people with special needs. <p>Strategies for accommodating individual differences including:</p> <ul style="list-style-type: none"> • staff training • utilising individuals differences/skills • using a range of communication media and techniques • promoting cultural celebrations and celebrating differences • actively seeking to break down barriers • developing a workplace culture of empathy and tolerance.
	1.7 Use strengths of individuals to develop others in the group , sharing learning as part of the group process.	<p>Groups may be:</p> <ul style="list-style-type: none"> • committees • established or ad hoc work units • self directed teams • task forces • working parties. 	<p>Learning experiences for the HSC must address:</p> <p>Principles and characteristics of team building and effective teamwork.</p>
2 Contribute to the flow of information and ideas.	2.1 Share information and ideas relevant to the work with others to enhance work outcomes.	<p>Working with others may involve:</p> <ul style="list-style-type: none"> • consulting with the community • dealing with conflict • following instructions • one-to-one communication in a group or team • taking part in informal discussions • taking part in meetings. 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of the benefits of sharing information and working in a team.</p> <p>Information communication systems including:</p> <ul style="list-style-type: none"> • team meetings • communication/information technology • work manuals • newsletters and memos. <p>A basic knowledge of job roles in entertainment enterprises/organisations in a range of areas including:</p> <ul style="list-style-type: none"> • production • technical team • front of house • administration • promotions.

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	2.2 Provide relevant, timely and accurate information to others, as required.		
	2.3 Seek <i>information and ideas</i> from others as required to assist achievement of work requirements.	<i>Information and ideas</i> relevant to work may include: <ul style="list-style-type: none"> • assisting new staff • sharing knowledge of particular tasks or work requirements. 	
	2.4 Record information in the required detail and item frame in the specified format.		Learning experiences for the HSC must address: Maintaining accurate records as specified by the enterprise/organisation including the following features: <ul style="list-style-type: none"> • clear • concise • legible • accurate • appropriate use of industry terminology and abbreviations.
	2.5 Compile and maintain work information systematically and accurately and file for ease of retrieval as required.		Learning experiences for the HSC must address: A range of work management tools including: <ul style="list-style-type: none"> • calendars/diaries • rosters and work schedules • standard operating procedures (SOP) • manual and electronic filing systems • time planners • event charts.
2.6 Identify any linguistic and cultural differences in communication styles and their relevance to the context.			
3 Deal effectively with issues, problems and conflicts.	3.1 Identify <i>issues, problems and conflicts</i> encountered in the work place.	Techniques to resolve <i>issues, problems or conflicts</i> may include: <ul style="list-style-type: none"> • conflict resolution • negotiation • problem solving • use of a mediator or conciliator. 	Learning experiences for the HSC must address: Recognise potential for conflict through: <ul style="list-style-type: none"> • active listening • observing body language • reading subtext.

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			<p>Causes of issues, problems and conflicts in the workplace including:</p> <ul style="list-style-type: none"> • poor customer service • variations in colleagues' work practices/methods • cultural misunderstandings • barriers to communication • aggressive behaviour • misunderstandings regarding roles and responsibilities • scheduling conflicts.
	<p>3.2 Discuss issues, problems and conflicts with team members 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>The value of anticipating and addressing potential conflict prior to its escalation.</p> <p>Techniques to resolve issues, problems or conflicts including:</p> <ul style="list-style-type: none"> • problem-solving • negotiation • conflict resolution • use of a mediator or conciliator.