

Training Package	Metal and Engineering (MEM05)			HSC Requirements and Advice
Title	Operate as a team member to conduct manufacturing, engineering or related activities			
Unit code	Competency field	Band	Unit weight	HSC Indicative Hours
MEM16005A	Communication	A	2	10

Unit descriptor	This unit covers operating as a member of a team, where operations and outcomes are dependent on the performance of the entire team.
Prerequisites	None
Application of the competency	This unit applies to a range of team activities that are carried out within a section of a manufacturing, engineering or a related work environment. Activities are interdependent in nature, with each team member providing a critical component of the output. Effective interaction and collaboration between team members is required in order to achieve team goals.
Related units	None

Evidence Guide

The evidence guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the unit descriptor, performance criteria, range statement and the assessment guidelines for the Metal and Engineering Training Package.

Overview of assessment requirements	Context of assessment	Interdependent assessment	Method of assessment
A person who demonstrates competency in this unit must be able to operate in a work-based team environment.	This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.	This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with operating in a work-based team environment or other units requiring the exercise of the skills and knowledge covered by this unit.	Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Evidence Guide cont/d			HSC Requirements and Advice
Consistency of performance	Required skills	Required knowledge	Key Terms and Concepts
Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.	<p>Look for evidence that confirms skills in:</p> <ul style="list-style-type: none"> • contributing to achievement of team goals • communicating and cooperating with team members • coordinating work effort with others • applying effective interpersonal skills • reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents • solving problems. 	<p>Look for evidence that confirms knowledge of:</p> <ul style="list-style-type: none"> • effective interpersonal strategies and skills: <ul style="list-style-type: none"> - effective listening - basic speaking skills - use of terminology and jargon - giving and receiving feedback - checking and clarifying task-related information - interpreting instructions - basic conflict resolution - selecting modes and methods of communication - identifying and resolving communication breakdowns and barriers - principles of effective communication • relationships and roles within team and with others • reporting relationships and procedures • own responsibilities with respect to products/services to be provided by team • skills and competencies of the individual and other employees performing interdependent activities • team goals, objectives and task requirements • sources of technical expertise/assistance • appropriate forms of communication • hazards and control measures associated with team activities, including housekeeping • safe work practices and procedures. 	<ul style="list-style-type: none"> • active listening • assess and manage workloads • barriers to communication • collaborative decision-making • communication methods/equipment • complaint handling/grievance procedures • conflict • conflict resolution • cooperative working environments • cross-cultural strategies • diversity • effective interpersonal skills • effective teamwork • formal and informal communication • groups/teams • lines of reporting • organisational/management structure • personal attributes • problem-solving • questioning techniques • recording • relationships/interrelationships • roles and responsibilities • safe work practices and procedures • seeking assistance • standard operating procedures (SOP) • successful teamwork • task management • team building • team goals • team member • time management • use of workplace terminology and jargon • value of sharing and updating information • work ethics • work requirements • workflow and work sequencing • working with others.

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
1 Identify team goals and processes	1.1 <i>Team goals</i> and requirements are identified.	<p>The range statement provides information about the context in which the unit of competency is carried out. The variables [in bold] and scope [dot points] cater for different work requirements, work practices and knowledge between States, Territories and the Commonwealth, and between organisations and workplaces. The range statement relates to the unit as a whole and provides a focus for assessment. Text in italics in the performance criteria is explained here.</p> <p>The following variables may be present and <i>may include</i>, but are not limited to, the examples listed under the scope. All work is undertaken to relevant legislative requirements, where applicable.</p> <p>Team goals</p> <ul style="list-style-type: none"> • production or manufacturing output, deadlines and timelines, resource use, performance, mistake elimination targets, process improvements, maintenance activity, safety levels. 	<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>Features and characteristics of successful teamwork including:</p> <ul style="list-style-type: none"> • identification of the purpose and aim of the team • goal setting • planning and organising work routines. <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 Processes in place to assist in meeting team goals are identified.		<p>Learning experiences for the HSC must address:</p> <p>A basic knowledge of the principles of time and task management.</p> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> • prioritising • negotiating • time management • time frames • individual needs • team/group needs.
			Features of time management including:

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			<ul style="list-style-type: none"> • consultation with others • prioritising • delegation • problem-solving • decision-making • use of diaries • negotiating • accommodation of changes to routine • minimising time wasters. <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> • other workers • clients • organisation/company. <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> • time management • seeking help/assistance when needed • contingency planning • effective use of technology. <p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge. <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. <p>Basic principles and characteristics of team building and effective teamwork.</p>
	1.3 Workflow and processes are described.		<p>Learning experiences for the HSC must address:</p> <p>Work sequencing including:</p>

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			<ul style="list-style-type: none"> • receiving instructions • organising for the task <ul style="list-style-type: none"> - selection of tools and equipment - locating materials and/or parts - personal protective equipment (PPE) • carrying out the task in a logical order • cleaning-up after task completion.
	1.4 Roles and responsibilities of team members are identified.		<p>Learning experiences for the HSC must address:</p> Identifying roles through: <ul style="list-style-type: none"> • job/role statement • manager/supervisor/team leader • experienced colleagues. An understanding of the relationship between individual roles and the role of the team/group.
	1.5 Relationships within team and with other work areas identified.		<p>Learning experiences for the HSC must address:</p> A basic knowledge of: <ul style="list-style-type: none"> • work undertaken in different work areas/ departments/sections • interrelationship between work areas/departments/ sections.
2 Communicate and cooperate with team members	2.1 <i>Effective interpersonal skills</i> are used to interact with team members and to contribute to activities and objectives.	<p>Effective interpersonal skills</p> <ul style="list-style-type: none"> • basic listening and speaking skills, use of terminology and jargon, giving and receiving feedback, interpreting instructions, verbal and non-verbal modes and methods of communication, communication breakdowns and barriers, basic principles of effective communication. 	<p>Learning experiences for the HSC must address:</p> Personal attributes and work ethics of industry employees including: <ul style="list-style-type: none"> • attendance and punctuality • ethical behaviour • honesty • work performance • taking directives • attention to detail • personal presentation • attitude • confidentiality • consistency of service • safe work practices.
			An awareness of effective interpersonal skills including: <ul style="list-style-type: none"> • effective communication skills • correct use of terminology and jargon

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			<ul style="list-style-type: none"> • giving and receiving feedback • checking and clarifying task-related information • interpreting instructions • conflict resolution techniques • use of verbal and non-verbal modes/methods of communication • identifying and resolving communication breakdowns and barriers. <p>Working with others including:</p> <ul style="list-style-type: none"> • one-to-one communication in a group or team • taking part in informal discussions • following instructions • consulting with the community • taking part in meetings • dealing with conflict • providing assistance to team members. <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>Industry standards for workplace interaction including:</p> <ul style="list-style-type: none"> • courtesy • discretion • confidentiality • structured follow-up procedures. <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • negative subtext • ethnocentrism • bias and stereotyping
			<ul style="list-style-type: none"> • lack of empathy • gender issues. <p>The importance of communicating in a language that is:</p> <ul style="list-style-type: none"> • clear

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			<ul style="list-style-type: none"> • concise • directive • purposeful • correct • courteous • culturally sensitive. <p>Appropriate use of industry terminology and jargon.</p> <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>The technique of active listening.</p> <p>How to elicit, interpret and provide feedback.</p> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • and contains appropriate use of industry terminology and abbreviations. <p>Knowledge of the meaning and use/application of visual communication common to the industry including:</p> <ul style="list-style-type: none"> • signage • symbols • gestures • signals <ul style="list-style-type: none"> - hand - light - sound.
			<p>The importance of:</p> <ul style="list-style-type: none"> • tolerating and respecting differences • adopting a sensitive approach when dealing with other points of view • constructively raising and discussing issues. <p>Causes of issues, problems and conflicts in the</p>

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			<p>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. <p>Recognising potential for conflict through:</p> <ul style="list-style-type: none"> • active listening • observing body language • reading subtext. <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. <p>A basic knowledge of conflict resolution techniques, specifically those that:</p> <ul style="list-style-type: none"> • minimise adversarial contests • promote the concept of 'win-win' • allow for solutions that meet all parties' needs. <p>An awareness of conflict resolution as a means to:</p> <ul style="list-style-type: none"> • improving business relationships • eliminating entrenched practices • future development of the organisation/company.
	<p>2.2 <i>Formal and informal forms of communication</i> are used effectively to support team achievement.</p>	<p>Formal and informal forms of communication</p> <ul style="list-style-type: none"> • meetings, documentation, updates, handover, signage, discussion, explanations, demonstration, electronic. 	<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • formal • informal. <p>Information communication systems including:</p> <ul style="list-style-type: none"> • team meetings • communication/information technology

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			<ul style="list-style-type: none"> • work manuals • newsletters and memos • demonstrations. <p>A basic knowledge of:</p> <ul style="list-style-type: none"> • types of meetings occurring in the workplace • meeting protocols/procedures. <p>Selection and use of various communication methods/equipment in a variety of potential and real situations in the workplace.</p> <p>An understanding of the benefits of working in a team.</p>
	2.3 Team members are assisted as required to ensure team achieves goals and requirements.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the value of sharing and updating information including:</p> <ul style="list-style-type: none"> • maintaining professionalism • promotion of products and services • meeting work goals • improving customer service • positive work relations. <p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge.
	2.4 <i>Diversity</i> is respected and valued in team functioning.	<p>Diversity</p> <ul style="list-style-type: none"> • ethnicity, age, gender, demographics, disability. 	<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • diversity. <p>The importance of respecting individual differences</p>
			<p>arising from:</p> <ul style="list-style-type: none"> • culture • race • language • gender • age • religious beliefs • customs/traditions • people having special needs.

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			<p>Strategies for dealing with cross-cultural misunderstandings in the workplace:</p> <ul style="list-style-type: none"> • organisational <ul style="list-style-type: none"> - staff training - using staff cultural skills - written communication and signs in different languages - promoting cultural celebrations - flexibility - variety in communication methods - knowledge of location of cultural centres and support agencies • individual <ul style="list-style-type: none"> - learn basic terms in another language - develop an understanding and tolerance of cultural diversity - overcome prejudice and assumption - use non-verbal communication skills - actively seek to break down barriers - professionalism.
	<p>2.5 Views and opinions of other team members are understood and reflected accurately.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of:</p> <ul style="list-style-type: none"> • tolerating and respecting differences • adopting a sensitive approach when dealing with other points of view • constructively raising and discussing issues.
	<p>2.6 <i>Workplace terminology</i> is used correctly to assist communication.</p>	<p>Workplace terminology</p> <ul style="list-style-type: none"> • terminology – referring to equipment, processes, workplace areas, staff and procedures – specific to the processes and equipment used in the workplace. 	
<p>3 Work as a team member</p>	<p>3.1 Tasks are performed in accordance with organisational and team requirements, specifications and workplace procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>Factors impacting on workplace activities including:</p> <ul style="list-style-type: none"> • occupational health and safety (OHS) • legislative/regulatory requirements • duty of care • awards and agreements • industry codes of practice. <p>Safe work practices and procedures.</p>

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	3.2 Agreed reporting lines are followed using standard operating procedures.		<p>Hazard identification and risk control.</p> <p>Housekeeping/clean-up procedures with due consideration to OHS and the environment.</p> <p>Learning experiences for the HSC must address:</p> <p>A basic understanding of organisational/management structure common to a manufacturing, engineering and related services industries context.</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p>
4 Solve problems as a team member	<p>4.1 Potential and real problems faced by team are identified.</p> <p>4.2 Procedures for avoiding and managing problems are identified.</p> <p>4.3 Problems are solved effectively and in a manner which supports team functioning.</p>		<p>Learning experiences for the HSC must address:</p> <p>Team problem-solving activities including:</p> <ul style="list-style-type: none"> • identifying the problem • consider solutions • action • follow-up. <p>Collaborative decision-making processes:</p> <ul style="list-style-type: none"> • consultation • conciliation • negotiation • principles of equity and fairness. <p>An awareness of:</p> <ul style="list-style-type: none"> • organisation/company's complaints handling/grievance policies and procedures
			<ul style="list-style-type: none"> • the importance of <ul style="list-style-type: none"> - documenting complaints and incidents - a harmonious environment which promotes negotiation, communication and understanding. <p>How and when to seek assistance for issues that cannot be resolved effectively.</p>