

Training Package	Metal and Engineering (MEM05)			HSC Requirements and Advice
Title	Work with others in a manufacturing, engineering or related environment			
Unit code	Competency field	Band	Unit weight	HSC Indicative Hours
MEM16007A	Communication	A	There is no unit weighting for this unit.	15

Unit descriptor	This unit covers operating in an interactive work environment. It covers contribution to a group effort in order to plan and carry out work. This includes identification of work roles, communication and cooperation with others.
Prerequisites	None
Application of the competency	This unit applies to work-related group activities that typically occur in and between sections or departments of an enterprise. Employees would normally be working together to achieve a common purpose e.g. manufacture of a product, maintenance of plant and equipment. Individuals are not responsible for the overall group effort but would be required to contribute to activities and objectives using their own existing technical competencies.
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 techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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 planning and allocation of work • performing assigned tasks • coordinating work effort with others • following agreed reporting lines • reading, interpreting and following information on written job instructions, specifications, standard operating procedures, charts, lists, drawings and other applicable reference documents • applying effective interpersonal skills. 	<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 immediate group and with interdependent others • reporting relationships and procedures • own responsibilities with respect to products/services to be provided • skills and competencies of the individual and other employees performing interdependent activities • common goals, objectives and task requirements • sources of technical expertise/assistance • appropriate forms of communication • hazards and control measures associated with workplace activities, including housekeeping • safe work practices and procedures. 	<ul style="list-style-type: none"> • appropriate workplace conduct • career pathways • communication • completion of work tasks • conflict • conflict resolution • cooperative working environments • effective interpersonal skills • goals and objectives • identifying job role and responsibilities • industry terminology and jargon • lines of reporting • organisational/management structure • personal attributes • relationship between individual and team work roles • reviewing and modifying work processes • role of employee in quality assurance • safe work practices and procedures • strategies to manage workload • task management • teamwork • time management • work ethic • work instructions and procedures • work/task requirements • working with others.

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
1 Identify roles and responsibilities	1.1 Own role and responsibilities 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>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>Appropriate workplace conduct including:</p> <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. <p>Completion of work tasks including:</p> <ul style="list-style-type: none"> • adhere to safety procedures (including personal protective equipment [PPE] and other dress requirements) • follow directions from supervisor • maintain personal presentation standards • 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 from <ul style="list-style-type: none"> - co-workers and supervisor - trade personnel - contractors - suppliers - industry/regulatory bodies. <p>A basic overview of the role of employees in quality assurance.</p>
			An awareness of career pathways within the industry and knowledge and skills required for different job

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	<p>1.2 Relationships within immediate group and with employees performing related/interdependent activities are identified.</p>		<p>roles.</p> <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills • identification of: <ul style="list-style-type: none"> - knowledge and skills required for current job - knowledge and skill gaps - learning opportunities to meet potential learning needs and fulfil career aspirations and/or future organisation/company objectives. <p>An awareness of opportunities for upgrading knowledge and skills including:</p> <ul style="list-style-type: none"> • industry seminars • in-services • training courses • in-house training • reference manuals. <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>Groups/teams including:</p> <ul style="list-style-type: none"> • established or ad hoc work units • working parties • committees • self-directed teams.
2 Plan activities	2.1 Common goals, objectives and task requirements are identified and clarified with appropriate persons.		<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
			<ul style="list-style-type: none"> • application of particular procedures • organisation of work materials • roster arrangements • assisting new staff

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • sharing knowledge of particular tasks or work requirements. <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> • work schedules • job card/sheet/plans/specifications • standard operating procedures (SOP) • standard operation sheets • Material Safety Data Sheets (MSDS) • diagrams/sketches • regulations/legislation • manufacturer/workplace guidelines, policies and procedures • Australian Standards. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face to face (supervisor to employee) - telephone/mobile phone - workplace meetings • written communication <ul style="list-style-type: none"> - work plans - memos/messages - job descriptions/statements - workplace forms - rosters • non verbal <ul style="list-style-type: none"> - signage - diagrams. <p>A range of opportunities to read, interpret and follow information/work instructions for a range of work tasks of varying degrees of difficulty.</p> <p>Sources of technical advice and support:</p> <ul style="list-style-type: none"> • industry bodies • journals
			<ul style="list-style-type: none"> • the internet • experts. <p>Differences in workplace practices between organisation/company.</p>

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	2.2 Individual tasks are determined and agreed on according to workplace procedures.		<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.
3 Work with others	3.1 <i>Effective interpersonal skills</i> are applied to interact with others 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> <p>Personal attributes and work ethics of industry employees including:</p> <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. <p>An awareness of effective interpersonal skills including:</p> <ul style="list-style-type: none"> • effective communication skills • correct use of terminology and jargon • 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
			<ul style="list-style-type: none"> • 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

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			<ul style="list-style-type: none"> • 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 • lack of empathy • gender issues. <p>The importance of communicating in a language that is:</p> <ul style="list-style-type: none"> • clear • concise • directive • purposeful • correct
			<ul style="list-style-type: none"> • 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

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			<ul style="list-style-type: none"> • 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>Selection and use of various communication methods/equipment in a variety of potential and real situations in the workplace.</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>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.

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			<p>Recognise 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>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>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>3.2 Assigned or agreed tasks are performed in accordance with agreed 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>An awareness of safe work practices and procedures including:</p> <ul style="list-style-type: none"> • OHS induction training (general, work activity and site-specific) • selection, use and maintenance of PPE • selection of appropriate tools for the task • correct use, maintenance and storage of tools, equipment and machinery • correct handling, application, transport and storage of hazardous and non-hazardous materials

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • correct use of fire fighting equipment: <ul style="list-style-type: none"> - fire blanket - fire extinguishers - fire hydrant and hose • hazard identification and risk control • basic first aid training and access to first aid kits • procedures to follow in the event of an emergency • effective communication and teamwork • adherence to work instructions, workplace policies and standard operating procedures • housekeeping/clean-up procedures with due consideration to OHS and the environment. <p>A basic knowledge of 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 <p>team/group needs.</p> <p>Features of time management including:</p> <ul style="list-style-type: none"> • consultation with others • prioritising • delegation • problem-solving • decision-making
	<p>3.3 Work progress is reviewed and modified as agreed to complement the work of others.</p>		<ul style="list-style-type: none"> • use of diaries • negotiating • accommodation of changes to routine • minimising time wasters. <p>Learning experiences for the HSC must address:</p> <p>Variations and difficulties affecting work requirements including:</p> <ul style="list-style-type: none"> • weather • unrealistic employer expectations • time and resource availability

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			<ul style="list-style-type: none"> • faulty/damaged tools and equipment • overwork • personal issues • lack of licensing/training • staff shortages/changes in staff • transport to and from site • injury/illness • safety concerns • union policy. <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>Application of time management techniques to work activities in manufacturing, engineering or related industry context.</p>
	3.4 Agreed reporting lines are followed using standard operating procedures.		<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of organisational/management structure common to manufacturing, engineering or related industry context.</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p>