### HSC Requirements and Advice

**Unit Code**
CUECOR2A

**Unit Descriptor:**
This unit describes the skills and knowledge required to effectively work with others in a workplace context.

#### Methods and Context of Assessment

This unit should be assessed on the job or in a simulated situation.

#### Critical aspects of Evidence

Evidence to demonstrate consistent achievement of this unit’s outcomes includes:
- communicating effectively with colleagues within the range of situations required for the job role
- working effectively as part of a team

#### Concurrent Assessment

This unit may be assessed concurrently with the following units of competency:
- apply industry and organisation knowledge
- Work in a socially diverse environment
- manage own work and learning

#### Resource Requirements

This unit of competency should be assessed using all the resources required to work with others in an entertainment event or venue or simulated situation.

#### Key Terms and Concepts:
- established work unit
- ad hoc work unit
- task force
- project group
- committee
- working party
- goals
- objectives
- priorities
- time frames
- rosters
- policy / procedures
- resources
- constraints
- problem solving
- conflict resolution
- mediation
- conciliation
- individual diversity
- verbal / non-verbal communication
- assertiveness
- lateral thinking
- assertiveness techniques
- meeting procedures
- decision making process
- effective questioning
- active listening
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
<th>RANGE OF VARIABLES</th>
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<th>HSC REQUIREMENTS AND ADVICE</th>
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</thead>
<tbody>
<tr>
<td>1. Participate in the work/group process</td>
<td>• Work requirements relevant to the group/process are identified</td>
<td>The following variables may apply:</td>
<td>UNDERPINNING KNOWLEDGE AND SKILLS</td>
<td>Learning experiences for the HSC must address:</td>
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<td></td>
<td>• Own role and roles of others in meeting work requirements are identified and own role is carried out</td>
<td>Work with others may be one to one or in a group or team.</td>
<td>Skills and knowledge are required in:</td>
<td>- An understanding of how to organise tasks in terms of current work requirements (including goals, objectives, priorities)</td>
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<td>• Assistance to others involved in the group/process, if required, and other constructive contributions to meeting work requirements are demonstrated</td>
<td>Groups may be established or ad hoc work units; groups or teams; working parties; task forces; committees; self-directed teams.</td>
<td>• knowledge of organisation policies and procedures</td>
<td>- An understanding of individual roles, the role of the group and the relationship between these</td>
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<td>• Time and resource constraints are taken into account in fulfilling work requirements</td>
<td>Work requirements may include:</td>
<td>• managing own work load e.g. meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible, then referring on to others as required</td>
<td>- An understanding of how to assist others in meeting work requirements</td>
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<td>• Work with others takes place within the organisation’s policies and procedures and conventions covering acceptable workplace conduct</td>
<td>• goals</td>
<td>• acceptable workplace conduct including regular attendance, punctuality, maintaining an orderly and efficient 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 and adaptability and flexibility</td>
<td>- Knowledge of how to deal with daily time and resource constraints and how to prioritise</td>
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<td>• Individual differences are taken into account including cultural and linguistic differences are taken into account in achieving work requirements</td>
<td>• objectives</td>
<td>• understanding of team work principles</td>
<td>- Awareness of organisational policies related to workplace conduct</td>
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<td>• Strengths of individuals are used to develop others in the group, sharing learning as part of the group process</td>
<td>• priorities</td>
<td>• knowledge of effective communication techniques including active listening, questioning and non-verbal communication</td>
<td>- Knowledge of the characteristics of successful team work</td>
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<td>• specified targets or results</td>
<td>• assertiveness techniques</td>
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<td>• time frames</td>
<td>• applying equal employment opportunity and anti-discrimination policies</td>
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<td>• coordination with other work processes</td>
<td>• sharing ideas and information with others</td>
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<td>• clear role definitions</td>
<td>• knowledge of procedures for the location and storage of information</td>
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<td>• application of particular procedures</td>
<td>• awareness of and sensitivity to diversity</td>
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| 2. Contribute to the flow of information and ideas | • Information and ideas relevant to the work are shared with others involved  
• Information provided to others is accurate, relevant and timely  
• Information and ideas are sought from others as required to assist the achievements of work requirements  
• Work information is recorded in the required detail and time frame and in the specified format  
• Work information is systematically and accurately compiled and maintained, and filed for ease of retrieval as required | Application of the competencies and appropriateness of action will vary according to:  
• organisational policies and procedures including Workplace Diversity and equal employment opportunity policies  
• available resources  
• constraints including budget, time, personnel, workload  
• size of organisation  
• composition of work group  
• level of responsibility of individual worker  
Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements. | Learning experiences for the HSC must address:  
- An understanding of the importance of oral and written communication skills in a variety of work settings and how to share ideas in appropriate ways through both formal and informal discussion  
- An understanding of techniques required to accurately compile, maintain and file data for retrieval purposes. |
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| 3. Deal effectively with issues, problems and conflicts | • Issues to be resolved are identified in the workplace and appropriate action taken  
• Consultative and collaborative processes are used to generate solutions  
• Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them  
• Problems and conflicts are recognised and resolved and/or referred to appropriate personnel  
• Mutually agreed outcomes are implemented | Techniques to resolve issues, problems or conflicts may include:  
• problem solving  
• negotiation  
• conflict resolution  
• use of a mediator or conciliator |  |
| | | Work with others requires individual diversity to be taken into account especially in relation to their cultural, racial and ethnic backgrounds, physical requirements, gender, languages, customs, religious and traditional beliefs. | Material to be read may include:  
• job description  
• memos, internal documents  
• notes and messages | Learning experiences for the HSC must address:  
An understanding of techniques used to resolve issues, problems or conflicts including:  
- Problem solving  
- Negotiation  
- Conflict resolution  
- Mediation / Conciliation |
| | | Written communication may include:  
• clear simple and concise messages  
• memos  
• electronic communication such as emails  
• reports  
• notes from meetings and discussions |  |
| | | Oral communication tasks may include  
• formal or informal discussions  
• meetings  
• clarification of responsibilities  
• asking questions to gain information and clarify ambiguities  
• clear and concise exchange of information and ideas |  |
# KEY COMPETENCIES

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<th>Level</th>
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<tbody>
<tr>
<td>Collecting, analysing and organising ideas and information</td>
<td>1</td>
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<tr>
<td>Communicating ideas and information</td>
<td>1</td>
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<tr>
<td>Planning and organising activities</td>
<td>1</td>
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<td>Working with others and in teams</td>
<td>1</td>
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<tr>
<td>Solving problems</td>
<td>1</td>
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<td>Using technology</td>
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