

<b>Course Name</b>	<b>Work effectively with others</b>
<b>Course code</b>	BSBCM204A
<b>Contact details</b>	<b>Allens Training Phone 1300 559 064 or <a href="http://www.allenstraining.com.au">www.allenstraining.com.au</a></b>
<b>Partial completion of one of these qualification</b>	This course is taken from the Health Training package HLT07 and is in partial completion of <input checked="" type="checkbox"/> HLT21107 Certificate II in emergency medical first response
<b>Description of this unit against the qualification</b>	For a full understanding of the qualification, please go to the link for further information <a href="http://www.allenstraining.com.au">http://www.allenstraining.com.au</a> and click on the courses tab found on the top left hand side of the web page
<b>Descriptor</b>	This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members.
<b>What is covered in the course</b>	1. Develop effective workplace relationships 2. Contribute to workgroup activities
<b>Employability Skills</b>	The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements
<b>Pre-requisites</b>	Nil
<b>Course duration</b>	10 hours
<b>How will I be assessed</b>	A written assessment plus assessable task are required to be awarded the unit competency
<b>Policy and procedures</b>	A copy is available on our web site <a href="http://www.allenstraining.com.au/documents.aspx">http://www.allenstraining.com.au/documents.aspx</a>
<b>Where is the Training Package located</b>	This is attached to this document starting on page 2

## UNIT BSBCMN204A Work effectively with others

### Unit Descriptor

This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members. This unit is related to BSBCMN304A Contribute to personal skill development and learning.

ELEMENT	PERFORMANCE CRITERIA
1. Develop effective workplace relationships	<p>1.1 <i>Responsibilities and duties</i> are undertaken in a positive manner to promote cooperation and good relationships</p> <p>1.2 Assistance is sought from <i>workgroup</i> members when difficulties arise and addressed through discussions</p> <p>1.3 Constructive <i>feedback</i> provided by others in the workgroup is encouraged, acknowledged and acted upon</p> <p>1.4 Differences in personal values and beliefs are respected and their value acknowledged in the development of relationships</p>
2. Contribute to workgroup activities	<p>2.1 Support is provided to team members to ensure workgroup goals are met</p> <p>2.2 Constructive contributions to workgroup goals and tasks are made according to organisational requirements</p> <p>2.3 Information relevant to work is shared with workgroup to ensure designated goals are met</p> <p>2.4 Strategies/opportunities for improvement of the workgroup are identified and planned in liaison with workgroup</p>

## RANGE OF VARIABLES

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

*They may use legislation, codes and national standards relevant to the workplace including:*

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Relevant industry codes of practice

*Organisational requirements may be included in:*

- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- OHS policies, procedures and programs
- Business and performance plans
- Anti-discrimination and related policy
- Access and equity principles and practice
- Ethical standards
- Quality and continuous improvement processes and standards
- Defined resource parameters

*Responsibilities and duties may include:*

- Job description and employment arrangements
- Organisation's policy relevant to work role
- Team structures
- Supervision and accountability requirements including OHS
- Skills, training and competencies
- Code of conduct

*Workgroup members may include but are not limited to:*

- Coach/mentor
- Supervisor or manager
- Peers/work colleagues/team/enterprise
- Other members of the organisation

## RANGE OF VARIABLES

- Feedback on performance may include:*
- Formal/informal performance appraisals
  - Obtaining feedback from supervisors and colleagues
  - Obtaining feedback from clients
  - Personal, reflective behaviour strategies
  - Routine organisational methods for monitoring service delivery
- Providing support to team members may include:*
- Explaining/clarifying
  - Helping colleagues
  - Problem solving
  - Providing encouragement
  - Providing feedback to another team member
  - Undertaking extra tasks if necessary
- Information to be shared may include:*
- Assisting a colleague
  - Clarifying the organisation's preferred task completion methods
  - Open communication channels
  - Encouraging colleagues
  - Acknowledging satisfactory performance
  - Workplace hazards, risks and controls
  - Acknowledging unsatisfactory performance
- Strategies/opportunities for improvement may include:*
- Coaching, mentoring and/or supervision
  - Formal/informal learning programs
  - Internal/external training provision
  - Work experience/exchange/opportunities
  - Personal study
  - Career planning/development
  - Performance appraisals
  - Workplace skills assessment
  - Recognition of prior learning/RCC/initial assessment

## EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

### *Critical aspects of assessment:*

- Provides support to team members to ensure goals are met
- Seeks and acts on feedback from clients and colleagues
- Accesses learning opportunities to extend own personal work competencies to enhance team goals and outcomes

### *Underpinning knowledge:*

At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

- The relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Reasons why cooperation and good relationships are important
- Knowledge of the organisation's policies, plans and procedures
- Understanding how to elicit and interpret feedback
- Techniques to develop personal plans and establish priorities
- Understanding of how to identify and prioritise personal development opportunities and options
- Knowledge of workgroup member's responsibilities and duties
- Importance of demonstrating respect and empathy in dealings with colleagues

### *Underpinning skills:*

- Literacy skills to read and understand the organisation's policies and work procedures; write simple instructions for particular routine tasks; interpret information gained from correspondence
- Communication skills to request advice, receive feedback and work with a team
- Planning skills to organise work priorities and arrangements
- Technology skills including the ability to select and use technology appropriate to a task
- Ability to relate to people from a range of social,

## EVIDENCE GUIDE

cultural and ethnic backgrounds and physical and mental abilities

*Resource implications:*

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

*Consistency of performance:*

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

*Context/s of assessment:*

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

<b>Key Competency Levels</b>						
<i>NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</i>						
<b>Collect, analyse and organise information</b>	<b>Communicate ideas and information</b>	<b>Plan and organise activities</b>	<b>Work with others and in teams</b>	<b>Use mathematical ideas and techniques</b>	<b>Solve problems</b>	<b>Use technology</b>
Level 1	Level 2	Level 1	Level 2	Level 1	Level 1	Level 1
<p>Three levels of performance denote level of competency required to perform a task.</p> <p>1. Perform      2. Administer      3. Design</p> <ul style="list-style-type: none"> <li>• <b>Collecting, analysing and organising information</b> – to measure self-performance</li> <li>• <b>Communicating ideas and information</b> – with members of the work team</li> <li>• <b>Planning and organising activities</b> – for self</li> <li>• <b>Working with teams and others</b> – in completing scheduled tasks</li> <li>• <b>Using mathematical ideas and techniques</b> – as an aid to measure and schedule tasks</li> <li>• <b>Solving problems</b> – as an aid to self-development</li> <li>• <b>Using technology</b> – to manage scheduling of tasks</li> </ul> <p><b>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies</b></p>						