



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBWOR403A Manage stress in the workplace**

**Revision Number: 1**

## BSBWOR403A Manage stress in the workplace

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to manage own stress and the stress of others stress in a team environment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to the understanding and management of own stress and team stress in the workplace.</p> <p>Competence in this unit requires managing own stress and managing the stress within a team by using effective strategies and initiatives to reduce stress and to improve the resilience of staff to withstand the stresses associated with a customer contact environment. This will require application of sound occupational health and safety (OHS) management in accordance with legislation and organisational policies and guidelines.</p> <p>This role is undertaken by staff with managerial responsibility.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop and implement personal stress management strategy	1.1. Recognise <i>signs and sources of stress</i> 1.2. Use appropriate techniques to manage own stress 1.3. Maintain personal stamina and resilience 1.4. Maintain personal work/life balance 1.5. Become a role model in managing stress and time
2. Develop stress management strategies and techniques within a team	2.1. Analyse and understand potential <i>sources of fatigue</i> and stress in the work environment 2.2. Develop an understanding of a range of <i>stress management techniques</i> within a team 2.3. Develop techniques to support the achievement of <i>key performance indicators (KPIs) and priorities</i> 2.4. Encourage team members to support each other in managing stress 2.5. Adopt strategies to effectively reduce, manage and deal with stress within a team 2.6. Adopt <i>stamina management strategies</i> to maximise performance 2.7. Develop techniques to assist team members to recover effectively from a <i>stressful or difficult situation</i>
3. Implement stress management techniques within a team	3.1. Adopt work routine and procedural strategies to minimise stress and fatigue within a team 3.2. Use appropriate <i>time management tools and techniques</i> 3.3. Develop individual/group training and development program as required 3.4. Use team meetings and other opportunities to discuss stress management techniques and to coach staff in using these techniques 3.5. Regularly evaluate tools, techniques and strategies 3.6. Develop team awareness of sources of internal and external support
4. Develop team and morale building strategies	4.1. Develop a strategy to engage and develop team members 4.2. Develop a communication strategy within a team 4.3. Manage and use team meetings effectively 4.4. Develop a supportive and responsive team environment 4.5. Delegate effectively to further empower and

ELEMENT	PERFORMANCE CRITERIA
	motivate team members
5. Monitor and address stress levels within a team	<ul style="list-style-type: none"><li>5.1. Monitor individual staff performance against performance requirements</li><li>5.2. Conduct regular staff reviews to identify variations and difficulties impacting on work requirements</li><li>5.3. Monitor and support team members when in stressful situations</li><li>5.4. Respond appropriately to behavioural signs of stress among team members</li><li>5.5. Monitor work/life balance of team members</li><li>5.6. Discuss outcomes and develop action plans with team members as appropriate</li></ul>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- coaching and mentoring skills to give feedback in difficult and tense situations
- communication skills to conduct effective formal and informal meetings and to communicate with personnel at all levels of the organisation
- communication skills to relate to people from diverse backgrounds and people with diverse abilities
- consultation and negotiation skills to establish and implement development plans and actions for team members
- interpersonal skills to establish rapport and to build relationships with team members
- leadership skills to gain the trust and confidence of colleagues and team members
- literacy skills to clearly articulate information, ideas and advice
- organisational skills to manage own tasks within timeframes
- problem-solving skills to creatively and positively address issues that arise
- self-management skills to be an excellent role model for a team
- team building skills to ensure cohesion within a team.

#### Required knowledge

- behavioural management techniques
- internal and external sources of assistance
- job role priorities and KPIs
- OHS principles and requirements
- signs and sources of existing and potential stress or difficult situations
- stress management and reduction techniques
- time management tools and techniques
- workplace policies and procedures.

## Evidence Guide

### 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.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- explanation of signs and sources of stress
- explanation of job role priorities and KPIs
- ability or strategy to recover from stressful contact
- work stamina and implementation of work/life management strategies
- knowledge of OHS principles and requirements.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to workplace information and data
- access to performance management, development plan and training records
- access to relevant legislation, standards and guidelines
- access to staff feedback and satisfaction survey records.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral and/or written questioning to assess knowledge of signs and sources of stress, and time management tools and techniques
- direct observation of the candidate effectively managing time and work priorities
- oral and /or written questioning of the process for the candidate to work through and recover from a stressful situation with a team member during and after the situation
- review and analysis of attendance records
- review of development plans and feedback for team members
- review of minutes of team meetings.

**EVIDENCE GUIDE****Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- relevant management units.



## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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.

<b><i>Signs of stress</i></b> may include:	<ul style="list-style-type: none"> <li>• absence from work</li> <li>• conflict</li> <li>• fatigue</li> <li>• lack of self-esteem and confidence</li> <li>• poor work performance</li> <li>• sickness</li> </ul>
<b><i>Sources of stress</i></b> may include:	<ul style="list-style-type: none"> <li>• challenging KPIs and/or priorities</li> <li>• complex tasks</li> <li>• difficult customer contact</li> <li>• external factors</li> <li>• inadequate physical environment</li> <li>• interpersonal relationships</li> </ul>
<b><i>Sources of fatigue</i></b> may include:	<ul style="list-style-type: none"> <li>• ergonomic factors</li> <li>• excessive overtime</li> <li>• external issues</li> <li>• overload of information</li> <li>• repetitive tasks and/or contacts</li> <li>• shift rostering and hours of work</li> </ul>
<b><i>Stress management techniques</i></b> may include:	<ul style="list-style-type: none"> <li>• debriefing with peers and/or line manager</li> <li>• relaxation methods</li> <li>• specific training</li> <li>• stretching and exercises</li> <li>• taking breaks</li> </ul>
<b><i>Key performance indicators (KPIs) and priorities</i></b> may include:	<ul style="list-style-type: none"> <li>• adherence to schedule</li> <li>• average handling time</li> <li>• call rates</li> <li>• customer satisfaction feedback</li> <li>• quality assurance requirements</li> <li>• sales targets</li> <li>• targets</li> </ul>
<b><i>Stamina management strategies</i></b>	<ul style="list-style-type: none"> <li>• management of personal wellbeing, for example:</li> </ul>

<b>RANGE STATEMENT</b>	
may include:	<ul style="list-style-type: none"> <li>• breaks</li> <li>• hydration</li> <li>• life balance</li> <li>• meals</li> <li>• recognising fatigue</li> <li>• management of the environment, for example:               <ul style="list-style-type: none"> <li>• climate</li> <li>• ergonomics</li> <li>• noise</li> </ul> </li> <li>• management of work, for example:               <ul style="list-style-type: none"> <li>• minimising re-working</li> <li>• sequencing tasks</li> </ul> </li> </ul>
<i>Stressful or difficult situations</i> may include:	<ul style="list-style-type: none"> <li>• angry customer</li> <li>• changing regulations and legislation</li> <li>• customer abuse</li> <li>• customer complaint</li> <li>• high number of customer contacts</li> <li>• sensitive customer situations</li> <li>• unreliable technology</li> </ul>
<i>Time management tools and techniques</i> may include:	<ul style="list-style-type: none"> <li>• diarising and/or scheduling tasks and time</li> <li>• organising information</li> <li>• prioritising tasks</li> <li>• self-managing training requirements</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

<b>Competency field</b>	Industry Capability - Workplace Effectiveness
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## Co-requisite units

Co-requisite units		