



**Australian Government**

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

# **ICAW2011B Work individually or as a team member to achieve organisational goals**

Release: 1

## ICAW2011B Work individually or as a team member to achieve organisational goals

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to work individually and with others in an organisation.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"><li>• ICAW2002B Communicate in the workplace</li><li>• ICAS2010B Apply problem solving techniques to routine malfunctions</li></ul> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### 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. Establish own work schedule	1.1. Identify work to be completed based on instructions from the <i>appropriate person</i> 1.2. Prioritise work according to deadlines and organisational guidelines 1.3. Submit completed work to <i>appropriate person</i> for feedback
2. Participate in team structure	2.1. Identify the <i>team members</i> of a team and the role of each member 2.2. Identify the <i>task</i> or <i>problem</i> to be solved 2.3. Clarify and document an action plan including <i>tasks</i> and goals to be achieved by the team 2.4. Determine team standards for documentation and version control 2.5. Monitor progress of team against initial plan and <i>organisational goals</i> 2.6. Submit documentation to <i>appropriate person</i> for feedback

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- Decision making within a limited range of options (e.g. when prioritising work according to organisational guidelines and deadlines)
- Assertiveness (e.g. when identifying team roles)
- Questioning and active listening (e.g. when giving and receiving feedback)
- General customer service (e.g. when processing urgent tasks according to organisational guidelines)
- Time management for self-management purposes (e.g. when prioritising work according to organisational guidelines)
- Basic planning skills (e.g. when creating the action plan for work to be done by the team or individually)
- Problem solving techniques for known problems in routine processes (e.g. when identifying and acting on tasks and goals)
- Literacy skills in relation to general workplace documentation

#### Required knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

- Principles of ethical work practice (e.g. when participating in teams)
- Roles and responsibilities of individual team members
- General understanding of social and organisational systems when participating in teams
- Results orientated approaches (e.g. when establishing own work schedule)
- Organisational structure and IT division structure so as to document own and teamwork practices
- General organisational strategic direction and values so as to plan own and teamwork practices
- General work team processes and group dynamics (e.g. when participating in teams)
- Access and equity principles when communicating with people from diverse backgrounds and people with special needs

## 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:

- Assessment must confirm the ability to participate in a team or act individually to meet organisational requirements, and be able to respond to requests and prioritise work schedules to meet organisational guidelines and deadlines.

To demonstrate competency in this unit the learner will require access to:

- Organisational goals
- Team members

#### Context of and specific resources for assessment

Working in a team allows a project or piece of work to be completed within a shorter timeframe. Achievement of team goals is a group effort that requires planning and communication skills from all team members.

The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied.

Assessment must ensure:

- Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic.
- Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

**EVIDENCE GUIDE****Method of assessment**

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.
- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

**Guidance information for assessment**

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

- ICAS2010B Apply problem solving techniques to routine malfunctions
- ICAW2002B Communicate in the workplace

An individual demonstrating this competency would be able to:

- Demonstrate basic operational knowledge in a moderate range of areas
- Apply a defined range of skills
- Apply known solutions to a limited range of predictable problems
- Perform a range of tasks where choice between a

**EVIDENCE GUIDE**

	<p>limited range of options is required</p> <ul style="list-style-type: none"> <li>• Assess and record information from varied sources</li> <li>• Take limited responsibility for own outputs in work and learning</li> <li>• Maintain knowledge of industry products and services</li> </ul>
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**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>Appropriate person</i></b> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• team leader</li> <li>• client</li> </ul>
<b><i>Problem</i></b> refer to:	<ul style="list-style-type: none"> <li>• Refer to routine or non-routine problems that may affect the immediate work environment, particularly in relation to using equipment such as workstations, keyboards, mouse</li> </ul>
<b><i>Tasks</i></b> may include but are not limited to:	<ul style="list-style-type: none"> <li>• work</li> <li>• activities</li> <li>• function</li> <li>• job</li> </ul>
<b><i>Organisational goals</i></b> may include but are not limited to:	<ul style="list-style-type: none"> <li>• how and what the organisation wants to achieve in the following areas: work environment, problem solution processes, preventative maintenance and diagnostic policy, roles and technical responsibilities in the IT department, vendor and product service-level support agreements</li> </ul>
<b><i>Team members</i></b>	<ul style="list-style-type: none"> <li>• May include but are not limited to peers, supervisors, team leaders, managers and other members of the organisation; people from</li> </ul>



**RANGE STATEMENT**

	<p>outside the organisation; people from a range of social, cultural or ethnic backgrounds.</p> <ul style="list-style-type: none"><li>• May involve aspects such as autonomy and responsibility of the team; responsibility of team members; goals of the team.</li></ul>
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**Unit Sector(s)**

<b>Unit sector</b>	Team Work
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**Co-requisite units**

<b>Co-requisite units</b>		

**Competency field**

<b>Competency field</b>	
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