



**Australian Government**

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

# **BSBWOR203B Work effectively with others**

**Release: 1**

## BSBWOR203B Work effectively with others

### Modification History

Release	Comments
Release 1	<p>This version first released with <i>BSB07 Business Training Package version 6.0</i>.</p> <p>Revised unit. Required knowledge and Range Statement changed to include environmentally sustainable practices</p> <p>Replaces BSBWOR203A Work effectively with others</p>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

### Application of the Unit

This unit applies to individuals who perform a range of routine tasks using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

1. Develop effective workplace relationships	<p>1.1 Identify own <b><i>responsibilities and duties</i></b> in relation to <b><i>workgroup members</i></b> and undertake activities in a manner that promotes cooperation and good relationships</p> <p>1.2 Take time and resource constraints into account in fulfilling work requirements of self and others</p> <p>1.3 Encourage, acknowledge and act upon constructive <b><i>feedback</i></b> provided by others in the workgroup</p>
2. Contribute to workgroup activities	<p>2.1 Provide <b><i>support to team members</i></b> to ensure workgroup goals are met</p> <p>2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements</p> <p>2.3 Share <b><i>information</i></b> relevant to work with workgroup to ensure designated goals are met</p> <p>2.4 Identify and plan <b><i>strategies/opportunities for improvement</i></b> of workgroup in liaison with workgroup</p>
3. Deal effectively with issues, problems and conflict	<p>3.1 Respect differences in personal values and beliefs and their importance in the development of relationships</p> <p>3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately</p> <p>3.3 Identify issues, problems and conflict encountered in the workplace</p> <p>3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person</p>

## Required Skills and Knowledge

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

### Required skills

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

### Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety (OHS)
  - environmentally sustainable work practices
- organisational policies, plans and procedures
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing support to team members to ensure goals are met</li> <li>• seeking feedback from clients and/or colleagues and taking appropriate action</li> <li>• knowledge of appropriate conflict resolution techniques.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• access to an actual workplace or simulated environment</li> <li>• access to office equipment and resources</li> <li>• examples of customer complaints or staff conflict.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• analysis of responses to case studies and scenarios</li> <li>• demonstration of techniques</li> <li>• observation of demonstrated techniques in resolving conflict</li> <li>• observation of presentations</li> <li>• review of documentation identifying and planning strategies/opportunities for workgroup improvement.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• interpersonal communication units</li> <li>• other industry capability units.</li> </ul>

## 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.

<p><b><i>Responsibilities and duties</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• job description and employment arrangements</li> <li>• organisation's policy relevant to work role</li> <li>• skills, training and competencies</li> <li>• supervision and accountability requirements including OHS</li> <li>• environmentally sustainable working practices</li> <li>• team structures.</li> </ul>
<p><b><i>Workgroup members</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• other members of the organisation</li> <li>• peers/work colleagues/team/enterprise</li> <li>• supervisor or manager.</li> </ul>
<p><b><i>Feedback</i></b> on performance may include:</p>	<ul style="list-style-type: none"> <li>• formal/informal performance appraisals</li> <li>• obtaining feedback from clients</li> <li>• obtaining feedback from supervisors and colleagues</li> <li>• personal, reflective behaviour strategies</li> <li>• routine organisational methods for monitoring service delivery.</li> </ul>
<p><b><i>Support to team members</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• explaining/clarifying</li> <li>• helping colleagues</li> <li>• problem-solving</li> <li>• providing encouragement</li> <li>• providing feedback to a team member</li> <li>• undertaking extra tasks if necessary.</li> </ul>
<p><b><i>Information</i></b> to be shared may include:</p>	<ul style="list-style-type: none"> <li>• acknowledging satisfactory performance</li> <li>• acknowledging unsatisfactory performance</li> <li>• assisting a colleague</li> <li>• clarifying the organisation's preferred task completion methods</li> <li>• encouraging colleagues</li> <li>• open communication channels</li> <li>• workplace hazards, risks and controls.</li> </ul>
<p><b><i>Strategies/opportunities for</i></b></p>	<ul style="list-style-type: none"> <li>• career planning/development</li> <li>• coaching, mentoring and/or supervision</li> </ul>

<i>improvement</i> may include:	<ul style="list-style-type: none"><li>• formal/informal learning programs</li><li>• internal/external training provision</li><li>• performance appraisals</li><li>• personal study</li><li>• recognition of current competence (RCC)/skills recognition/initial assessment</li><li>• work experience/exchange/opportunities</li><li>• workplace skills assessment.</li></ul>
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## Unit Sector(s)

Industry Capability – Workplace Effectiveness

## Custom Content Section

Not applicable.