



**Australian Government**

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

# **CUECOR02C Work with others**

**Revision Number: 1**

## CUECOR02C Work with others

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work 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>People working in any role in any industry apply the skills and knowledge outlined in this unit. At this level individuals would typically be supervised and this core skill of teamwork underpins effective work performance in any job role.</p> <p>Combined assessment and/or training with any other service or operational unit would be appropriate, e.g.:</p> <ul style="list-style-type: none"> <li>• BSBDIV301A Work effectively with diversity.</li> </ul>
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	

<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. Participate in the work/group process	1.1. Correctly identify <b>work requirements</b> relevant to the group/process 1.2. Correctly identify own role and roles of others in meeting work requirements, and carry out own role 1.3. Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements 1.4. Take time and resource constraints into account in fulfilling work requirements 1.5. Apply the organisation's work policies, procedures and conventions covering acceptable workplace conduct to work place activities 1.6. Take <b>individual</b> differences into account in achieving work requirements 1.7. Use strengths of individuals to develop others in the <b>group</b> , sharing learning as part of the group process
2. Contribute to the flow of information and ideas	2.1. Share information and ideas relevant to the <b>work with others</b> to enhance work outcomes 2.2. Provide relevant, timely and accurate information to others, as required 2.3. Seek <b>information and ideas</b> from others as required to assist achievement of work requirements 2.4. Record information in the required detail and item frame in the specified format 2.5. Compile and maintain work information systematically and accurately and file for ease of retrieval as required 2.6. Identify any linguistic and cultural differences in communication styles and their relevance to the context
3. Deal effectively with issues, problems and conflicts	3.1. Identify <b>issues, problems and conflicts</b> encountered in the work place 3.2. Discuss issues, problems and conflicts with team members and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- acceptable workplace conduct, including:
  - regular attendance
  - punctuality
  - maintaining an orderly 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
  - adaptability and flexibility.

#### Required knowledge

- individual roles and responsibilities and relationships to others, including duty of care
- techniques for 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
- understanding of team work principles
- broad understanding of conflict resolution techniques
- knowledge of effective communication techniques, including active listening, questioning and non-verbal communication
- occupational health and safety principles as they apply to working within a team environment

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• ability to communicate effectively with others within the range of situations required for the job role</li> <li>• ability to work effectively as part of a team</li> <li>• knowledge of effective communication techniques, including active listening, questioning and non-verbal communication.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• practical demonstration of skills through interaction with others</li> <li>• project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role.</li> </ul>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• direct observation of the candidate carrying out work tasks involving dealing with others</li> <li>• role plays about communication situations and dealing with conflicts and misunderstandings</li> <li>• oral or written questioning to assess knowledge of communication techniques</li> <li>• portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information for</b>	There are no particular resource requirements for

<b>EVIDENCE GUIDE</b>	
<b>assessment</b>	assessment of this unit.

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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>	
<p><b>Work requirements</b> may include:</p>	<ul style="list-style-type: none"> <li>• application of particular procedures</li> <li>• clear role definitions</li> <li>• coordination with other work processes</li> <li>• goals</li> <li>• objectives</li> <li>• organisation of work materials</li> <li>• priorities</li> <li>• roster arrangements or particular approaches to work processes specified by the organisation or work group</li> <li>• specified targets or results</li> <li>• time frames</li> </ul>
<p>Working with others requires <b>individual</b> diversity to be taken into account especially in relation to:</p>	<ul style="list-style-type: none"> <li>• cultural, racial and ethnic background</li> <li>• customs</li> <li>• gender</li> <li>• languages</li> <li>• physical requirements</li> <li>• religious and traditional beliefs</li> </ul>
<p><b>Groups</b> may be:</p>	<ul style="list-style-type: none"> <li>• committees</li> <li>• established or ad hoc work units</li> <li>• self directed teams</li> <li>• task forces</li> <li>• working parties</li> </ul>
<p><b>Working with others</b> may involve:</p>	<ul style="list-style-type: none"> <li>• consulting with the community</li> <li>• dealing with conflict</li> <li>• following instructions</li> <li>• one-to-one communication in a group or team</li> <li>• taking part in informal discussions</li> <li>• taking part in meetings</li> </ul>
<p><b>Information and ideas</b> relevant to work may include:</p>	<ul style="list-style-type: none"> <li>• assisting new staff</li> <li>• sharing knowledge of particular tasks or work requirements</li> </ul>



**RANGE STATEMENT**

Techniques to resolve *issues*, *problems* or *conflicts* may include:

- conflict resolution
- negotiation
- problem solving
- use of a mediator or conciliator

**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**

<b>Co-requisite units</b>		