



Australian Government

Department of Education, Employment and Workplace Relations

ICTWOR2141A Work effectively in a telecommunications technology team

Release: 1

ICTWOR2141A Work effectively in a telecommunications technology team

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to perform individual work and work with others in a telecommunications technology.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.</p>
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Application of the Unit

Application of the unit	<p>Technical staff who work in telecommunications technology teams apply the skills and knowledge in this unit. They use enterprise information and work schedules for personal development and team work.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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. Plan skills development	1.1. Seek advice on future career directions with <i>appropriate people</i> 1.2. Identify possible career directions in industry or organisation for personal advancement 1.3. Conduct self assessment of skills to identify skills gap and plan for further skills development 1.4. Determine appropriate <i>methods to acquire additional skills</i> 1.5. Prepare <i>portfolio of evidence</i> to support the skills development plan
2. Organise personal work priorities	2.1. Ensure that <i>work goals and objectives</i> are understood, negotiated and agreed according to <i>organisational requirements</i> 2.2. Assess and <i>prioritise workload</i> to ensure tasks are completed within identified timeframes 2.3. Monitor and adjust personal work performance to ensure achievement of tasks
3. Participate in a team	3.1. Consult team members to identify <i>team purpose, roles, responsibilities, goals, plans and objectives</i> 3.2. Develop strategies to support the team and seek assistance from team members when necessary to prevent conflict within the team 3.3. Give and receive feedback to assist in meeting team and organisation goals 3.4. Communicate <i>unresolved issues</i> to appropriate personnel to ensure action is taken in response to these matters

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
<ul style="list-style-type: none"> • communication skills to: <ul style="list-style-type: none"> • participate in open and constructive discussions

REQUIRED SKILLS AND KNOWLEDGE

- work collaboratively as part of a team
- learning skills to stretch boundaries of own knowledge and skills
- literacy skills to:
 - access information to draft a portfolio of evidence
 - identify career options and personal work goals
- planning and organisational skills to organise and prioritise work
- problem solving skills to solve routine problems related to the workplace, under direct supervision
- task management skills to work systematically with required attention to detail and adherence to all safety requirements

Required knowledge

- different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
- legislation, codes of practice and other formal agreements that impact on the work activity
- organisational policies, plans and procedures
- skills development in career planning terms
- sources of advice on career planning and skill development
- specific occupational health and safety (OHS) requirements relating to the activity and site conditions
- types of evidence and ways of creating portfolios of evidence
- typical issues and challenges that occur when working in teams

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • develop a career portfolio or similar information • prepare work schedule, prioritising urgent requests • actively participate in a team.
Context of, and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • telecommunications technology team • examples of resumes and career planning resources • relevant documentation that impact on work activities.
Methods of assessment	<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"> • direct observation of the candidate actively participating in telecommunications team • review of career portfolio prepared by the candidate • review of documentation outlining further skills development needs • oral or written questioning to assess required knowledge.
Guidance information for assessment	<p>Aboriginal people and other people from a non-English speaking background may have second language issues.</p> <p>Access must be provided to appropriate learning and assessment support when required.</p> <p>Assessment processes and techniques must be culturally appropriate, and appropriate to the oral communication skill level, and language and literacy capacity of the candidate and the work being performed.</p> <p>In all cases where practical assessment is used it will be</p>

EVIDENCE GUIDE

	<p>combined with targeted questioning to assess required knowledge. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency.</p> <p>Where applicable, physical resources should include equipment modified for people with special needs.</p>
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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.

Appropriate people may include:

- assessors
- colleagues
- mentors
- supervisors.

Methods to acquire additional skills may include:

- attendance at workshop or demonstration
- formal course participation
- on-the-job coaching or mentoring
- work experience.

Portfolio of evidence may relate to:

- types of evidence:
 - academic results including informal studies
 - personal interests and experiences
 - previous employment
 - recreational experiences
 - volunteer work
 - work experience
- purpose of evidence:
 - assessment of current competencies
 - building a picture of personal attributes
 - documentation of competencies relevant to

RANGE STATEMENT	
	<p>the workplace</p> <ul style="list-style-type: none"> • identification of areas for further skill development • identification of strengths and weaknesses.
<i>Work goals and objectives</i> may include:	<ul style="list-style-type: none"> • budgetary targets • production targets • reporting deadlines • sales targets • team and individual learning goals • team participation.
<i>Organisational requirements</i> may include:	<ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals and objectives • plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and procedures manuals.
<i>Prioritise workload</i> may include:	<ul style="list-style-type: none"> • logical sequencing of sub-tasks within a single task • sequencing of work over periods from several hours to several days • urgent requests acted on promptly.
<i>Team purpose, roles, responsibilities, goals, plans and objectives</i> may include:	<ul style="list-style-type: none"> • action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance • OHS responsibilities.
<i>Unresolved issues</i> may include:	<ul style="list-style-type: none"> • grievances and complaints • issues, concerns and tensions • matters affecting workplace relationships and team cohesion • problems related to work roles and responsibilities.

Unit Sector(s)

Unit sector	Telecommunications
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Co-requisite units

Co-requisite units		

Competency field

Competency field	Workplace effectiveness
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