



Australian Government

CUAWHS602 Develop techniques for maintaining resilience in a competitive environment

Release: 2

CUAWHS602 Develop techniques for maintaining resilience in a competitive environment

Modification History

Release	Comments
Release 2	This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package.
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required by performers to evaluate behavioural principles to develop strategies that help cope with performance anxiety and other aspects of working in a competitive environment. In a highly competitive market, performers have to apply a range of psychological techniques to perform with the skill and artistry needed to further their careers.

Developing strategies to resolve performance issues is a largely self-directed activity, but may involve some mentored guidance.

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

Unit Sector

Regulation, licensing and risk - work health and safety

Elements and Performance Criteria

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Demonstrate understanding of behavioural principles	1.1 In discussion with relevant personnel, confirm understanding of the key developmental stages in perception, cognition and understanding of self and how they relate to performers 1.2 Clarify the difference between psychology and psychiatry and discuss the circumstances in which performers may need to consult

	with professionals from those disciplines 1.3 Clarify the basic influences on social, individual and group behaviour with particular reference to competitive environments 1.4 Ensure correct use of terminology associated with psychological research and behavioural theories
2. Develop strategies to overcome performance anxiety as required	2.1 Identify causes and effects of performance anxiety 2.2 Discuss with relevant personnel the positive and negative effects of physiological arousal on performance 2.3 In consultation with relevant personnel, develop strategies to cope with performance anxiety and achieve optimal arousal 2.4 Use rehearsal and performance opportunities to test and evaluate strategies 2.5 Reflect on own experience of, and responses to, a range of coping mechanisms and adjust strategies accordingly
3. Develop strategies to cope with injuries	3.1 Identify the psychological effect of injuries on performers 3.2 Recognise the signs of problematic adjustment to injury in self and in other performers 3.3 Apply techniques to minimise the risk of injuries 3.4 Ensure that strategies to manage injuries take account of individual differences in response to injury
4. Develop strategies to enhance performance	4.1 Discuss with relevant personnel strategies and psychological tools to enhance resilience and improve performance technique 4.2 Incorporate into performance strategies understanding of the physical effects of motivation on the human body 4.3 Apply the principles of visualisation to improve motivation and performance 4.4 Develop preparation and pre-performance routines 4.5 Reflect on personal responses to motivating stimuli and adjust approach to performance accordingly 4.6 Develop creative ways of coping with working and performing in a competitive environment

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.3, 2.5	- Seeks the views and opinions of others to develop own understanding - Uses self-reflection to develop strategies for improving own behavioural and thinking patterns
Reading	1.3, 2.1, 3.1	Evaluates ideas and information from a range of complex texts
Oral communication	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 4.1	- Obtains information by listening and questioning - Discusses ideas and solutions
Navigate the world of work	1.2, 3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 4.5, 4.6	- Identifies key triggers for specific emotions and behaviours, and uses a range of strategies to moderate responses - Follows industry practice in relation to injury-prevention strategies
Interact with others	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 4.1	Works collaboratively
Get the work done	2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	- Adopts a methodical approach to developing and implementing resilience techniques - Looks beyond obvious symptoms to redefine problems and identify underlying causes - Develops solutions for coping with performance anxiety - Reflects on often complex behavioural issues and makes decisions about those issues - Accesses and sources relevant information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWHS602 Develop techniques for maintaining resilience in a competitive environment	CUAWHS602 Develop techniques for maintaining resilience in a competitive environment (Release	Updated assessment conditions section. Updated modification history section to reflect changed name of training package.	Equivalent unit

Code and title current version	Code and title previous version	Comments	Equivalence status
(Release 2)	1)		

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAWHS602 Develop techniques for maintaining resilience in a competitive environment

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Performance Evidence

Evidence of the ability to:

- develop strategies to address performance issues in a manner that demonstrates understanding of:
 - behavioural principles
 - ways to cope with performance anxiety
- implement, monitor and adjust strategies in response to self-evaluation
- work collaboratively to develop techniques for maintaining resilience in a competitive environment.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

Knowledge Evidence

To complete the unit requirements the individual must:

- explain key features of the following in the context of working and performing in a competitive environment:
 - cognitive behavioural model of psychology
 - theories of social behaviour
 - operation of the nervous system
 - theories relating to anxiety
 - physiological responses to stress and anxiety.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- information on behavioural theories
- opportunities to reflect on effectiveness of strategies developed.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

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