



Australian Government

CUAWHS612 Develop strategies for maintaining resilience in a competitive environment

Release: 1

CUAWHS612 Develop strategies for maintaining resilience in a competitive environment

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package Version 5.0.

Application

This unit describes the skills and knowledge required by performers to gain an understanding of behavioural principles and develop strategies to help cope with performance anxiety and other aspects of working in a competitive environment.

The unit applies to those who work in a highly competitive environment and who need to apply different psychological techniques to perform with skill and artistry 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 required personnel, confirm understanding of key developmental stages in perception, cognition and understanding of self and how they relate to performers 1.2 Clarify difference between psychology and psychiatry and discuss circumstances in which performers may need to consult with professionals from those disciplines 1.3 Clarify basic influences on social, individual and group behaviour with particular reference to competitive environments

ELEMENTS	PERFORMANCE CRITERIA
	1.4 Review correct terminology associated with psychological research and behavioural theories
2. Develop strategies to constructively react to criticism of work	2.1 Identify features of constructive feedback 2.2 Analyse whether feedback received is constructive 2.3 Identify elements of feedback considered non-constructive 2.4 Develop strategies to cope with critical feedback in consultation with required personnel 2.5 Implement constructive feedback into preparation for future performances in consultation with required personnel, 2.6 Reflect on own experience of, and responses to, criticism and adjust strategies accordingly
3. Develop strategies to overcome performance anxiety as required	3.1 Identify causes and effects of performance anxiety 3.2 Discuss with required personnel the positive and negative effects of physiological arousal on performance 3.3 In consultation with required personnel, develop strategies to effectively manage performance anxiety and achieve optimal arousal 3.4 Use rehearsal and performance opportunities to test and evaluate strategies 3.5 Reflect on own experience of, and responses to, a range of coping mechanisms and adjust strategies accordingly
4. Develop strategies to cope with injuries as required	4.1 Identify the psychological effect of injuries on performers 4.2 Recognise signs of problematic adjustment to injury in self and in other performers 4.3 Apply injury prevention techniques 4.4 Confirm strategies to manage injuries take account of individual differences in response to injury
5. Develop strategies to enhance performance	5.1 Discuss with required personnel strategies and psychological tools to enhance resilience and improve performance technique 5.2 Incorporate into performance strategies understanding of physical effects of motivation on the human body 5.3 Apply principles of visualisation to improve motivation and performance 5.4 Develop preparation and pre-performance routines 5.5 Identify personal responses to motivating stimuli and adjust approach to performance accordingly 5.6 Develop ways of coping with working and performing in a competitive environment

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

SKILL	DESCRIPTION
Learning	• Develops own understanding using the views and opinions of others • Uses self-reflection to develop strategies for improving own behavioural and thinking patterns
Oral communication	• Obtains information by listening and questioning • Discusses ideas and solutions
Reading	• Evaluates ideas and information from a range of complex texts
Initiative and enterprise	• 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 required information
Self-management	• Identifies key triggers for specific emotions and behaviours, and uses different strategies to moderate responses • Follows industry practice in relation to injury-prevention strategies
Teamwork	• Works collaboratively

Unit Mapping Information

Supersedes and is equivalent to CUAWHS602 Develop techniques for maintaining resilience in a competitive environment.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAWHS612 Develop strategies for maintaining resilience in a competitive environment

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- demonstrate understanding of and develop at least three strategies for each of the following:
 - behavioural principles
 - constructive reaction to critical feedback
 - effectively managing performance anxiety
 - effectively managing injury

In the course of the above, the candidate must:

- implement, monitor and adjust strategies in response to self-evaluation
- work collaboratively to develop techniques for maintaining resilience in a competitive environment.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- 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
 - injury management
 - building physical and mental resilience
 - operation of the nervous system
 - theories relating to giving and receiving constructive feedback
 - theories relating to anxiety and related coping mechanisms

- physiological responses to stress and anxiety
- principles of visualisation
- internal and external sources of mental health information and data, and procedures for accessing them.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- information on behavioural theories.

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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