30627QLD Certificate II in Workplace Practices

VERSION HISTORY

Version 2.0, November 2006
Original accreditation: 14 April 2000 to 14 April 2005
Extension granted to 31 December 2005
Further extension granted to 31 December 2006

TABLE OF CONTENTS

TABLE OF CONTENTS (cont.)

Part A: GENERAL INFORMATION

1. Course Developer

Education Queensland
Queensland Catholic Education Commission
Independent Schools Queensland

2. Address

Education Queensland
PO Box 15033
CITY EAST   QLD   4002

Queensland Catholic Education Queensland
GPO Box 2441
BRISBANE   QLD   4001

Independent Schools Queensland
PO Box 957
SPRING HILL   QLD   4004

3. Contact Details for Course Developer

Education Queensland
Product Manager: Patricia Simmons, Senior Education Officer, Senior Phase of Learning
Tel: (07) 3237 1053
Email: Patricia.Simmons@qed.qld.gov.au
Fax: (07) 3237 0102

Queensland Catholic Education Commission
Product Manager: Mandy Anderson, Executive Officer – Education
Tel: (07) 3336 9316
Email: mandy@qcec.qld.catholic.edu.au
Fax: (07) 3229 0907

Independent Schools Queensland
Product Manager: Robyn Laurens, Program Officer – VET
Tel: (07) 3228 1515
Email: rlaurens@aisq.qld.edu.au
Fax: (07) 3228 1595

4. Type of Submission

Reaccreditation

5. Copyright Information

© State of Queensland (Department of Education, Training and the Arts) 2006
© Queensland Catholic Education Commission 2006
© Independent Schools Queensland 2006

Copyright protects this publication. Except for purposes permitted by the *Copyright Act 1968*, reproduction, adaptation, electronic storage and communication to the public is prohibited without prior written permission.

Queensland schools are permitted to electronically store and make multiple copies of this Course without infringing copyright provided the number of copies does not exceed the amount required in one school.

6. Licensing and Franchise

Not applicable

7. Course Accreditation Body

Queensland Studies Authority (QSA) under delegation from the Training and Employment Recognition Council, Queensland.

8. AVETMISS Information

Australian Standard Classification of Occupations Code (ASCO):   GEN19
Qualification Field of Education: 1201

9. Period of Accreditation

29 November 2006 to 28 November 2011

Part B: COURSE INFORMATION

1. Nomenclature

1.1 Name of qualification

Certificate II in Workplace Practices

1.2 Nominal duration of the course

Total Hours:	220 hours
Nominal hours – supervised:	140 hours to undertake nine (9) units of competency
Nominal hours – unsupervised:	80 hours to undertake structured workplace learning

2. Development of the Course

2.1 Industry/enterprise/community needs

Certificate II in Workplace Practices was developed in response to an established market need and demand, identified through consultation with industry associations and employers, to provide candidates for industry who are acutely aware of what the world of work requires of an employee.

A consistent concern expressed by industry was the need for young people entering the workforce to have a 'hands-on' understanding of workplace culture and general workplace practices. In simple terms, industry wanted young people to have the knowledge and skills needed 'to hit the ground running' and to make a positive impression when they first entered employment. It was considered that a focus on the provision of specific industry competencies alone did not provide post-school success in an employment situation due, in part, to the lack within the vocational training system of a structure that provided a learner with personal attributes such as interpersonal skills and a positive work ethic and with foundation skills in communication, problem solving, and complex thinking. As such, it was considered that a course which assisted young people in preparing to optimise their personal contribution to the effectiveness of a workplace environment was needed to balance the industry-specific training provided under Training Packages at Certificate levels I and II.

Consultation also highlighted that a significant component of preparing young people for employment was the need to negotiate the world of work and appreciate future employment and further education and training options.

While not prescriptive, the model on which Certificate II in Workplace Practices was developed was designed to assist learners focus on:

- developing generic skills, capacities and general qualities that industry indicated young people needed to acquire to be truly effective employees
- negotiating the world of work by developing knowledge of labour market trends and job search methods and strategies
- understanding the nexus between future employment opportunities and further education and training options.

Data provide by the Queensland Studies Authority indicates the level of demand for the course by schools, to date (see Table 1).

Table 1: Queensland schools registered with QSA for Certificate II in Workplace Practices

School sector	No. of schools
State schools	32
Catholic schools	7
Independent schools	12
TOTAL	51

Data provided by the Centre for Training Materials, Department of Employment and Training (DET) indicates that 20 organisations other than schools (ie. TAFE Institutes and private Registered Training Organisations) purchased the Certificate.

The qualification 30064QLD Certificate II in Workplace Practices was initially accredited on 14 April 2000 and has been the primary course delivered in Queensland State, Catholic and Independent schools to assist learners prepare for and negotiate the world of work.

Accreditation for this course expires on 31 December 2006.

To investigate the continuing relevance of the course, a review was initiated by the three education sectors to ascertain whether the content and structure of the course met the needs of teachers, students and other stakeholders in facilitating learner acquisition of essential, pre-requisite generic employability skills and knowledge needed to meet entry-level demands of the workplace and negotiate the world of work. The effectiveness of the course in meeting these needs was evaluated using:

- an evaluation instrument, *Evaluation of Certificate II in Workplace Practices,* which incorporated the opportunity for students to provide feedback on the course
- seminal industry reports about generic employability skills.

As part of the evaluation of the certificate, stakeholders were asked to rate the effectiveness of the course in meeting the purpose for which it was designed using a five-point Likert scale rating from 'Very Satisfactory' to 'Very Unsatisfactory'. The following quantitative data provided by respondents indicates the effectiveness of the course in preparing young people to meet industry expectations of entry-level employees and to acquire essential skills and knowledge to negotiate the world in preparation for gaining employment.

Ninety-three per cent (93 %) of respondents indicated that the course met the purpose for which it was designed with:

- 47 % indicated they the course was 'Very Satisfactory'
- 46 % provided a 'Satisfactory' rating.

Examples of comments from stakeholders which support the above ratings, include:

- *Students leave the course more prepared with a better understanding of the workplace and their role within it.*
- *Desirable option. Work preparation critical for some students.*
- *Students on the whole enjoy this course. Appreciation of the opportunities created by SWL. For majority of students course offers sufficient challenge.*
- *SWL has led to employment. SBT ⇨ apprenticeships. SWL weeks ⇨ part-time, casual, and on a couple of occasions led to full-time employment. Employers very positive as regards SWL students.*
- *Some students have gained apprenticeships and full employment as a result of the work placement opportunities offered.*
- *Most go directly into the workplace following this year 12 program. A few complete apprenticeships/traineeships. The majority do not seek entry into tertiary courses.*
- *Overall, work placement assists students to make effective decisions for career pathways – can also destroy the 'passion' of a dream career & replace with the reality of a competitive labour market.*
- *Many students have been offered full-time jobs and S.A.T.s through SWL opportunities. Others find out their intended careers are not what they really want (very valuable). Others find they had unreal expectations of the workplace.*
- *Hopefully this course will enable students to enter the workforce more easily and to contribute in an effective, efficient way.*
- *Students without a progressive vision dwell carelessly. Those who have a strong work ethic achieve. Those who do not usually continue to struggle.*
- *It seems to be more effective where students are doing a school-based traineeship – they see the necessity of it.*
- *Focus – employability skills.*
- *Students value qualification achievement. Employers recognise completion.*
- *As it is a certificate course it holds more value to the student and to industry.*
- *This course provides the following advantages:*
  - *Allows the school management & control of students into work placements & school-based traineeships*
  - *Introduces students to workplace/competency/skills*
  - *Gives a solid subject option for our VET stream students to explore job pathways, etc.*

Of the remaining seven per cent (7%) of respondents:
- 4% indicated that the course was 'Neither satisfactory nor unsatisfactory'
- 3% indicated that the course was 'Unsatisfactory'.

As indicated by the following respondent comments, the main reasons provided for the course not being considered 'satisfactory' related to the inclusion of electives and the length of the course.

- *Dislike elective components.*
- *It is becoming very difficult to find elective units of competency (at AQTF Level II) offered at our school since most subjects that used to offer these are no longer choosing/able to provide opportunities to complete level II competencies.*
- *Omit electives ⇨ extend core competencies.*
- *Drop requirements for electives.*
- *If the student is present for the whole 2 years of the course it is suitable. However, less time results in less opportunity to make up ground.*
- *Sometimes the type of students taking this course need more time.*
- *Sometimes units feel rushed and it is difficult to give students multiple opportunities to attempt competencies within time constraints.*

Overall, the findings and recommendations of the review indicated wide-spread support for the re-development of the course. However, the review identified several issues, in addition to the inclusion of electives and course length, which needed to be taken into consideration when revising the course to ensure continuing relevance.

(1) Deletion of elective units

The inclusion of 45 hours (maximum) of electives drawn from any Australian Qualifications Framework (AQF) Level I or II Units of Competency from a nationally endorsed Training Package should be reconsidered in terms of their relative importance to the overall course given the fact that the course is often undertaken in tandem with other Certificate II qualifications from endorsed Training Packages.

(ii) Deletion of core unit of competency

Respondents considered that the inclusion of *GENWCC201: Analyse work-culture characteristics* was unnecessary as many learners were already familiar with the requirements of authentic workplaces as a result of part-time employment and/or participating in structured workplace learning in Certificate I in Work Education.

(iii) Revision of structure and content of core units of competency

The structure and content of the following units of competency needed to be revised:

- *GENIEW201: Interact effectively in the workplace*: The element of competency relating to team work should be removed to ensure the focus remains on communicating and interacting with all people in the workplace. As such, the unit should include the essential communication skills of active listening/questioning techniques and assertiveness skills which are addressed in another unit relating to managing the undertaking of tasks (*GENPMG201: Manage personal work performance*). In addition, more time should be allocated to the unit to provide learners with the opportunity to develop the level of skills and knowledge required to achieve competency.

- *GENIWR201: Demonstrate knowledge of industrial and workplace relations:* The content would need to be updated due to new Australian Government legislation in the area of workplace relations. In addition, content should provide a more practical application to the workplace.

- *GENOHS201: Work safely according to OHS principles and procedures*: The element of competency relating to first-aid should be removed due to its inappropriateness in view of the fact that learners are required to respond to accident and emergency situations in accordance with <u>established</u> workplace health and safety procedures and within their scope of responsibilities and competencies. In addition, the capacity for learners to develop knowledge of employee (and employer) obligations under OHS legislation <u>prior</u> to entering the workplace should be included to enhance their 'work-ready' capacity.

- *GENPAS201: Project workplace behaviour and image:* The unit should focus more on developing a greater understanding of the reasons employers place such high value on an employee's personal presentation, work ethic and personal values, hence their impact on the ability to gain and maintain employment, and when seeking promotion. As such, more time should be allocated to the unit to ensure learners are provided with the opportunity to develop the more detailed understanding of workplace behaviour and image and its pivotal role in their future employment success.

- *GENJAS201: Develop job acquisition strategies*: To assist learners negotiate the world of work, it is essential that knowledge of and skills in job-search processes and strategies for <u>both</u> the 'open' and 'hidden' job markets should be included. Furthermore, as part of preparing young people to gain employment, the 'hidden' job market should be highlighted as research indicates that most jobs are found in this market.

- *GENPCD201: Access employment and training options*: Most elements of the unit should be undertaken <u>prior</u> to learners commencing structured workplace learning as this would provide the opportunity for a learner to identify an industry or occupational area of interest in which they may wish/be able to obtain workplacement. This would afford the learner the opportunity to explore, and perhaps reconsider, personal employment preferences and future employment options, and to re-evaluate education and training needs to support future employment opportunities.

- *GENPMG201: Manage personal work performance*: The elements relating to communication skills (ie. assertiveness skills and active listening/questioning techniques) should be included in the unit of competency *GENIEW201: Interact effectively in the workplace*, as they are central to communicating and interacting effectively at all times in the workplace, not just when managing and completing individual allocated tasks. As such, they should not be treated in such detail in this unit of competency. The element of competency pertaining to team tasks would be better placed in a unit of competency pertaining to team work. In addition, to avoid superficial coverage of the skills and knowledge required to manage and complete tasks to workplace standards, more time should be allocated to provide learners with the opportunity to develop greater proficiency of these essential skills <u>prior</u> to entering the workplace.

- *GENSWL201: Structured Workplace Learning 2:* The module needs to be re-written as a unit of competency and should be reduced from 160 to 80 hours to ensure greater compatibility with school timetabling requirements.

(iv) Provision of an additional core unit of competency

A unit which specifically addresses the required skills and knowledge to work effectively in a team should be included. While *GENENP201: Apply an enterprising approach in an approved project* provides the opportunity for learners to develop skills and knowledge to work effectively in a team, it provides the option for learners to undertake an individual enterprise. Furthermore, while specific elements of competency relating to team work were embedded in other units, the sum of these elements did not constitute the skills in and knowledge of teamwork as it applies in a workplace environment. As such, provision should be made for learners to acquire skills and knowledge to work effectively in a team as part of becoming 'work ready'.

(v) Re-formatting units of competency

The format of all units of competency would need to be updated to meet current course design requirements as specified in the revised *Training Package Development Handbook*.

(vi) Embedding employability skills more explicitly in units of competency

Since the initial development of the course, the National Council for Vocational Education Research (NCVER), the Australian Chamber of Commerce and Industry (ACCI) and the Business Council of Australia (BCA) have sponsored research at a national level into desirable generic workplace skills and knowledge. The result of this research has been the development of the *Employability Skills Framework* and the embedding of these skills in units of competency has become a requirement.

A review of the generic employability skills, upon which the course was purpose-built, identified that the skills and personal attributes articulated in the *Employability Skills Framework* were addressed.

However, it would be necessary to align the course with the *Employability Skills Framework* making overt the generic employability skills the course does address in order to reaffirm the relevance and currency of the course in equipping learners with the identified generic employability skills appropriate for entry-level employees.

Determination

To identify whether equivalent courses were currently available in Australia to address the development of generic employability skills, a search of the National Training Information Service (NTIS) was undertaken. This search established that there were no equivalent courses.

It was determined, therefore, that a need and demand continued to exist for a course which equipped young people in the senior phase of schooling with essential generic employability skills prior to entering the workplace. As such, the course would need to be revised to address the issues outlined above to ensure its currency, hence continuing relevance.

To progress the revision of the course, a Course Development Advisory Committee (CDAC) was formed. The Committee comprised the following members representing industry and the education and training sectors:
- Chair, Business Services Industry Training Council
- Senior Education Officer, Senior Phase of Learning, Education Queensland
- Executive Officer – Education, Queensland Catholic Education Commission
- Program Officer – VET, Independent Schools Queensland
- Research & Policy Officer, Independent Schools Queensland
- Senior Education Officer – VET, Queensland Studies Authority

During the revision of the course, additional advice was sought from:
- Department of Employment and Training (DET)
  - Manager, Accreditation and Vocational Placements – Training, Quality and Regulation
  - Executive Officer, Accreditation Team – Training, Quality and Regulation
- Department of Education, Science and Training (DEST)
  - Assistant Director, Training Package Development and Review – VET Quality and Access Branch
- Service Skills Australia (SSA)
- Queensland Council of Unions (QCU)
- Young Workers Advisory Service (YWAS)
- Office of the Employment Advocate (OEA)

The revised course, developed to replace the qualification 30064QLD Certificate II in Workplace Practices, is comprised of 10 Units of Competency as outlined on page 14 and in Table 5 on page 17.

2.2 Review for re-accreditation

Accreditation for the qualification Certificate II in Workplace Practices Version 1.0 expires on 31 December 2006.

The review of the course was conducted in accordance with the ongoing monitoring and evaluation requirements of course accreditation.

The major issues identified in the review process were centred around the need to:

- revise the overall structure of the course in terms of relative importance of units of competency and electives and nominal hours for completion of competencies
- revise units of competency in terms of currency of content
- explicitly embed the industry endorsed employability skills and personal attributes outlined in the *Employability Skills Framework*
- update the format of the units of competency to meet current course design requirements in terms of style and structuring of content

Following is an outline of how each of these issues was identified and addressed in the revision of the course.

Issue 1: Revise overall structure of the course

(i) Source of identification of issue
- Feedback provided by major client group – teachers, students, private Registered Training Organisations – through the survey instrument *Evaluation of Certificate II in Workplace Practices*
- Curriculum Development Advisory Committee (CDAC)

(ii) Course changes
- Total hours of course set at 220 nominal hours (previously 320 hours)
  - deleted the provision for electives (maximum 45 hours)
  - deleted *GENWCC201: Analyse work-culture characteristics* (10 hours)
  - reduced nominal hours for structured workplace learning to 80 hours (previously 160 hours)
  - increased the total of nominal hours for three units of competency (by 20 hours: see *Nominal hours for three core units changed* on the following page*)*
  - added the unit of competency *GENTEM201A: Work effectively in a team* (15 hours)
- Units of competency increased to 10 (previously nine core units and one core module)
  - retained eight of the previous nine core units of competency
  - changed the core module about structured workplace learning to a unit of competency
  - added the unit of competency *GENTEM201A: Work effectively in a team*
- Nominal hours for four (4) units changed
  - *Interact effectively in the workplace* increased from 10 hours to 15 hours to accommodate the inclusion of additional elements of competency pertaining to the communication skills of active listening/questioning techniques and assertiveness skills
  - *Project workplace behaviour and image* increased from 5 hours to 15 hours to ensure learners are provided with the additional time to develop a more detailed understanding of the standards of personal presentation, professional work performance and behaviour, and personal code of conduct based on personal values and attributes that will be expected of them in the workplace and their pivotal role in gaining and maintaining employment
  - *Manage personal work performance* increased from 10 hours to 15 hours to assist learners develop greater proficiency in the skills of managing and completing tasks, for which they are responsible, to workplace standards
  - *Structured workplace learning* decreased from 160 hours to 80 hours to reflect school timetabling requirements

Issue 2: Update content of units of competency

(i) Source of identification of issue
- Feedback provided by major client group – teachers, students, private Registered Training Organisations – through the survey instrument *Evaluation of Certificate II in Workplace Practices*
- Curriculum Development Advisory Committee (CDAC)
- Research to ascertain changes in:
  - government legislation,
  - new sources of information for learner reference
  - employer expectations of entry-level employees

(ii) Course changes
- All units of competency
  - revised information sources for learner reference
- *GENIEW201B: Interact effectively in the workplace*
  - deleted element of competency relating to the development of skills to participate effectively in a team
  - realigned remaining content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning
- *GENIWR201B: Demonstrate knowledge of workplace relations*
  - revised content on industrial instruments to reflect new Australian Government legislation in the area of workplace relations and to develop learners' awareness, knowledge and understanding of Australian Workplace Agreements (AWAs)
  - deleted the following content:
    - the performance criteria requiring the analysis of two different industrial instruments to compare conditions of employment (due to the restriction now placed on the Office of the Employment Advocate to provide examples of authentic AWAs)
    - the performance criteria requiring learners to demonstrate knowledge of the stages in the resolution of a complaint lodged with the Anti-Discrimination Commission
    - the element of competency relating to the role of the Industrial Relations Commission in the industrial relations system
  - included the following additional content:
    - an element of competency requiring learners to acquire knowledge of employment remuneration and superannuation which also addressed the difference between probation and unpaid trial work and paid leave entitlements
    - a performance criteria requiring learners to acquire knowledge of rates of pay and additional entitlements for apprentices and trainees
    - an element of competency requiring learners to demonstrate knowledge of workplace relations in a simulated or authentic workplace environment to reinforce the practical application in a workplace of the knowledge acquired about workplace relations off-the-job
    - an element of competency to assist learners identify essential information about employment terms and conditions that should be acquired upon entering the workforce
  - realigned content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning

- *GENOHS201B: Work safely according to OHS principles and procedures*
  - deleted the element of competency requiring learners to act in a first aid situation
  - realigned content to create a greater distinction between emergency situations and hazardous situations and the response required in the workplace
  - included an additional element of competency for learners to identify specific employee obligations <u>prior</u> to entering the workplace
- *GENPAS201B: Project workplace behaviour and image*
  - redeveloped content to:
    - overtly reflect and provide more detail about the generic employability skills identified by industry (since the writing of Version 1) in areas of personal presentation, standards of professional behaviour and performance expected in the workplace, and essential interpersonal skills that contribute to working harmoniously and productively with all people in the workplace
    - provide greater focus on learners' preparation to meet industry standards
  - realigned content to distinguish those elements to be assessed off-the-job and those to be assessed on-the-job in a simulated work environment or as part of structured workplace learning
- *GENJAS201B: Develop job acquisition strategies*
  - redeveloped content to reflect a more contemporary nature of job-search strategies by placing greater emphasis on job-search processes and strategies required for both the 'open' and 'hidden' job markets
- *GENPCD201B: Access employment and training options*
  - reconfigured the intent of this unit of competency in that it should be undertaken prior to workplacement (with the exception of the last two performance criteria) to assist learners identify a preferred industry or occupational area for the purposes of undertaking structured workplace learning to explore employment interest and future options
  - identified that the last two performance criteria should be undertaken after workplacement to provide learners with the opportunity to use the knowledge and experience gained from working in a particular industry or occupational area to review and modify their personal career plan should circumstances or events have changed their employment preferences and aspirations
- *GENPMG201B: Manage personal work performance*
  - deleted performance criteria relating to team tasks
  - redeveloped content to ensure only the essence of the relevant communication and assertiveness skills were addressed to avoid repetition of detailed content provided in *GENIEW201B: Interact effectively in the workplace*
- *GENSWL201B: Participate in structured workplace learning 2*
  - realigned content to reflect priorities and terminology used in 'enabling' units of competency

Issue 3: Embed employability skills

(i) Source of identification of issue
- *Training Package Development Handbook* (Part 2: Chapter 5) on incorporating employability skills
- Published references on employability skills

(ii) Course changes
- All units of competency
  - outlined how employability skills are addressed within a unit with guidance for the trainer, assessor and learner

    ▫ identified in the Evidence Guide which employability skills, their facets and personal attributes have specific application in a unit and provided examples of how a learner can:
- identify, learn and develop the specified employability skills, their facets and personal attributes in the context of the unit of competency
- demonstrate these generic skills and personal attributes in both off- and on-the-job contexts

Issue 4: Update format of units of competency

(i)   Source of identification of issue
- *Training Package Development Handbook*
- National Training Information Service (NTIS)
- Queensland Department of Education, Training and the Arts (DETA)
- Australian Government Department of Education, Science and Training (DEST)
- Curriculum Development Advisory Committee (CDAC)
- Service Skills Australia (SSA)

(ii) Course changes
- All units of competency revised to meet requirements of *Training Package Development Handbook*:
  - ▫ revised sequence, layout and format of content and included mandatory text (Part 1: Chapter 1)
  - ▫ revised units of competency according to guidelines provided in Part 2: Chapters 2, 3, 4, 5 and 6 to:
    - ensure components of the units of competency, including the evidence guide, incorporated current requirements (Part 2: Chapters 2 & 3)
    - ensure course structure aligned with the Australian Qualifications Framework (AQF) requirements and that the knowledge and skills to be learned were appropriate for a Certificate I level (Part 2: Chapter 4)
    - systematically and explicitly embed employability skills as required (Part 2: Chapter 5)
    - incorporate language, literacy and numeracy information, making explicit reference to the use of language, literacy and numeracy skills underpinning performance of tasks within the context of each unit of competency (Part 2: Chapter 6)

2.3   Transition arrangements

There are no arrangements for students to transition from 30064QLD Certificate II in Workplace Practices (Version 1.0) to 30627QLD Certificate II in Workplace Practices (Version 2.0).

3. Course Outcomes

3.1 Qualification level

The course will enable Registered Training Organisations to implement individualised educational programs for young people who wish to pursue a range of vocational, employment and personal goals in the Vocational Training and Education (VTE) sector, but who, initially, lack the required level of skills and knowledge to successfully negotiate the world of work and meet industry standards of workplace culture and workplace practices.

The course will assist young people to acquire the knowledge, capacities and insights regarding workplace culture and practices to maximise their access to, and successful participation in, the workforce. Specifically, the course will enable Registered Training Organisations to design programs that increase confidence and competency in:

- using a variety of information sources, as well as relevant industry, education and community personnel, to explore personal employment preferences and future employment options by considering labour market trends, identifying possible employment options, defining education and training requirements, and developing or updating a personal career plan
- using job search methods to identify and evaluate employment opportunities in both the 'open' and 'hidden' job markets and practising applying and interviewing for suitable positions
- developing a general understanding of relevant industrial and workplace relations issues and an overall understanding of both their rights and responsibilities as employees and applying this knowledge in the workplace to contribute to productive and harmonious workplace relations
- meeting workplace standards for personal presentation, professional behaviour and performance and communication and interpersonal skills to interact effectively with all people in the workplace – management, co-workers, customers or clients
- demonstrating personal attributes that employers highly value
- develop knowledge of how to resolve difficult personal situations in a workplace
- contributing to safe work systems in a workplace by defining and applying individual obligations to work safely and competently to ensure own safety and that of others and by recognising workplace hazards, assessing associated risk and taking appropriate action to control risks while under limited supervision
- developing and applying a practical understanding of standard workplace procedures and practices
- working effectively as part of a team
- managing their own work and work performance to meet industry standards while under limited supervision
- being 'open' to constructive criticism as part of a desire and capacity to learn and to improve the effectiveness of their work performance

As such, the knowledge and skills acquired comprise generic employability skills identified by employers as essential requirements needed to work as a valued and productive member of an organisation, enterprise or business – that is, effective 'work-ready' employees who contribute to the smooth and efficient operation of 'core business'. This level of skill and knowledge acquisition aligns with AQF qualification Level II.

When the requirements of the course have been met, a Certificate II in Workplace Practices will be awarded.

A learner will gain a Statement of Attainment that recognises the Units of Competency completed successfully if the full requirements for the issuing of a Certificate II in Workplace Practices are not met.

3.2 Competency standards

This is a general education course which is designed to provide flexibility in developing programs of study that meet young people or employer needs.

A search of the National Training Information Services (NTIS) database established that there were no equivalent units of competency within nationally endorsed industry Training Packages that would provide young people with the generic employability skills.

To this effect, the units of competency (listed alphabetically) developed for the course are:
- GENENP201B: Apply an enterprising approach in an approved project
- GENIEW201B: Interact effectively in the workplace
- GENIWR201B: Demonstrate knowledge of workplace relations
- GENJAS201B: Develop job acquisition strategies
- GENOHS201B: Work safely according to OHS principles and procedures
- GENPAS201B: Project workplace behaviour and image
- GENPCD201B: Access employment and training options
- GENPMG201B: Manage personal work performance
- GENSWL201B: Participate in structured workplace learning 2
- GENTEM201A: Work effectively in a team

3.3 Employability Skills

Overview of the Employability Skills Framework

The key skills identified in conjunction with the personal attributes to make up the Employability Skills Framework are:
- **Communication** skills that contribute to productive and harmonious relations between employees and customers;
- **Team work** skills that contribute to productive working relationships and outcomes;
- **Problem solving** skills that contribute to productive outcomes;
- **Initiative and enterprise** skills that contribute to innovative outcomes;
- **Planning and organising** skills that contribute to long-term and short-term strategic planning;
- **Self management** skills that contribute to employee satisfaction and growth;
- **Learning** skills that contribute to employee satisfaction and growth; and
- **Technology** skills that contribute to effective execution of tasks.

Table 4 (pp.15-16) provides a consolidation of the personal attributes, skills and elements that comprise the Employability Skills Framework.

Table 4: Employability Skills Framework

Personal attributes that contribute to overall employability		
▪ Loyalty ▪ Commitment ▪ Honesty and Integrity ▪ Enthusiasm ▪ Reliability	▪ Personal presentation ▪ Commonsense ▪ Positive self esteem ▪ A sense of humour	▪ Balanced attitude to work and home life ▪ An ability to deal with pressure ▪ Motivation ▪ Adaptability
Skill	**Element:** facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job	
Communication … that contributes to productive and harmonious relations across employees and customers	▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Using numeracy ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information	
Communication … that contributes to productive and harmonious relations across employees and customers	▪ Listening and understanding ▪ Speaking clearly and directly ▪ Writing to the needs of the audience ▪ Negotiating responsively ▪ Reading independently ▪ Empathising ▪ Speaking and writing in languages other than English ▪ Using numeracy ▪ Understanding the needs of internal and external customers ▪ Persuading effectively ▪ Establishing and using networks ▪ Being assertive ▪ Sharing information	
Team work … that contributes to productive working relationships and outcomes	▪ Working with people of different ages, gender, race, religion, or political persuasion ▪ Working as an individual and as a member of team ▪ Knowing how to define a role as part of a team ▪ Applying teamwork skills to a range of solutions eg. futures planning, crisis problem solving ▪ Identifying the strengths of team members ▪ Coaching, mentoring and giving feedback	
Self management … that contributes to employee satisfaction and growth	▪ Having a personal vision and goals ▪ Evaluating and monitoring own performance ▪ Having knowledge and confidence in own ideas and vision ▪ Articulating own ideas and vision ▪ Taking responsibility	
Initiative and enterprise … that contribute to innovative outcomes	▪ Adapting to new situations ▪ Developing a strategic, creative, long-term vision ▪ Being creative ▪ Identifying opportunities not obvious to others ▪ Translating ideas into action ▪ Generating a range of options ▪ Initiating innovative solutions	

Table 4: Employability Skills Framework (cont.)

Skill	Element: facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job
Planning and organising … that contribute to long and short term strategic planning	▪ Managing time and priorities – setting timelines, co-ordinating tasks for self and with others ▪ Being resourceful ▪ Taking initiative and making decisions ▪ Adapting resource allocations to cope with contingencies ▪ Establishing clear project goals and deliverables ▪ Allocating people and other resources to tasks ▪ Planning the use of resources including time management ▪ Participating in continuous improvement and planning processes ▪ Developing a vision and a proactive plan to accompany it ▪ Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria ▪ Collecting, analysing and organising information ▪ Understanding basic business systems and other relationships
Learning … that contributes to ongoing improvement and expansion in employee and company operations and outcomes	▪ Managing own learning ▪ Contributing to the learning community at the workplace ▪ Using a range of mediums to learn – mentoring, peer support and networking, IT, courses ▪ Applying learning to 'technical issues' (eg. learning about products) and 'people issues' (eg. interpersonal and cultural aspects of work) ▪ Having enthusiasm for ongoing learning ▪ Being willing to learn in any setting – on and off the job ▪ Being open to new ideas and techniques ▪ Being prepared to invest time and effort in learning new skills ▪ Acknowledging the need to learn in order to accommodate change
Technology … that contributes to effective execution of tasks	▪ Having a range of basic IT skills ▪ Applying IT as a management tool ▪ Using IT to organise data ▪ Being willing to learn new IT skills ▪ Having the occupational health and safety knowledge to apply technology

Extract from *Employability Skills for the Future* (ACCI &BCA, 2002: 8-9)

Not all facets of a skill have been addressed in this course due to their irrelevance when placed in the context of a Certificate II level qualification (eg. Problem Solving: Resolving customer concerns in relation to complex project issues). The only personal attribute not addressed is 'a balanced attitude to work and home life'.

The specific facets of a skill and the personal attributes addressed in each unit of competency and examples of their application are provided in Appendix A (pp.237-259).

3.4   Recognition given to the course

The course is nationally accredited. However, there is no recognition given to the course with regard to memberships or associations with professional or industry bodies.

3.5 Licensing/regulatory requirements

The course must be delivered by a Registered Training Organisation (RTO) which, by reason of its registration, operates under the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisation*.

Specific Queensland (or other state equivalents) legislative and regulatory requirements that apply to the delivery of this course are:
▪ Workplace Health and Safety legislation
▪ Anti-Discrimination legislation
▪ Education (Work Experience) Act 1996.

4. Course Rules

4.1 Course structure

The units of competency which comprise the course and their nominal hours are outlined in Table 5.

Table 5: Certificate II in Workplace Practices

Code	Units of Competency	Nominal Hours	
		Supervised	Unsupervised
CORE UNITS OF COMPETENCY — 220 nominal hours			
GENENP201B	Demonstrate an enterprising approach in an approved project	20	
GENIEW201B	Interact effectively in a workplace	15	
GENIWR201B	Demonstrate knowledge of workplace relations	15	
GENJAS201B	Develop job acquisition strategies	15	
GENOHS201B	Work safely according to OHS principles and procedures	15	
GENPAS201B	Project workplace behaviour and image	15	
GENPCD201B	Access employment and training options	15	
GENPMG201B	Manage personal work performance	15	
GENTEM201A	Work effectively in a team	15	
GENSWL201B	Participate in structured workplace learning 2		80

Pre-requisite units

While there are no pre-requisite units of competency to Certificate II in Workplace Practices, the fulcrum of this course is structured workplace learning which provides students with the opportunity to advance their understanding of and apply essential 'work-ready' knowledge and skills. As such, it is recommended that the following elements of competency or performance criteria be undertaken before *GENSWL201B: Participate in structure workplace learning 2* as they contain knowledge and skills to assist learners prepare for participation in a workplace environment.

- *GENPCD201B: Access employment and training options*
  - It is recommended that all elements of competency with the *exception* of performance criteria 4.4 and 4.5 be undertaken as the first unit of competency as it will assist learners to:
    - identify personal employment preferences
    - identify a preferred industry area in which to undertake structured workplace learning to develop knowledge and skills through practical experience to enhance future employability
    - identify required entry-level or specific knowledge, skills, qualifications (and experience) required for gaining employment in preferred industry/occupational area
- *GENIEW201B: Interact effectively in the workplace*
  - GENIEW201B/01: Identify industry standards for workplace communication
  - GENIEW201B/02: Identify skills to cope with difficult situations in the workplace
- *GENIWR201B: Demonstrate knowledge of workplace relations*
  - GENIWR201B/01: Develop knowledge of employer and employee rights and responsibilities
  - GENIWR201B/05: Develop knowledge of workplace insurance
  - GENIWR201B/07: Develop knowledge of discrimination in the workplace
  - GENIWR201B/08: Develop knowledge of workplace harassment
- *GENOHS201B: Work safely according to OHS principles and procedures*
  - GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation
- *GENPAS201B: Project workplace behaviour and image*
  - GENPAS201B/01: Identify essential employability skills required in the workplace
  - GENPAS201B/02: Define the importance of essential skills to employability
- *GENPMG201B: Manage personal work performance*
  - GENPMG201B/01: Identify strategies to perform tasks to workplace standards
- *GENTEM201A: Work effectively in a team*
  - GENTEM201A/01: Develop knowledge of teamwork in an industry setting

Co-requisite units

While there are no co-requisite units of competency, the following elements of competency or performance criteria can be undertaken and assessed during *GENSWL101B: Participate in structured workplace learning*:

- *GENIEW201B: Interact effectively in the workplace*
  - GENIEW201B/03: Interact effectively in the workplace
- *GENIWR201B: Demonstrate knowledge of workplace relations*
  - GENIWR201B/09: Demonstrate positive workplace relations
- *GENOHS201B: Work safely according to OHS principles and procedures*
  - all elements of competency with the *exception* of GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation
- *GENPAS101B: Project workplace behaviour and image*
  - GENPAS101B/03: Demonstrate required level of essential employability skills
- *GENPMG201B: Manage personal work performance*
  - GENPMG201B/02: Plan and organise work activities
  - GENPMG201B/03: Undertake tasks and review personal work performance

- *GENTEM201A: Work effectively in a team*
  - GENTEM201A/02: Identify team work activity
  - GENTEM201A/03: Organise and accept responsibility for allocated tasks
  - GENTEM201A/04: Establish and maintain effective working relationships with team members

4.2 Entry requirements

There are no restrictions on entry to this course.

4.3 Pathways

The course design allows for blended learning pathways, including:
- on-the-job or workplace-based experiential learning
- off-the job or school-based learning through flexible delivery incorporating:
  - face-to-face learner/teacher interaction;
  - learning with print-based materials; and/or
  - distance education or on-line learning.

The learning pathways chosen should reflect the content of the course and meet the needs of both learners and Registered Training Organisations delivering the course.

An individual's prior learning, achieved through formal and/or informal training, part-time work related activity or other experience, will be appropriately recognised. Learners who believe they can demonstrate particular competencies may be granted recognition upon substantiation of that claim. Competence would be recognised through a Recognition of Prior Learning (RPL) process in accordance with Australian Quality Training Framework (AQTF) requirements.

4.4 Customisation

Customisation must be in accordance with the *Guidelines for Customisation of Accredited Courses under the AQTF* within the *Australian Quality Training Framework Guidelines for Course Developers.*

The course has been developed for learners who are developing the skills, knowledge and attitudes that are needed to negotiate and enter the world of work as a 'work-ready' employee. It is expected that course delivery will be customised to ensure learners have the opportunity to complete their learning successfully.

Learners must be assessed at the standards expressed in the performance criteria of the Units of Competency.

Units of competency may be contextualised by:
- structuring learning processes and assessment tools so they are relevant to the particular needs of the client group – that is, the learning needs and goals of each learner
- contextualising the course at a local level to best respond to the needs of industry and the community within the area.

Customisation may involve:
- adding underpinning knowledge and performance criteria to identify unique aspects that apply to an industry sector, enterprise, community or particular client group (eg. products, terminology, work practices) where this does not contradict the course rules and customisation guidelines
- using enterprise, community specific equipment, facilities or learning resources
- using contexts that relate to the industry sector, enterprise or community group
- reasonable adjustment of the assessment strategy and tools to better suit the needs of particular clients or client groups (eg. clients with special needs) or to suit the needs of an industry sector, enterprise or community
- applying a range of delivery modes in the delivery approach (eg. by integrating the delivery and assessment of several units/elements of competency) to improve the flexibility of course delivery to better meet client needs. This must be consistent with the course rules and these customisation guidelines.

Where amendments or revisions fall outside of the customisation guidelines, application for approval will be made in writing to the Queensland Studies Authority.

5. Assessment

5.1 Assessment strategy

Assessment is the gathering of evidence of competent performance. Assessment should provide fair and equitable opportunities for all learners to demonstrate competency at the standard expressed in the Units of Competency.

Assessment procedures as indicated in each of the Units of Competency should be structured and applied to ensure the assessment is valid, reliable, flexible, fair and consistent. Assessment should not be narrowly based. For vocational competencies being assessed in an off-the-job delivery mode, assessment situations should be designed wherever practicable, to simulate the workplace situation.

A range of assessment approaches is recommended. These approaches include holistic, integrated and cross assessment of Units of Competency in the course. They may include elements from several units. They may also utilise a range and variety of assessment methods which may include but are not limited to:
- oral questioning
- written materials
- portfolio
- projects
- journal logs / diary
- reports (oral or written)
- practical assessment through demonstration, simulation or role play
- supervised situations that simulate the workplace environment
- direct observation
- relevant authenticated correspondence or reports from employers, supervisors or team leaders

On-the-job assessment, where appropriate, may be arranged between the learner, employer and the Registered Training Organisation delivering the course.

When conducting assessments, assessors must ensure that they are familiar with the full text of the units being assessed.

All assessments must be conducted in accordance with the AQTF *Standards for Registered Training Organisations* Standard 8 "RTO assessments" and Standard 9 "Learning and assessment strategies" and within the parameters of the following three competencies from the TAA04 Training and Assessment Training Package:

- TAAASS401A: Plan and organise assessment
- TAAASS402A: Assess competence
- TAAASS404A: Participate in assessment validation.

Assessment may be conducted by an individual, partnership or team of people who collectively meet these competencies or are able to demonstrate equivalent competencies from the BSZ98 Training Package for Assessment and Workplace Training. The assessor will negotiate assessment with the candidate and advise on appeal mechanisms and the like.

Inclusive assessment

Registered Training Organisations must comply with the AQTF *Standards for Registered Training Organisations* in responding to the requirements of diverse learners by creating and sustaining an inclusive learning environment. Factors such as age, gender, cultural difference, disability, language, literacy and numeracy are to be taken into account. For relevant Standards refer to *Working with Diversity: A Guide to Equity and the AQTF*.

Reasonable adjustment

Reasonable adjustment may be required for some learners with a disability. Assessors are obliged to make reasonable adjustments where necessary to provide learners with a disability opportunity to demonstrate competence on the same basis as learners who do not have a disability. Any adjustments should be made in consultation with the learner.

The integrity of the course and the assessment requirements should be maintained even though reasonable adjustment is made.

All learners do not need to complete the same assessment task. Adherence to a standardised task will not allow the creation of an inclusive assessment environment or the application of reasonable adjustment. A variety of ways should be used to determine whether the learner has achieved competence.

5.2   Assessor competencies

All Registered Training Organisations delivering this course must ensure the assessors meet the requirements either individually or within the composition of a team, the requirements of Standard 7 "The competence of RTO staff" within the AQTF *Standards for Registered Training Organisations* (p.9) as follows:

7.3   a   The RTO must ensure assessments are conducted by a person who has:

i   the following competencies[3] from the training and Assessment Training Package or is able to demonstrate equivalent competencies:

         a   TAAASS401A Plan and organise assessment

         b   TAAASS402A Assess competence

         c   TAAASS404A Participate in assessment validation

      ii   relevant vocational competencies, at least to the level being assessed

    b   However, if a person does not have the assessment competencies as defined in standard 7.3 **a** i and the vocational competencies as defined in standard 7.3 **a** ii, one person with all the assessment competencies listed in standard 7.3 **a** I and one or more persons who have the vocational competencies listed in standard 7.3 **a** ii may work together to conduct the assessments.

---

[3]   A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review Assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Relevant vocational competencies may be demonstrated through qualifications, work history, courses and private study undertaken, and/or by participation in relevant professional development opportunities.

5.3 Workplace assessment

Structured workplace learning will be done under the *Education (Work Experience) Act 1996*.

Learners will be provided with the opportunity to apply knowledge and skills in the work environment through structured workplace learning. Registered Training Organisations should visit workplaces during the structured workplace learning to provide support for on-the-job supervisors and for learners.

A log book will be available to assist both Registered Training Organisations and workplace personnel in supervision of the structured workplace learning component. Where a learner is in part-time employment, the employer may sign off the log book during performance of routine work tasks and schedules at work. The Registered Training Organisation, however, will have responsibility for validating the assessment.

5.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning policies and practices of Registered Training Organisations delivering this course must conform to the requirements of Standard 8.2 of the AQTF *Standards for Registered Training Organisation*.

6. Delivery

6.1 Delivery modes

Delivery may be full- or part-time, face-to-face or through flexible learning modes.

Flexible learning may be undertaken through any mode, or a combination of modes, of delivery, appropriate for the achievement of the competencies in the qualification, including:
- face-to-face learner interaction with teacher, trainer or workplace supervisor
- teacher and workplace supervisor example and demonstration
- one-on-one teacher or workplace supervisor guidance
- role play
- simulation
- guest lecturers
- group or project work
- distance education including on-line delivery for off-the-job course components.

Where delivery through a distance education mode is considered:
- access to appropriate materials – print, electronic, audio-visual – should be available
- practical activities should be linked to and reflect a local context.

It is necessary that learners possess language, literacy and numeracy competency levels commensurate with acquisition of individual competencies. Therefore, access to literacy and numeracy support, where required, should be addressed either by internal means (eg. teacher with relevant competencies to assist with literacy and numeracy) or referral to external agencies/persons with literacy and numeracy support expertise.

Reinforcement of correct workplace health and safety practices, and other legislative and regulatory compliances must be integrated with the delivery of units in the course.

6.2   Resources

6.2.1: Trainers

All Registered Training Organisations delivering this course must ensure that trainers meet the requirements of Standard 7 "The competence of RTO staff" within the AQTF *Standards for Registered Training Organisations* (p.9) as follows:

7.4   **a**   The RTO must ensure that training is delivered by a person who:
   i   holds the Certificate IV in Training and Assessment[4] from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or

   ii   is under the direct supervision[5] of a person who has the competencies specified in standards 7.4 I and

   iii   is able to demonstrate vocational competencies, at least to the level of those being delivered.

[4.] A person who holds the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98) will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to the Certificate IV in Assessment and Workplace Training in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

[5.] Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in standard 7.4 i and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery

Relevant vocational competencies may be demonstrated through qualifications, work history, courses and private study undertaken, and/or by participation in relevant professional development opportunities.

6.2.2: Physical resources

All Registered Training Organisations delivering the course must have access to the facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment requirements (including off-campus and on-line delivery), in accordance with the requirements of Standard 9.4 within the AQTF *Standards for Registered Training Organisations*.

Specific resources required for learners to develop the skills, knowledge and attitudes that are needed to enter the world of work and to ensure learners have the opportunity to complete their learning successfully include:

- information sources (eg. relevant people/organisations, print-based, electronic) relating to:
  - career planning and further education and training pathways
  - industrial and workplace relations
  - Occupational Health and Safety (OHS)
  - workplace standards of personal presentation, work performance and behaviour, interpersonal and communication skills, teamwork
  - employment opportunities in terms of:
    - labour market trends
    - job vacancies
  - enterprise education and enterprise projects
- relevant technology to:
  - access electronic reference sources (eg. Internet)
  - prepare specific products (eg. career plan, job application and resume, enterprise project documentation and presentation)
- current government legislation relating to:
  - Occupational Health and Safety (OHS) including workplace harassment
  - Workplace Relations
  - Workers' Compensation
  - Equal Employment Opportunity (EEO)
  - Anti-Discrimination
  - apprenticeships and traineeships
- examples of:
  - industrial instruments (eg. awards) and Training Contracts
  - pay slips
- a work situation appropriate to the learner's career aspirations as outlined in the learner's career plan
- personal protective equipment, if applicable
- material and financial resources for the undertaking of an enterprising project, if applicable
- real or simulated work environment

For structured workplace learning, a work situation appropriate to the learner's career aspirations as outlined in the career and learning development plan, is required.

7. Articulation and Credit Transfer

Not applicable in relation to Training Package qualifications

8. Ongoing Monitoring and Evaluation

Regular monitoring and evaluation of the course will be conducted mainly by those involved in its implementation. The Curriculum Development Advisory Committee (CDAC) will act as a reference body.

The proponents of the course will review the course in consultation with Registered Training Organisations delivering the course and industry representatives. Ongoing monitoring and evaluation will focus on:
- client satisfaction in that the course continues to meet the needs of learners, Registered Training Organisations, course coordinators, employers in equipping young people with generic employability skills required of entry-level employees
- currency of content
- learner destinations
- effectiveness of delivery

To ensure objective evaluation, representatives with relevant qualifications or experience in industry and who are not directly involved with the delivery of the course, might be utilised where possible.

An ongoing monitoring and evaluation report will be submitted to Queensland Studies Authority within 20 months of accreditation of this course as part of the need to demonstrate currency, relevance and continuous improvement.

Part C: UNITS OF COMPETENCY

1. The Units of Competency from Training Package/s

Not applicable

2. The Units of Competency Developed for the Course

Units of Competency developed for the course are:

- GENENP201B: Apply an enterprising approach in an approved project
- GENIEW201B: Interact effectively in the workplace
- GENIWR201B: Demonstrate knowledge of workplace relations
- GENJAS201B: Develop job acquisition strategies
- GENOHS201B: Work safely according to OHS principles and procedures
- GENPCD201B: Access employment and training options
- GENPAS201B: Project workplace behaviour and image
- GENSWL201B: Participate in structured workplace learning 2
- GENTEM201A: Work effectively in a team

CODE	GENPCD201B:
UNIT TITLE	**Access employment and training options**

DESCRIPTION

This unit covers the skills and knowledge required to access future employment and training options.

APPLICATION

Accessing employment and training options requires the ability to:
- develop knowledge of labour market trends
- use labour market trends to identify declining, growing and emerging industry and occupational areas to inform possible employment opportunities
- define personal occupational/employment preferences
- identify and use, if necessary, support services and appropriate resources to assist personal planning to progress employment aspirations
- identify skills and knowledge needed to secure employment in preferred industry/occupational area
- use a gap analysis process to establish own education and training needs to meet entry-level and/or specific employment requirements of preferred occupation
- identify providers which offer the required education and training
- develop knowledge of methods of accessing further education and training provision
- develop or update personal career plan to support occupational and employment aspirations.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENJAS201B: Develop job acquisition strategies*
- *GENPAS201B: Project workplace behaviour and image*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

- As this unit may assist learners to develop a career plan and/or identify the industry/occupational area in which to undertake structured workplace learning, this unit is to be the first unit of competency undertaken in *Certificate II in Workplace Practices*, with the exception of elements GENPCD201B/04.4: Review personal career plan following workplacement and GENPCD201B/04.5: Modify plan to match changing circumstances or events which will need to be undertaken following structured workplace learning.

  The undertaking of these two elements of competency following learner's workplacement allows for learners to review and make any necessary adjustments to their Senior Education and Training (SET) Plans or career plan.

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENPCD201B/01 Use labour market trends to inform future employment options

1.1 Use relevant *information sources* to develop knowledge of *labour market trends*.

1.2 Apply knowledge of declining, growing and emerging *industry and occupational areas* to identify career and employment opportunities and associated skill needs.

GENPCD201B/02 Determine preferred employment options

2.1 Conduct self-assessment to develop *employment preference profile*.

2.2 Use *career-related support services and information resources* to define preferred employment option(s) in industry/occupational area of interest.

GENPCD201B/03 Identify education and training requirements of preferred employment options

3.1 Identify *education and training requirements* of preferred employment options.

3.2 Conduct *gap analysis* to identify *personal education and training needs* to gain employment in industry/occupational area of interest.

3.3 Identify *appropriate education and training providers* and the *methods of accessing* providers.

GENPCD201B/04 Develop or update* personal career plan for preparing for future employment

4.1 Set realistic and achievable goals and the steps required to gain required education and training.

4.2 Set appropriate milestones and timeframes for achievement and progressive attainment of goals.

4.3 Identify *possible barriers* to achieving goals and explore *possible solutions*.

4.4 *Review* personal career plan following workplacement.

4.5 Modify plan to match *changing circumstances or events*.

---

* The development of a personal career and learning development plan was undertaken in *GENPCD101B: Develop career and learning development plan*.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Information sources relating to labour market trends may include but not be limited to:

- Government agencies
  Australian and State government departments/agencies responsible for:
  - employment and training
  - business and industry
  - industrial relations
    - Australian Government, eg.
      · Job Outlook [www.jobsearch.gov.au/joboutlook]
      · Department of Employment and Workplace Relations (DEWR) [www.dewr.gov.au]
      · Australian Workplace [www.workplace.gov.au]
      · Department of Education, Science and Training [www.dest.gov.au]
    - Queensland Government, eg.
      · Department of Education, Training and the Arts (DETA) [www.trainandemploy.qld.gov.au]
      · Department of Industrial Relations (DIR) [www.dir.qld.gov.au]
- Electronic career information sources
  - myfuture [www.myfuture.edu.au]
  - Career Information Service [www.cis.qsa.qld.edu.au]
  - Australian Apprenticeships [www.australianapprenticeships.gov.au]
- Unions
  - ACTU (Australian Council of Trade Unions) [www.actu.asn.au]
  - QCU (Queensland Council of Unions) [www.qcu.asn.au]
- Employer/industry associations
  - Australian Chamber of Commerce and Industry (ACCI) [www.acci.asn.au]
  - Commerce Queensland [www.commerceqld.com.au]
- Media
  - newspapers – business section, in particular
  - business periodicals, eg. Bulletin, Australian Business Review
  - television, eg. "Business Sunday"

Labour market trends must include:

- labour market trends provide information at regional, state, national (and international) levels about:
  - projected employment growth or decline by industry, specific occupational and skills areas and levels affected
  - employment prospects
  - skill shortages
  - characteristics of individual occupations including:
    - age profile
    - hours of work
    - earnings and prospects
    - distribution (eg. main employing industries and locations)

    ▫ changes in employment patterns as a result of economic, technological, demographic/social developments
- traditional pattern: initial education and training and one career and/or one job with one employer for working life
- current and predicted future trend: on-going education and training for multiple careers and/or multiple jobs with multiple employers for working life

    ▫ use labour market trends to evaluate employment opportunities in terms of:
- types of jobs
- levels of skills and qualifications required
- level of income
- location of industry, eg.
  · overseas/international/global
  · Australia-wide or state-specific
  · metropolitan/provincial/rural/remote
- mode of work, eg.
  · full-time or part-time permanent
  · casual
  · apprentice/trainee
  · shift
  · seasonal
  · fixed term/contract
  · self-employment

Industry areas and occupational areas refer to:

- industry areas – broad categorisations of 'fields of work' (eg. aerospace, automotive, biotechnology, building and construction, communication, community service, health, hospitality, mining, retail)
- occupational areas – categories or types of 'work' that occur in an industry area (eg. in the building and construction industry area, occupations include bricklayers and stonemasons, concreters and construction workers, carpenters and joiners, painters and decorators, plasterers and plumbers, tilers, slaters and floor finishers)

Employment preference profile may include but not be limited to:

- personal abilities/aptitudes
- personal interests
- personal values, ethics, beliefs
- lifestyle considerations
- preferred type of work activity or broad field of activity (industry/occupational area), eg.
  ▫ creative, working with children, mechanical, health care, etc.
  ▫ working with people, working independently, etc.
  ▫ mobile/traveling, no travel requirements, etc.
  ▫ service or production orientated, etc.
- work location/environment, eg. urban/rural, outdoor/indoor
- mode of work, eg. full time, part time, casual, shift work, contractual, self-employed, etc.
- financial expectations, eg. level of pay/salary
- opportunities for advancement

Career-related support services and information resources may include but not be limited to:

- school career counsellors
- TAFE, university, private providers' student services, eg.
  - career counsellors
  - disability services officer
  - job placement service
  - student unions
- personal/community contacts
- talking with/observing people employed in an area of interest
- employers
- Centrelink
- career reference centres
- relevant government departments, eg.
  - Queensland Department of Education, Training and the Arts (DETA)
  - Australian Government Department of Education, Science and Training (DEST)
- professional/business/technical associations
- unions
- participating in a 'work experience' program in an area of interest
- attending Open Days, Career Nights, etc.
- electronic career information sources, eg.
  - myfuture [www.myfuture.edu.au]
  - Career Information Service [www.cis.qsa.qld.edu.au]
  - Australian Apprenticeships [www.australianapprenticeships.gov.au]
- industry and occupational publications
- newspapers – career articles and employment section

Education and training requirements must include:

- entry-level knowledge, skills, qualification (and experience) required for gaining employment in a broad industry/occupational area

  and/or

- specific knowledge, skills, qualification (and experience) required for a specific job role

---

The process of undertaking a *gap analysis* to identify personal education and training needs must include:

- undertaking personal knowledge, skills, qualification (and work experience) audit
- comparing current levels of knowledge, skills, qualifications and experience against those required for preferred industry/occupational area and/or specific job role
- identifying specific knowledge, skills, qualifications and experience that will need to be attained to gain employment in preferred industry/occupational area and/or specific job role

---

Personal education and training needs must include but not be limited to:

- knowledge of Australian Qualifications Framework (AQF) by sector of accreditation
  - school sector
  - vocational education and training sector
  - higher education sector

School Sector	Vocational Education and Training Sector	Higher Education Sector
Senior Secondary Certificate of Education (eg. Queensland Certificate of Education)	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma

- establishing further education and training needs to meet requirements of preferred occupational area or specific job role, eg.
  - will need to attain a Certificate (I, II, III or IV) ⇨ VET ⇨ TAFE/private RTOs
  - will need an apprenticeship/traineeship to cater for structured training requirements ⇨ school-based apprenticeship or traineeship or if left school find appropriate employer or use a job placement agency to contact appropriate employer, eg. AAC (Australian Apprenticeship Centre), Group Training Scheme, Department of Education, Training and the Arts (DETA)
  - will need a Bachelor's Degree ⇨ university
  - will need to undertake short training course to acquire a specific skill ⇨ non-accredited short course ⇨ contact TAFE, private RTOs, universities
  - will need to acquire additional senior secondary subjects not undertaken as part of 'schooling' ⇨ Schools of Distance Education, Centres for Continuing Secondary Education, TAFE
  - will need to enter the 'industry' to begin training – that is, an accredited industry which offers own training/qualifications eg. armed forces or an enterprise industry worksite such as BHP Billiton, the Hilton hotel chain
- understanding modes of training/learning
  - full-time/part-time
  - on-campus/external (distance education/open learning)
  - day/evening
  - on-the-job/off-the-job

Appropriate education and training providers may include but not be limited to:

- additional or continuing secondary education
  - Schools of Distance Education (SDE), Education Queensland
  - Centres for Continuing Secondary Education (CCSE), Education Queensland
- vocational education and training
  - TAFE
  - Agricultural Colleges
  - private Registered Training Organisations (RTOs) or non-accredited trainers
  - skills centres (may be linked to a TAFE institute/college or group training company)
  - Adult Community Education (ACE)
  - accredited industry (eg. BHP Billiton, Hilton)
- higher education
  - universities
  - TAFE (Diploma & Advanced Diploma levels)
  - Agricultural Colleges
  - Open Universities Australia (OUA)

Methods of accessing appropriate education and training provider may include but not be limited to:

- for 'courses of study' at universities and TAFE
  - QTAC (Queensland Tertiary Admissions Centre)
  - direct entry
  - enrol on-line
- for an apprenticeship/traineeship
  - school-based apprenticeship/traineeship
  - approach appropriate employer directly
  - contact 'placement' agency, eg. AAC (Australian Apprenticeship Centre), Group Training Scheme, Queensland Department of Employment, Training and the Arts (DETA)
- for training offered by private Registered Training Organisations (RTOs)
  - direct entry
- for non-accredited short courses of study for personal development needs
  - scan advertisements in paper, contact TAFE, private providers, universities, etc.

Possible barriers to achieving goals may include but not be limited to:

- family advice, pressure or expectations
- peer group pressure
- costs of education and training program
  - tuition/course fees
  - RPL (Recognition of Prior Learning) costs, if applicable
  - voluntary student union fees
  - levies
  - materials/equipment
  - accommodation and travel costs, if need to leave home
- geographic location of educational institution (ie. having to leave >home= to pursue further education and training)
- conflict of education and training schedule with other work or social commitments (eg. may be required to attend lectures at same time as part-time work obligation)
- ability to travel to worksites
- degree of competition to enter a field or employment option

When exploring *possible solutions*, sources of financial assistance must be addressed, eg.

- HECS-HELP
- FEE-HELP
- Youth Allowance
- Austudy
- ABSTUDY
- Commonwealth Learning Scholarships
  - Commonwealth Education Costs Scholarships
  - Commonwealth Accommodation Scholarships
- university/organisation scholarship

A r*eview* of the personal career plan must be undertaken <u>following</u> workplacement and must include.

- using knowledge, skills, experience and insights gained from working in an industry/occupational area to review/re-evaluate and inform preferred employment options (refer to *Employment preference profile*, p.4), eg.
  - matched expectations and confirms interest in pursuing future employment in industry/occupational area
  - did not match expectations so need to re-consider choice of industry/occupational area
  - kindled interest in working in the industry/occupational area which was not previously considered
  - provided insights into other occupational areas that are of interest within the industry area
- re-evaluating education and training requirements in view of any changes to employment preferences/aspirations:
  - defining entry-level or specific knowledge, skills, qualification and experience requirements (refer to *Education and training requirements*, p.5)
  - reassessing personal education and training needs (refer to *Gap analysis*, p.5)
  - aligning identified education and training needs with the appropriate provider (refer to *Appropriate education and training providers*, p.6) and method of accessing (refer to *Methods of accessing*, p.7)
- rethinking possible barriers (refer to *Possible barriers*, p.7) and possible solutions (refer to *Possible solutions*, p.7), if required

---

Changing circumstances or events may include but not be limited to:

- skills, preferences and interests changing following workplacement
- workplace reality does not match original expectations
- not attaining the level of achievement required to undertake further education and training in a specific industry/occupational area
- changes in labour market trends/employment opportunities, education and training requirements
- change required in geographic location, health, financial or social circumstances
- interests changing as one matures

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- develop and apply knowledge of labour market trends to identify industry and occupational areas – and associated skill requirements – that are in decline, growing and emerging
- use findings to inform possible future occupational/employment opportunities and associated skill requirements
- determine personal industry/occupational interests
- establish education and training requirements needed to meet employment requirements in preferred industry/occupational area
- identify education and training pathway aligned with employment aspirations
- develop or update personal career plan to support employment aspirations.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- labour market trends
  - regional, state, national and international
  - declining, growing and emerging industry and occupational areas and related skills
  - changing labour market conditions and changing employment patterns due to economic, technological, demographic and social developments
- industry and occupational areas
- personal employment preference(s)
- range of career-related support services and information resources to assist in defining preferred industry/occupational preference(s)
- gap analysis process
- the purpose of personal profiling in assisting career exploration and identifying learning development needs
- education and training requirements of preferred industry/occupational preference(s)
- further or higher education and training providers and methods of access
- developing and maintaining an up-to-date personal career plan
- present-future relationships among school subject choices, further education and training, including work experience, leading to employment in preferred career/occupational field
- the on-going nature of career and learning development planning requiring the necessity to regularly reassess a career plan as one matures or events or circumstances change

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- locate and interpret information about:
  - labour market trends
  - industry and occupational areas
  - career planning
  - education and training provision
- use information and career planning personnel to identify:
  - industry and skill areas in decline, growing or emerging
  - future employment opportunities/options
  - entry-level and/or job-specific education and training requirements
  - education and training providers relevant to industry/occupational skill and/or qualification requirements
- define (in conjunction with appropriate personnel, if required):
  - personal employment preference(s) through self-assessment
  - preferred employment option(s) in industry/occupational area(s)
  - personal education and training needs to gain employment in area(s) of interest using a gap analysis process
  - appropriate education and training provider(s), associated costs and method(s) of access
- develop or update personal career plan outlining personal education and training needs to progress employment aspirations in terms of goals, steps, milestones and timeframes
- identify possible solutions to overcome potential difficulties/barriers to obtaining required education and training to attain employment aspirations
- modify career plan should circumstances or events change career/vocational/employment aspirations

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to access employment and training options.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- the writing process (plan, draft, review, edit)
- types of goals (short-, medium-, and long-term)

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to read, interpret and use information to develop or update a personal career plan
- numeracy skills, eg.
  - to plan timelines based on timeframes of education and training courses
- communication skills, eg.
  - to seek advice from appropriate persons
- evaluation skills, eg.
  - to assess/evaluate self and information relating to the labour market, employment opportunities, industry areas and occupations, education and training requirements
- problem-solving skills, eg.
  - to make decisions about employment options in industry/occupational areas, education and training requirements and directions to follow

- planning skills, eg.
    - to plan an education and training pathway that supports employment aspirations and is logical in sequence/timelines
- technology skills, eg.
    - to use IT to access information about employment and training options
    - to prepare career development plan

Employability Skills

Accessing employment and training options provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on- the job contexts, include:

Communication

- listening and understanding, eg.
    - using active listening and questioning techniques to clarify and confirm correct understanding of concepts and factual information needed to be considered when identifying possible employment opportunities using labour market trends, defining employment preferences and preferred employment options and attendant education and training needs and incorporating pertinent information in personal career plan
    - using congruent verbal and non-verbal cues to indicate active listening and understanding
    - listening to advice and feedback with an open mind

- speaking clearly and directly, eg.
    - organising and communicating ideas, information and opinions clearly and concisely, using appropriate language, volume, tone and pace, when consulting with relevant persons in the development of personal career plan

- writing to the needs of the audience, eg.
    - preparing or updating personal career plan in an appropriate format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information (eg. goals, education and training pathway, timeframes, etc.)
    - checking, editing and revising career plan for accuracy of information, grammar, spelling and punctuation, and making necessary changes

- reading independently, eg.
    - locating, understanding and using information about labour market, industry/occupational areas, career planning and further education and training options and applying to career planning process

- using numeracy effectively, eg.
    - using timeframes of courses of study and/or training when developing career plan
    - monitoring progress against timelines/milestones

- being assertive, eg.
    - asking directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct

- sharing information, eg.
  - reporting on and/or discussing with relevant persons issues associated with labour market trends, employment options, interests and preferences, education and training requirements and providers, career planning

Teamwork – not applicable

Problem solving

- developing practical solutions, eg.
  - identifying perceived difficulties or constraints to achieving goals and suggesting possible strategies to resolve issues/dilemmas

Initiative and enterprise

- developing a strategic, creative, long-term vision, eg.
  - identifying career/occupational/employment interests and preferences
  - defining education and training needs aligned with interests and preferences
  - developing career plan based on further/future education and training needs

- translating ideas into action, eg.
  - completing career plan outlining specific education and training to be undertaken to progress/attain preferred career/occupational/employment aspirations

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - identifying a logical sequence of learning (course work and work experience) and related timeframes to meet employment requirements for preferred occupation

- being resourceful, eg.
  - identifying and accessing relevant people (eg. people from industry/community, career advisory services, education and training institutions) to obtain information, discuss options, and provide advice

- taking initiative and making decisions, eg.
  - making decisions about career/occupational options and education and training needs

- establishing clear project goals and deliverables, eg.
  - defining career/occupational preferences and associated education and training needs in a career plan

- participating in continuous improvement and planning processes, eg.
  - using advice and feedback from relevant persons to improve knowledge and skills in career planning

- developing a vision and proactive plan to accompany it, eg.
  - identifying employment interests and preferences and the necessary education and training requirements to obtain employment in preferred career/occupational area(s) and developing a career plan to follow to realise employment aspirations

- predicting – weighing up risk, evaluating alternative and applying evaluation criteria, eg.
  - using labour market trends on declining, growing and emerging industry/occupational areas to predict and identify possible employment opportunities and inform future employment options
  - taking into account potential barriers and changing circumstances (eg. changes in labour market/employment opportunities/education and training requirements, personal preferences and interests changing after work experience) when developing career plan

- collecting, analysing and organising information, eg.
  - gathering information about labour markets, industry and occupational areas, career planning, education and training provision
  - comparing information against own employment preferences and aspirations, current skills and knowledge to determine employment opportunities/options
  - analysing information about preferred employment choice(s) to identify necessary education and training requirements and identify pertinent providers
  - organising information to provide the required content in the career plan

Self-management

- having a personal vision and goals, eg.
  - defining career goals and objectives to learn knowledge and skills to progress career aspirations and gain employment in preferred industry area/occupation

- evaluating and monitoring own performance, eg.
  - developing employment preference profile and using profile to determine possible employment options and further education and training needs in industry/occupational area(s) of interest
  - reviewing career plan following work experience

- having knowledge and confidence in own ideas and vision, eg.
  - developing knowledge of and confidence in:
    – defining career options that reflect personal career/occupational/employment interests, preferences and aspirations
    – identifying education and training needs to support these aspirations

- articulating own ideas and vision, eg.
  - expressing clearly and concisely personal career/occupational aspirations and the necessary education and training required to progress aspirations and gain employment in preferred field

- taking responsibility, eg.
  - acknowledging and accepting own responsibility in determining future employment possibilities and the required education and training to advance those interests
  - demonstrating responsibility by:
    – undertaking the necessary steps to effectively plan personal education and training pathway
    – asking for advice, help or assistance when required to ensure plan contains all information required
    – completing personal career plan

Learning

- managing own learning, eg.
  - defining understanding of activities to be carried out
  - identifying and collecting pertinent information/resources
  - organising information/resources to complete activities

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - seeking input into the development of the career plan from relevant persons (eg. teachers, career advisory personnel, industry personnel, community mentors)
  - using IT to obtain information

- having enthusiasm for ongoing learning, eg.
  - seeing the values and benefits (the 'why') of establishing a purpose/focus for further education and training through linking to preferred career/employment options and using this focus to maintain motivation to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on or off the job, eg.
  - recognising the importance of acquiring and using knowledge and skills to:
    - identify career/occupational and employment preferences
    - develop career plan to direct immediate/on-going education and training
  - recognising the need to engage in career planning/learning development throughout one's career

- being open to new ideas and techniques, eg.
  - being willing to listen to and consider ideas, information and advice provided by relevant persons (eg. industry/community and career advisory personnel) when determining employment preferences and required education and training
  - being receptive to learning about and applying appropriate methods for planning and developing career plan

- being prepared to invest time and effort in learning new skills, eg.
  - understanding the nexus between education/training (putting in the effort to learn new knowledge and skills) and gaining/maintaining employment in preferred industry/occupational area

- acknowledging the need to learn to in order to accommodate change, eg.
  - understanding that there is continual change in industry which requires the need to engage in on-going learning to acquire essential knowledge and skills to become 'employment ready' and then to remain employed (ie. learning new or upgrading knowledge and skills)
  - understanding that career interests may change requiring the need to acquire different or new knowledge and skills to gain employment in preferred industry/occupational area
  - recognising that career ambitions may change requiring the need to acquire different, new or advanced knowledge and skills to progress

Technology

- having a range of basic IT skills, eg.
  - using IT to:
    - locate and obtain information pertaining to career planning
    - prepare career plan

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- commitment, eg.
  - furthering education and training to progress towards preferred career goals/employment aspirations

- enthusiasm, eg.
  - being energetic, positive and self-motivated to learn about and gain practical experience in identifying/determining employment preferences, possible employment opportunities and options in industry/occupational area(s) of interest, required education and training and relevant providers, career plan

- reliability, eg.
  - building a reputation for being dependable by completing career plan as required

- positive self-esteem, eg.
  - possessing confidence in own abilities/capabilities to progress successfully towards preferred career/employment goals

- motivation, eg.
  - seeing values and benefits of education and training through establishing link between education/training and employability in industry/occupation of interest
  - achieving milestones

- adaptability, eg.
  - reviewing and modifying career plan should career aspirations change following work experience or changed circumstances

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated off-the-job.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- demonstration
- observation
- oral questioning
- written material (eg. career plan)

Products and processes that could be used as evidence

Products
- employment preference profile
- career plan

Processes
- how information about labour market trends was used to inform future employment options and identify associated skill needs
- how preferred employment options were determined through conducting a self-assessment and using career information support services and information
- how further and future education and training needs to support employment aspirations were identified using a gap analysis process
- how relevant education and training providers and methods of access were identified
- how career plan was developed (eg. setting goals, defining steps, identifying and addressing barriers, setting timeframes)
- how career plan was reviewed following work experience (eg. determining if employment interests/preferences had changed following work experience, modifying plan if interests have changed)

Resource implications

Access to appropriate resources needed to develop a personal career and learning development plan is required. Resources may include:
- printed and electronic information sources relating to labour market trends, industry and occupational areas, career planning and education and training provision
- relevant persons who can offer appropriate sources of advice
- relevant technology to:
  - access electronic information
  - prepare career plan

CODE	GENENP201B:
UNIT TITLE	**Apply an enterprising approach in an approved project**

DESCRIPTION   This unit covers the skills and knowledge needed to undertake an enterprise project, either as an individual or team activity, requiring initiative and enterprise to be exercised.

APPLICATION   Applying an enterprising approach in an approved project requires the ability to work individually or collaboratively with others to:
- identify an appropriate enterprise project
- prepare and submit the project proposal for approval
- plan and prepare for the commencement of the project
- implement and manage the production of the product, service or activity
- evaluate and report the project outcomes.

EMPLOYABILITY SKILLS   The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS   This unit is related to:
- *GENIEW201B: Interact effectively in the workplace*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPCD201B: Access employment and training options*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENENP201B/01 **Develop knowledge of 'an enterprising approach'**

1.1 Identify the *attributes of enterprising people*.

1.2 Identify *types of enterprise projects*.

GENENP201B/02 **Identify project**

2.1 Generate *idea/possibilities* for a project.

2.2 *Evaluate* ideas.

2.3 Decide on the nature of the project.

GENENP201B/03 **Acquire approval for project**

3.1 Develop a *project proposal*.

3.2 Obtain *formal approval* for the project.

GENENP201B/04 **Plan and prepare for the commencement of the project**

4.1 Develop an *action plan* for the project.

4.2 Acquire project *resources* and establish *required databases.*

4.3 Stage *practice run* of project, if required.

4.4 *Modify* project plan, if required.

GENENP201B/05 **Implement and manage the project**

5.1 Produce the product, service or activity.

5.2 *Monitor* the efficiency and effectiveness of producing the product, service or activity.

GENENP201B/06 **Evaluate the project**

6.1 *Evaluate* project outcomes.

6.2 Prepare final project *report*.

6.3 Present the report to an appropriate *audience*.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Attributes of enterprising people may include but not be limited to:

- generating, identifying and assessing opportunities
- identifying, assessing and managing risks
- collecting, organising and analysing information
- communicating ideas and information
- planning and organising
- seeking information and advice
- making decisions, solving problems and avoiding problems
- recruiting and managing resources
- working with others and in teams
- negotiating and influencing
- matching personal capabilities to an undertaking
- using initiative and drive
- being flexible and dealing with change
- being determined and resilient
- being responsible
- being positive and flexible
- monitoring, reviewing and assessing one's own and the team's performance

Types of enterprise projects may include but not be limited to:

The initiative can be:
- a team or individual project
- a product, a service or an activity
- an internal project, eg. producing a newsletter, organising an event
- an external project, eg. providing a product, service or activity for local industry or community organisation
- a simulation, eg. establish a company to provide a service or manufacture, market and sell a product
    - Australian Business Week - ABW Enterprise Education [www.abw.org.au]
    - Australian Network of Practice Firms [www.anpf.cit.act.edu.au]
    - Young Achievement Australia [www.yaa.org.au]

Ideas/possibilities may be based on:

- ideas resulting from/responding to a school or community need
- ideas generated by self and/or peers
- ideas drawn from:
    - government agency databases (local, state and federal)
    - business advisory services (eg. Commerce Queensland)
    - industry or community guest speaker(s)
    - simulated enterprise activity (eg. Australian Business Week)
    - professional/trade associations

Evaluation of ideas requires the appraisal of the feasibility of possibilities in terms of:

- skills required
- time required
- resources required (materials, equipment, financial)
- consumer or market demand

Elements of the *project proposal* may include but not be limited to:

- name of enterprise project
- name of individual operator or members of the project team
- what the individual or team wants to achieve
  - a mission statement
    - a brief description of product, service or activity
    - the need for the product, service or activity
    - the client group (eg. school, parents, community) or specific target group
    - the area of operation (eg. school, local area, outside district)
    - the intent to ensure success of project (eg. by meeting identified need, forming partnerships, working in particular ways)
  - project goals/objectives
- how the individual or team tends to achieve goals/objectives
  - operational strategies to achieve overall project goals/objectives by providing an overview of the process/steps that will be followed to produce the product or perform the service or activity including:
    - project duration (period of time: starting and finishing dates)
    - partnership links and/or support required from persons/organisations
    - resources required, eg. materials, equipment, time
  - a marketing strategy, eg.
    - focus/target: identify and describe customer/client group
    - price of product (including packaging/distribution costs), service or activity to be charged, if applicable
    - an advertising strategy, if required
  - a financial plan, eg.
    - budget required: cost of all equipment and materials required, total amount required
    - project proceeds, if applicable: outline what is to be done with any proceeds from the project, giving reasons
  - partnership links and/or support required from persons/organisations, if applicable
  - for a *team project*, an organisational structure indicating the combination of roles and functions required to operationalise the project
- how the individual or team will evaluate whether or not goals/objectives are achieved
  - outline of performance/success indicators in terms of anticipated project/educational outcomes from doing/participating in the project, eg.
    - project indicators (evaluating progress and final achievement/s against overall project goals/objectives)
    - educational indicators (evaluating learning outcomes in terms of enterprise skills, specific knowledge and/or skills that link to other subject areas or to other units in Certificate II in Work Education)
  - outline of strategy for reporting evidence or proof that anticipated outcomes have been achieved, eg. overall/final evaluation of the project, preparation of a final report and presentation of the report to a wider audience

Formal approval requires:

- submission of project plans for consideration and authorisation/approval from an appropriate person/organisation, eg.
  - principal or delegated authority
  - industry/community organisation

An *action plan* may include but not be limited to:

- For an *individually operated project*, the action plan outlines:
  - project goals/objectives
  - an overall mode of operation which specifies:
    - the logical/systematic sequencing of tasks required to complete the project
    - performance/success indicators for achieving the specified outcomes of the project including timelines/milestones
  - a strategy for managing financial resources (ie. administration and record keeping), if applicable
  - risk management strategies, if applicable
  - evaluation strategies:
    - formative: for monitoring project progress
    - summative: for final reporting of evidence/proof of achieving outcomes
- For a *team project*, the action plan outlines:
  - project goals/objectives
  - an overall mode of operation which specifies:
    - the logical/systematic sequencing of tasks required to complete the project
    - performance/success indicators for achieving the specified outcomes of the project including timelines/milestones
    - allocation of tasks/roles to team members
    - the organisational structure of the team clearly defining individual and team responsibilities as well as 'levels of authority' to enhance clear communication and an understanding of performance criteria
  - a strategy for managing financial resources (ie. administration and record keeping), if applicable
  - risk management strategies, if applicable
  - evaluation strategies:
    - formative: for monitoring project progress
    - summative: for final reporting of evidence/proof of achieving outcomes

Resources refer to:

- equipment and/or materials
- financial resources

Relevant datatbases refer to:

- financial management
- roster for team members, if appropriate

Practice run refers to:

- undertaking the development of prototype/dummy run/practices to determine whether or not the specified mode of operation is efficient and effective and to make any necessary adjustments, if the nature of the product, service or activity warrants this strategy
- undertaking a site visit, for projects conducted off-campus, to ensure that the specified mode of operation:
    - caters for the characteristics of the site
    - will complement any other associated operations
    - will be able to be run efficiently and effectively at the site
    - to make any necessary adjustments, if the nature of the product, service or activity warrants this strategy

Modify the project plan refers to:

- making any necessary/appropriate changes to the mode of operation (including financial management, if applicable), should difficulties/problems be identified, to ensure project goals/objectives/outcomes are achieved

Monitor the quality, efficiency and effectiveness of the product, service or activity refers to:

- for an *individually operated project*, monitoring activities against quality criteria relating to the efficiency and effectiveness of the operation using the formative evaluation strategies specified in the action plan
- for a *team project*:
    - individual team members monitoring the undertaking/completion of own task against quality and time criteria
    - the project team meeting regularly to monitor :
        - the efficiency and effectiveness of the overall operation using the formative evaluation strategies specified in the action plan
        - financial activities/records, if applicable

Evaluating the project outcomes must include:

- for an *individually operated project,* undertaking a review, reflection and debriefing to evaluate the project in terms of:
    - project and educational achievements
    - difficulties encountered and solutions generated
    - skills gained (technical, personal, interpersonal)
- for a *team project*, undertaking individual and team review, reflection and debriefing to evaluate the project in terms of:
    - project and educational achievements
    - difficulties encountered and solutions generated
    - skills gained (technical, personal, interpersonal)

Note:
If applicable, the evaluation process should include internal/external clients'/customers' evaluation of product, service or activity.

Focus for personal reflection (as an individual or team member) may include but not be limited to:

- what the student knew/needed to learn at the commencement of the project
- what the student learnt as a result of participating in the enterprise project

Focus for <u>debriefing</u> may include but not be limited to:

- for an *individual operator* debriefing*:*
  - □ the success of the product, service or activity
  - □ the process:
    - – any cooperation required (eg. Business, community member/s, etc.)
    - – roles and responsibilities
    - – ideas generation, decision making
    - – negotiation and bargaining
    - – planning and organisation
    - – predicting and performance assessment
  - □ identification of important lessons learnt from participating in the enterprise project
- for a *team* debriefing:
  - □ the success of the product, service or activity
  - □ the process:
    - – teamwork and cooperation
    - – roles and responsibilities
    - – social interaction, membership skills
    - – ideas generation, decision making
    - – negotiation and bargaining
    - – planning and organisation
    - – predicting and performance assessment
  - □ identification of important lessons learnt from participating in the enterprise project

---

The format of the final *report* and presentation may include but not be limited to:

- title of enterprise project
- name of individual operator or members of the project team
- a brief description of the project and tasks and associated roles if a team project
- performance/success indicators against which own/team achievements are evaluated, eg.
  - □ collaborating with others
  - □ making decisions
  - □ identifying problems and finding solutions
  - □ delivery of quality work to the right person at the right location within the allocated time
  - □ maintaining a clean and tidy workplace
  - □ maintaining the quality of the product
  - □ adhering to budget, if applicable
- enterprise project achievements
- difficulties/inhibitors encountered
- solutions generated to overcome difficulties
- skills gained
  - □ technical
  - □ personal
  - □ interpersonal

The report can be:
- PowerPoint presentation
- oral presentation (with charts, etc,)
- written presentation

The *audience* for the presentation may include but not be limited to:

- peers
- teachers
- parents
- industry/business/community representatives

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- develop a basic understanding of the concept of what it means to be enterprising
- demonstrate enterprising characteristics throughout the undertaking of all phases of an individual or team project.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- attributes of enterprising people
- types of enterprise projects
- appropriate evaluation criteria for feasibility of ideas
- elements of a project proposal and action plan
- established procedure for submission of proposal for approval
- project planning and management processes
- project review and evaluation procedures
- formative and summative evaluation strategies and processes

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- access relevant information sources on enterprise education and project examples
- use information to define and apply the characteristics of being enterprising in an approved proved
- for *individual* project:
  - undertake and meet requirements of all phases of the project activity from identification of a suitable initiative through to the evaluation and reporting on the project
- for a *team* project:
  - work co-operatively and productively with other team members to undertake and meet requirements of all phases of the project activity from identification of a suitable initiative through to the evaluation and reporting on project, including:
    - setting team/group goals to achieve project outcomes
    - allocating responsibilities/tasks among team members
    - negotiating timelines, roles and responsibilities, if required
    - working individually and as a team member to produce product, service or activity
    - recognising limitations and seeking assistance from other team members to complete tasks

  – offering assistance to other team members when required
  – attending team meetings
  – participating in the review and evaluation of the team's performance
  – participating in the preparation of the final report and presentation to a wider audience

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to apply an enterprising approach in an approved project.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- creative thinking techniques (eg. brainstorming, what-iffing)
- types of goals (short-, medium- and long-term)
- writing process (plan, draft, review, edit)
- principles of effective communication (verbal and non-verbal skills) including negotiation skills
- OHS principles and procedures
- quality standards
- basic financial management skills (preparation of a budget, account-keeping processes)
- principles of effective teamwork

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to read and understand information about enterprise education
  - to develop project proposal, action plan, final report and project presentation
  - financial literacy – to develop budgets, record transactions, maintain records (if applicable)
- numeracy skills, eg.
  - to estimate time and quantities of materials required
  - to cost resources and keep accurate records of financial transactions (if applicable)
- communication skills, eg.
  - to facilitate effective two-way communication with other members of the school- or wider-community, external organisations/businesses, industry/community mentors
  - to clarify and confirm team and own responsibilities/tasks
  - to ask for help, advice or guidance as needed
- technology skills, eg.
  - to use IT to access and obtain information about enterprise education
  - to use project resource materials and/or equipment in accordance with fundamental safety practices
  - to select and use appropriate multi-media communication tool(s) to prepare and present final report
- evaluation skills, eg.
  - to assess/evaluate the feasibility of possibilities/ideas generated for an enterprise project
  - to monitor the progress of project activities
  - to evaluate project outcomes
- problem-solving skills, eg.
  - to solve simple, routine problems that may occur in the planning and implementation phases of the product, service or activity
- team work skills, eg.
  - to work effectively with others to achieve a successful project outcome

Employability Skills

Applying an enterprising approach in a team project provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to:
    - facilitate effective two-way communication with industry/community mentors and teacher/tutors and other team members
    - clarify and confirm own responsibilities and tasks to be undertaken
  - using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions
  - listening to the ideas of industry/community mentors, teachers/tutors, team members and peers in networks with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace, in interactions with relevant persons and when presenting the final report

- writing to the needs of the audience, eg.
  - preparing project documentation (proposal, action plan, final report and presentation) in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information
  - checking, editing and revising documents for accuracy of information, grammar, spelling and punctuation, and making necessary changes

- negotiating responsively, eg.
  - negotiating timelines, roles and responsibilities with industry/community mentors, teachers/tutors and other team members

- reading independently, eg.
  - locating, understanding and using information about enterprise education and applying to the project process

- empathising, eg.
  - using non-discriminatory language in all interactions with team members and other persons (eg. industry/community mentors, customers or clients of the product, service or activity) demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)

- using numeracy effectively, eg.
  - estimating time and quantities of material resources required
  - costing resources
  - applying knowledge of basic financial management processes to prepare and manage project budget (develop budget, record transactions, maintain records)
  - monitoring timelines when undertaking tasks to ensure own task is completed on time to meet inter-related operating processes and timelines for the overall team activity to be completed within given timeframe

- understanding the needs of internal and external customers, eg.
  - basing the project on identified 'client/customer' (eg. school, community, or industry) needs for a product, service or activity
  - producing the product, service or activity to meet the needs of 'client/customer'
  - clarifying and confirming requirements of own activity/task with other team members and completing task to contribute to the team's success in producing the required product, service or activity to 'client/customer's' satisfaction

- being assertive, eg.
  - asking directly and openly in an appropriate manner for clarification if meaning of information, own role and responsibilities in contributing to project activities is not understood and ensuring that own understanding is correct to make an effective contribution to all phases of the project
  - using assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner)

- sharing information, eg.
  - reporting on and/or discussing ideas and information with others about the project overall and responsibilities and tasks to ensure successful outcomes for all phases of the team enterprise from conceptualisation to evaluation and presentation of final report
  - participating in meetings with community/industry mentors, teachers/tutors and the team to share information, knowledge and experiences as part of monitoring the progress of the project and to make any adjustments to operating procedures
  - participating in de-briefing sessions to share information, knowledge, experiences and insights gained

Teamwork

- working with people of different ages, gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with all people associated with the project in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for own work, working conscientiously and completing work on time and to quality standards
  - working cooperatively and productively with other team members throughout all phases and activities of the project
  - seeking help and advice when needed and offering assistance to support other team members when required

- knowing how to define role as part of the team, eg.
  - understanding the nature and purpose of the overall project and participating in the identification of roles and responsibilities (activities/tasks) of the team as a whole
  - understanding the interrelated and interdependent nature of:
    – the roles and responsibilities (activities/tasks) of the team as a whole required to successfully complete each stage of the project
    – own role and responsibility in contributing to the successful completion of each stage of the project
  - identifying, clarifying and confirming understanding of own role/responsibilities (details of activity/task including timelines, resources required, etc.) to ensure effective contribution is made to the team's successful completion of each stage of the project

- identifying the strengths of the team members, eg.
  - allocating roles and responsibilities (activities/tasks) based on knowledge of known individual team members' abilities to complete task requirements (personal profiling undertaken in GENPCD101B could assist in this task)

        □ gaining further insights into individual strengths through monitoring the progress of the project, review and debriefing processes

- coaching and mentoring skills including giving feedback, eg.
  - □ sharing knowledge and expertise to show/help other team members undertake specific task
  - □ providing feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- developing creative, innovative solutions, eg.
  - □ generating, identifying and assessing opportunities with others to provide a new product, service or activity
  - □ identifying ways to improve existing products, services or activities
  - □ considering ways of applying new ideas and technologies using idea generation techniques (eg. lateral thinking, brainstorming, 'what-iffing')

- developing practical solutions, eg.
  - □ identifying perceived difficulties or constraints to achieving team project goals and objectives and suggesting possible strategies to resolve issues/dilemmas

- showing independence and initiative in identifying problems and solving them, eg.
  - □ identifying any difficulties or constraints that hinder the completion of own or team activity/task
  - □ seeking advice from industry/community personnel, teacher/tutor, other team members
  - □ determining appropriate action to take to rectify the problem to continue with the activity/task

- solving problems in teams, eg.
  - □ working cooperatively with others to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution
  - □ using a consensus approach to decision making and supporting the team's decision

- using mathematics including budgeting and financial management to solve problems, eg.
  - □ estimating project costs (including quantities/cost of resources) as part of determining if the project is feasible
  - □ working within the approved budget by re-allocating funds should a 'short-fall' arise due to an emergent issue (eg. shortage of a particular resource)

Initiative and enterprise

- adapting to new situations, eg.
  - □ considering other ideas and being open to make changes to the original idea
  - □ modifying ideas to make improvements or develop idea(s) based on feedback received from industry/community mentors, other team members, teachers/tutors
  - □ being flexible by working on a variety of tasks or working individually, in pairs, or as a team

- being creative, eg.
  - □ using creative thinking techniques (eg. brainstorming, what-iffing) to identify possibilities/ideas for a new or refined product, service or activity

- identifying opportunities not obvious to others, eg.
  - □ generating new ideas or solutions or uses for old ideas (eg. product/service/activity) and improving (eg. by value adding)

- translating ideas into action, eg.
  - □ planning and organising steps to be undertaken to develop the idea
  - □ developing project proposal and action plan

- initiating innovative solutions, eg.
  - implementing the project and monitoring and reviewing own and team performance
  - making any adjustments required to own or team activities/tasks/timelines to achieve project goals if required

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - identifying and planning/organising a logical sequence of own and team activities/tasks and the resources and timelines required to meet identified project goals and achieve a successful outcome
  - organising own task in terms of overall requirements, steps to take, resources needed and timeline for completion
  - gathering required resources to undertake task
  - following instructions to perform task efficiently to avoid having to repeat the task
  - monitoring own performance to ensure task is completed on time and to specified requirements

- being resourceful, eg.
  - organising and using project material resources, including time, efficiently to minimise waste, avoid repetition and/or delay to produce cost-effective product, service or activity

- taking initiative and making decisions, eg.
  - responding to emergent problems or constraints, considering alternatives and making decision as to how to modify activity/task or method of operation to ensure activity/task proceeds

- establishing clear project goals and deliverables, eg.
  - defining project goals and outcomes in project proposal and action plan
  - clarifying and confirming with industry/community mentors and/or teachers/tutors that overall project goals and objectives as outlined in the project's proposal and action plan will deliver the required product, service or activity to meet 'client/customers' needs/satisfaction

- allocating people and other resources to tasks, eg.
  - identifying most suitable team members to undertake roles and responsibilities and allocating members to specific activity/task
  - allocating resources to specific activity/task/individual

- planning the use of resources including time management, eg.
  - identifying (with industry/community mentors, teachers/tutors, other team members) resource requirements (materials, equipment, tools, time) for specific project activities/tasks
  - identifying, clarifying and confirming (with industry/community mentors, teachers/tutors, other team members) methods for using (way to use and/or how to use) resources, including time, effectively and efficiently to eliminate waste, avoid repetition, delay or damaging resources in order to develop and/or deliver a cost-effective product or service

- participating in continuous improvement and planning processes, eg.
  - using advice and feedback (from industry/community mentor, teacher/tutor, other team members) to improve:
    - own and team performance
    - the standard/quality of the product, service or activity being produced
    - own knowledge and skills about being enterprising; planning, organising and undertaking tasks; working effectively as a member of a team

- developing a vision and proactive plan to accompany it, eg.
  - identifying a project and developing the proposal and action plan to undertake the individual or team enterprise

- collecting, analysing and organising information, eg.
  - locating and gathering information on enterprise education
  - using the information to expand or confirm ideas in identifying an appropriate idea for a project
  - collecting, analysing and organising evaluative data on project (including external stakeholders in industry/community/school) to prepare and present final report on individual or team enterprise

- understanding basic business systems and their relationships, eg.
  - developing an understanding of basic business functions particularly if the project is a simulated enterprise, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia

Self-management

- evaluating and monitoring own performance, eg.
  - reviewing and reflecting on own performance identifying strengths and areas for improvement
  - incorporating both positive and negative feedback from industry/community mentors, teachers/tutors and other team members to improve own performance

- having knowledge and confidence in own ideas and vision, eg.
  - developing confidence in own ability to be enterprising, plan and organise tasks, evaluate own performance, and organise and communicate ideas and information in an appropriate format to meet audience requirements

- articulating own ideas and vision, eg.
  - expressing clearly and concisely, in writing, the information required in project documentation (proposal, action plan, final report and project presentation)
  - expressing oneself clearly, concisely and confidently when:
    - discussing pertinent aspects of the project with industry/community mentors, teachers/tutors and other team members
    - presenting the report on the project to a wider audience

- taking responsibility, eg.
  - acknowledging and accepting responsibility for:
    - contributing to the overall success of the project
    - completing own activity/task to required standards and within given timeframe

Learning

- managing own learning, eg.
  - using project to develop knowledge and skills that are applicable/required in the workplace:
    - working cooperatively and productively with others
    - planning, organising and completing own or team activity/task to meet specified requirements
    - exercising personal initiative and applying enterprising attributes within defined project parameters
    - evaluating own performance (with industry/community mentors, teachers/tutors and other team members) to identify strengths and areas for improvement
    - using feedback and advice from others to improve own performance

- contributing to the learning community in the workplace, eg.
  - participating in and sharing information in team meetings and/or meetings with community/industry mentors, teachers/tutors
  - helping others to undertake tasks when required

- using a range of mediums to learn – mentoring, peer support and networking, IT, courses, eg.
  - learning from industry/community mentors, teachers/tutors and other team members basic knowledge and skills to identify, plan and organise, implement and report on an individual or team enterprise
  - using networking opportunities to learn from mentors and peers in simulated enterprises, such as Australian Business Week Enterprise Education, Australian Network of Practice Firms, Young Achievement Australia
  - using IT to:
    – obtain information about enterprise education to apply to a team enterprise
    – conduct team enterprise (eg. Australian Network of Practice Firms)
    – network with mentors and peers

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - learning essential knowledge and skills about how to develop positive working relationships with all people involved in a team by:
    – communicating in a professional and courteous manner in all interactions to facilitate positive working relationships with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
    – working cooperatively and productively with others

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits (the 'why') of developing knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace

- being willing to learn in any setting – on and off the job, eg.
  - recognising the importance of acquiring knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace
  - using individual or team enterprise to develop knowledge, skills, behaviours and attitudes that have transferability/applicability in a workplace environment

- being open to new ideas and techniques, eg.
  - being willing to listen to and consider ideas presented by industry/community mentor, teacher/tutor, peers in networks and other team members
  - being receptive to learning about and applying appropriate methods for planning, organising, implementing, evaluating and reporting on individual or team enterprise

- being prepared to invest time and effort in learning new skills, eg.
  - putting in the effort to learn knowledge and skills in enterprising behaviours (and attitudes), working with others, planning, organising, implementing, evaluating and reporting on an individual or team enterprise as part of preparing self for the workplace

- acknowledging the need to learn in order to accommodate change, eg.
  - understanding that there is the need to engage in on-going learning to acquire essential personal (eg. being enterprising, getting along with others) and workplace knowledge and skills (eg. planning, organising and completing tasks, working cooperatively and productively with others) to become 'employment ready' and to remain employed (ie. learning new or upgrading skills and knowledge)

Technology

- having a range of basic IT skills, eg.
  - using IT to:
    – locate and obtain information pertaining to enterprise education and enterprise projects
    – prepare project proposal, action plan, financial records, final report and presentation

- conduct individual or team enterprise (eg. Australian Network of Practice Firms)
  - network with mentors and peers

- applying IT as a management tool, eg.
  - using a project management software program to facilitate project planning, monitoring and reporting
  - establishing and maintaining financial records

- using IT to organise data, eg.
  - producing project proposal, action plan, financial records, final report and presentation

- having the OHS knowledge to apply technology, eg.
  - using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - demonstrating loyalty by 'staying with' the project until it is completed and showing trust in and respect for community/industry mentors, teachers/tutor and other team members

- commitment, eg.
  - fulfilling responsibilities to ensure the individual or team project achieves the identified outcomes:
    - persevering with individual and/or team activities/tasks until completed to achieve a successful outcome
    - contributing to all phases of a team project

- honesty and integrity, eg.
  - honoring one's responsibility to make a positive contribution to the enterprise by working to the best of one's ability in all phases of the project to achieve a successful outcome

- enthusiasm, eg.
  - being energetic, positive and self-motivated to learn about and gain practical experience in skills valued highly in the workplace: being enterprising, working effectively with others, planning and organising tasks, persevering until task is completed and/or project completed, etc.

- reliability, eg.
  - building a reputation for being dependable by:
    - being punctual in attending meetings, starting work on individual or team activities/tasks
    - completing individual tasks to the best of one's ability
    - working cooperatively with others to complete project activities/tasks to achieve a successful outcome

- personal presentation, eg.
  - presenting a confident personal image through high standards of personal hygiene, dress, grooming and deportment and using effective communication skills in face-to-face interactions/meetings with industry/community mentors and when presenting the project final report to a live audience
  - meeting OHS standards in terms of wearing personal protective clothing, maintaining hygiene standards if preparing food

- common sense, eg.
  - avoiding risk-taking behaviour which could jeopardise own safety and that of others
  - ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following through on the instructions

- asking for help and guidance when unsure of what method to use or unable to complete a task
- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth through:
    - being willing to express own ideas and opinions and share information with industry/community mentors, teachers/tutor and team members
    - taking pride in work being done
    - accepting and acting on feedback and advice from others in order to improve enterprising capabilities, working with others, planning and organisation skills, etc.
- a sense of humour, eg.
  - taking one's task seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity
- an ability to deal with pressure, eg.
  - staying calm in adverse situations
  - remaining positive, maintaining focus, energy and persistence to achieve required outcome
  - seeking help or giving assistance to complete urgent tasks
- motivation, eg.
  - being willing to learn new knowledge and skills required to participate in an enterprise project
  - utilising feedback and advice to improve own performance and/or team enterprise
- adaptability, eg.
  - displaying flexibility through willingness to:
    - work independently or as part of team
    - undertake new or different roles and responsibilities (activities/tasks)

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated off-the-job.

Evidence will need to be collected throughout all phases of the mini-enterprise project to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- project documentation (proposal, action plan, etc.)
- demonstration
- observation
- oral questioning
- oral presentation

Products and processes that could be used as evidence

Products
- project proposal
- project action plan
- project product, service or activity
- project final report
- project presentation

Processes

- how the nature of the project was determined
  - generation of ideas/possibilities
  - evaluation of ideas
  - agreement on idea for the project
- how the project proposal was developed collaboratively with community/industry mentors, teachers/tutor and/or team members
- how planning and preparation for the commencement of the project was undertaken with community/industry mentors, teachers/tutor and/or team members
- how the implementation and monitoring of the progress of the project was undertaken with community/industry mentors, teachers/tutor and/or team members
- how the project was evaluated through review, reflection and debriefing with community/industry mentors, teachers/tutor and/or team members to identify:
  - achievements
  - difficulties encountered and solutions generated
  - skills gained (technical, personal and interpersonal)
- how the project final report was developed collaboratively with community/industry mentors, teachers/tutor and/or team members
- how the final report was presented individually or collaboratively with other team members to the audience

Resource implications

Access to appropriate resources needed to apply an enterprising approach in an approved project is required. Resources may include:

- print and electronic information sources about enterprise education and enterprise projects
- appropriate persons (eg. community or industry mentor) to seek advice/feedback about the appropriateness/feasibility of the project and planning, managing, monitoring, evaluating and reporting on the project
- relevant technology to:
  - access and explore electronic information about enterprise education and enterprise projects
  - develop project proposal, action plan, financial records, formal report and final presentation
- resources (eg. materials, equipment, financial) required for the undertaking of the project

| CODE | GENIEW201B: |
| UNIT TITLE | **Interact effectively in the workplace** |

DESCRIPTION

This unit covers the skills and knowledge required to use appropriate communication and interpersonal skills for effective interaction with all people in the workplace – management, co-workers, customers or clients.

APPLICATION

Interacting effectively in the workplace requires the ability to:
- use appropriate standards of communication in the workplace when conversing face-to-face, via telephone or in writing
- maintain productive working relations with all people in the workplace by effectively handling difficult situations which may arise
- use basic communication skills effectively to facilitate positive interactions with management, co-workers and customers or clients

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

Relationship to *GENSWL201B: Participate in structured workplace learning 2*:
- It is recommended that the following elements of competency be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment:
  - GENIEW201B/01: Identify industry standards for workplace communication
  - GENIEW201B/02: Identify skills to cope with difficult situations in the workplace
- The following element of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2*:
  - GENIEW201B/03: Interact effectively in the workplace

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENIEW201B/01 **Identify industry standards for workplace communication**

1.1 Identify *modes of communication* in the workplace.

1.2 Identify *basic communication skills* to enhance communication with management, co-workers and customers/clients.

1.3 Identify *interpersonal communication standards* expected in the workplace.

GENIEW201B/02 **Identify skills to cope with difficult situations in the workplace**

2.1 Identify *types of difficult situations* that may occur in the workplace.

2.2 Identify *strategies* for appropriate handling of difficulties without effecting productivity of the workplace.

GENIEW201B/03 **Interact effectively in the workplace**

3.1 Apply effective communication skills in interactions with management, co-workers, customers or clients.

3.2 Maintain productive working relationships with management, co-workers, customers or clients.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Modes of communication must include:

- face-to-face
- telephone
- written (eg. time sheets, leave forms, OHS reporting forms, orders, faxes, emails, letters)

Communication skills must include:

1. speaking clearly and confidently in face-to-face and telephone communications
   - *think before speaking*
     - think through what needs to be said
     - organise thoughts 'on paper' before meeting (ie. jot down the key points to refer to)
   - use language listeners understand
     - *avoid the use of technical words or jargon ('technical-speak' or 'industry-speak') when speaking with others not in the same line of work*
     - *if technical words or jargon* are *essential, then make sure their meaning is explained*
   - *speak concisely*
     - *'get to the point' and don't ramble on*
     - *by getting to the point, listeners stayed 'tuned-in'*
   - *speak clearly*
     - speak at a comfortable volume (not too soft or too loud)
       – speaking too softly, or mumbling, can make listening too hard, so listeners 'tune out'
       – speaking too loudly can irritate listeners who may feel they are being bombarded with words and they 'tune out'
     - speak at a steady pace (not too fast or too slow)
       – speaking too quickly can make it hard for listeners to keep up with what is being said so they 'tune out'
   - use a tone of voice that matches or reinforces the meaning of words (eg. use an enthusiastic tone of voice if you're saying that you're enthusiastic)
     - match the tone of voice and words to make it easier for listeners to grasp the meaning of what is being said
       – a mis-match between tone of voice and words sends the listener a confusing or mixed-message (eg. using a flat tone of voice when saying you are enthusiastic)

2. listening attentively in face-to-face and telephone communications
   - give speaker 100% attention
     - stop whatever work is being done
     - do not interrupt
   - use verbal cues to indicate attention and understanding, eg.
     - *Yes, I understand.*
     - *I see.*
     - *That's a good point.*

- use active listening/questioning techniques, eg.
    - ask for clarification if meaning is not understood/clear, eg.
        - *I'm not quite sure what you mean by ... Would you explain that point to me, please.*
        - *I didn't understand what you said about ... Would you repeat that, please.*
    - check for understanding at end by paraphrasing or summarising key points, eg.
        - *Let me check if I've got that right. First, I have to ...*
        - *Let me check to see if I got the whole message. ...*
        - *If I understand you correctly, you want me to ...*
        - *So what you want me to do is ...*
- take notes, if appropriate, of key points
- keep an open mind (ie. do not allow personal opinions, beliefs and values to 'get in the way' of listening to *all* that the other person has to say)

3. using body language cues in face-to-face interactions
    - body language cues relate to:
        - eyes ⇨ eye contact
        - face ⇨ facial expressions
        - gestures ⇨ made using hands, head, shoulders
        - arms and legs ⇨ open or closed posture
        - body position ⇨ front-on, sideways
        - personal space between people ⇨ respecting personal space

      Note:
      Learners need to be aware of, and sensitive to, what is considered appropriate body language for people from different cultures.

    - general principles:
        - use body language that matches what is being said
            - *when listeners can match what they 'hear' (words and tone of voice) with what they 'see' (body language), they consider the message credible (ie. what you say, is what you* really *mean)*
            - *when body language and words do not match, it undermines the credibility of what is being said as listeners receive a mixed message, ie. you're saying one thing, but your body language is 'saying' something else*
        - use 'open' body language
            - *when body language is open (eg. looking at listener and arms are by the side), it signals to other people that you are open to communicating with them (ie. you're willing to discuss an issue or an idea, share information, tell them what you think, etc.)*
            - *when body language is closed (eg. not looking at person and arms are crossed), it creates barriers that prevent open and frank discussion*
    - effective or positive body language to facilitate two-way communication
        - position body to face other person
        - look at the other person
        - when speaking:
            - match facial expression to words and tone of voice
            - use hand, head and shoulder gestures that are 'open' and that match words and tone of voice
        - when listening use appropriate facial expression and gestures to show that attention is being paid and what is being said is understood
        - use open posture (eg. not crossing arms or legs to present a barrier)
        - respect the personal space of the other person so that they 'feel' comfortable when speaking with you

4. using assertiveness skills to communicate in a professional manner
   - know the difference among assertive, aggressive and passive behaviours and communication
     □ assertive behaviour and communication:
       – assertive people <u>do</u>
         · ask for what they want
         · directly and openly
         · in an appropriate manner
         · ask confidently without undue anxiety
       – assertive people <u>don't</u>
         · violate other people's rights
         · expect other people to magically know what they want
         · freeze up with anxiety
       – assertive people
         · know how to say 'no' to people who demand their time
         · know how to ask for help and guidance
         · have the confidence to ask questions when something is not understood
     □ aggressive behaviour and communication:
       – aggressive people <u>do</u>
         · try to get what they want
         · in any way that works
         · often give rise to bad feelings in others
         · threaten, cajole, manipulate, be sarcastic, fight
       – aggressive people <u>don't</u>
         · respect that other people have a right to get their needs met
         · look for situations in which both people/everyone might be able to get what they want (win-win)
     □ passive behaviour and communication:
       – passive people <u>do</u>
         · hope they will get what they want
         · sit on their feelings
         · rely on others to guess what they want
       – passive people <u>don't</u>
         · ask for what they want
         · express their feelings
         · usually get what they want
         · upset anyone
         · get noticed
   - skills to assert oneself when communicating in the workplace include:
     □ know what you want to say
     □ say it and be specific
     □ maintain eye contact
     □ used open body language
     □ do not laugh nervously
     □ do not whine or be sarcastic

5. writing in appropriate format and style for purpose, situation and audience
   - ensure handwritten communications are legible (eg. time sheets, orders, forms)
   - ensure all sections of 'standard' forms are completed and the required information given (eg. OHS incident reports, leave forms, timesheets)
   - use organisation's conventions for the setting out of 'formal' documents – letters, faxes, etc.

- ensure the writing process is followed if job role requires preparation of written correspondence:
  - prepare a draft copy for checking and approval by supervisor or relevant person
  - make any necessary corrections and re-check for any errors before getting final approval or signature
  - use language that is clear and concise
  - ensure spelling, grammar, punctuation are correct – check completed work (do not rely on a spell-checker for electronic communications, but use one)
  - keep a dictionary, spelling and grammar guide at hand

Interpersonal communication standards must include:

- all communication is non-discriminatory
- all communication is conducted in a courteous manner appropriate to position in the organisation, age and cultural differences
- standards of decorum, good manners and social behaviour are maintained
  - appropriate form of address (eg. Mr/Mrs/Ms/Miss) is used unless requested to use given name
  - polite conventions in conversations are observed (eg. no offensive language, jokes in poor taste)
- client confidentiality is maintained
- information about personnel or business matters is not disclosed, eg.
  - personal details of people who work for the organisation (eg. home phone number, address)
  - names and information about other clients
  - financial information
- appropriate communication channels are used (eg. report to supervisor and do not go to the employer, report to WHS representative)
- professional manner/attitude is projected when making or receiving telephone calls and relevant workplace policies and procedures are complied with:
  - for in-coming calls:
    – calls are answered promptly
    – give name or use organisation's greeting
    – identify and note:
      · caller's name, organisation, contact details, date and time of call
      · purpose of call
    – assist caller if able to address the caller's needs or take appropriate action, eg.
      · transfer call to the appropriate person/location
      · pass the message on to the relevant person as required (eg. forward message by email or leave written message in designated place such as on person's or secretary's desk, message spike, in-tray, pigeon hole)
  - when making calls state your name, organisation and reason for calling or person to whom you wish to speak

Types of difficult situations must include but not be limited to:

- receiving negative feedback from management about some aspect of personal work performance, eg.
  - not meeting 'performance' criteria
  - inappropriate attitude in interactions with management, co-workers and/or customers/clients

- ▫ lack of compliance with workplace schedules, eg. not punctual in starting work, finishing/leaving early, late returning from lunch break
- ▫ personal presentation/hygiene standards, eg. not complying with dress standards, inadequate attention to personal hygiene
- experiencing difficulty in getting own work done, eg.
  - ▫ interruptions making it difficult to maintain commitment to task, eg. talkative co-worker
  - ▫ lack of knowledge to complete a task
    - – unsure how to do a task
    - – come across a problem that is preventing you from completing the task
    - – have made a mistake
- experiencing difficulty in getting along with a co-worker
- handling customer/client complaint
- dealing with an irate or difficult customer/client

Strategies may include but not be limited to:

- receiving negative feedback from management about some aspect of work performance
  - ▫ in general, instead of thinking that you are receiving negative feedback, remind yourself that you are receiving constructive advice – advice that will help you to 'fine tune' your skills, behaviour or attitude that can only enhance your professional image
  - ▫ in particular:
    - – do not take the feedback 'personally': it is not your 'person' that is being criticised, it is your performance on-the-job
    - – keep an open mind: listen to what the person has to say and what it is about your performance that is being criticised, ie. what you could do 'better'
    - – act on the feedback: let the person know that you will follow through, or act, on the advice
- experiencing difficulty in getting work done
  - ▫ to deal with unnecessary interruptions tell the person that you have a task to complete and cannot talk at the moment but you can talk at lunch time or after work
  - ▫ to deal with an additional workload:
    - – if appropriate (ie. a co-worker is asking), explain to the person that you have other work that must be completed and that you are unable to do the work
    - – when necessary (ie. a supervisor is asking), explain that you have other work that must be completed by a given time so:
      - · you will do the task as soon as you are finished and that you are unable to do the work, or
      - · could the supervisor help you to prioritise the tasks
  - ▫ to be able to complete a task but are unsure what to do, experience a problem, or have made a mistake go immediately to supervisor or experienced co-worker and:
    - – ask for advice or assistance
    - – discuss how the problem can be resolved
    - – keep in mind that:
      - · you are not expected to know everything
      - · you are part of a team in the workplace and are expected to ask for advice or assistance when needed
      - · your employer, supervisor and co-workers would rather you ask for advice or assistance before a problem becomes a 'bigger' problem
      - · others will not think that you do not have the ability to do the job just because you ask for help but will respect you for wanting to do your job competently

- experiencing difficulty in getting along with a co-worker, eg.
  - focus on the 'problem' (eg. behaviour or attitude) and not the person
  - critically evaluate own behaviour and attitude to identify if you have contributed to the other person's behaviour and attitude towards you
  - if you recognise that your behaviour or attitude caused offence, apologise to the person
  - if you honestly believe that you are not the cause of the problem (ie. you have observed that other co-workers are experiencing the same level of difficulty in interactions with the person), discuss your concerns with a trusted senior co-worker who may be able to identify the reason for the other person's behaviour (eg. physical illness) and ask for advice in how best to continue to work productively with the person
  - if you consider that the other person's behaviour or attitude towards you is unreasonable or inappropriate (ie. you have observed that other co-workers are not experiencing the same level of difficulty), then speak with a senior staff member and ask for assistance in resolving the difficulty
  - if you consider that it is appropriate for you to address the difficulty (eg. the other person is the same age and works at the same level of responsibility),
    – address concerns early before they grow
    – be open and honest with oneself and others about concerns
    – listen to and objectively evaluate other's viewpoint
    – be prepared to accept and admit part of the blame
    – be prepared to change own viewpoint or practices
    – do not carry grudges
    – do not personalise the cause

- handling customer/client complaint
  - stay calm and polite and convey a positive helpful attitude
  - follow workplace policies and procedures for dealing with customer/client complaint, eg.
    – establish and confirm the nature of the complaint with the customer/client using active listening/questioning techniques
    – take appropriate action to resolve complaint to customer's/client's satisfaction, if within established level of responsibility
    – if unable to resolve complaint or it is not within level of responsibility, refer the complaint promptly to delegated person (eg. more senior staff member, supervisor, or manager)

- dealing with an irate or difficult customer/client
  - stay calm and polite
  - follow workplace procedures to seek immediate assistance from delegated person (eg. more senior staff member, supervisor, or manager) to deal with the customer or client

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- use standards of communication expected in the workplace when interacting with others face-to-face or via telephone and when completing workplace documents in writing
- maintain productive working relationships by effectively handling difficult situations, should they arise
- contribute to productive working relationships with all people in the workplace through using effective communication and interpersonal skills in all interactions with management, co-workers, customers or clients.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- modes of interactions that occur in the workplace
  - face-to-face
  - telephone
  - written
- basic communication skills to facilitate effective two-way communication
  - verbal communication skills: effective speaking skills and attentive listening skills
  - non-verbal communication skills: use of body language cues
  - written communication skills for both formal and informal communications
- interpersonal communication standards expected of employees in all interactions in the workplace
  - non-discriminatory communication
  - appropriate standards of decorum, good manners and social behaviour
  - appropriate level of formality for interactions with management, co-workers, customers or clients
  - client and 'business' confidentiality requirements
  - communication channels in a workplace
  - telephone communication standards in accordance with workplace policies and procedures
- the difference among assertive, aggressive and passive behaviours and communication
- assertiveness skills that enhance productive and harmonious working relationships
- types of difficult situations that may occur in the workplace with management, co-workers, customers or clients:
- possible resolution strategies to ensure that productive working relationships are maintained when:

- receiving negative feedback from management about personal work performance
- experiencing difficulty in getting own work done
- experiencing difficulty in getting along with a co-worker
- handling a complaint from a customer/client
- dealing with an irate or difficult customer/client
- workplace policies and procedures relating to:
  - communication protocols
  - telephone protocols
  - correspondence format
  - handling difficult or conflict situations

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- use verbal and non-verbal communication skills to interact effectively in the workplace in face-to-face situations and on the telephone
- meet written communication standards for both informal and formal documentation
- use appropriate interpersonal standards when communicating and interacting with management, co-workers, customers or clients
- use appropriate assertiveness skills when communicating and interacting with others in the workplace
- maintain productive working relationships with all people in the workplace through the use of appropriate strategies when confronted with difficult situations, should the need arise
- establish and maintain positive working relationships with all people in the workplace by:
  - communicating and interacting effectively
  - working co-operatively, productively and harmoniously

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to interact effectively in the workplace.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- principles of effective verbal and non-verbal communication
- basic conventions for written communication (eg. correct grammar, spelling and punctuation, legible handwriting, if applicable)
- social conventions used in interactions with others (eg. being polite, courteous, non-discriminatory)
- concepts of positive self-esteem and self-image
- ways in which self-esteem and self-image may influence the effectiveness of interpersonal skills
- principles of effective customer/client service

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to read and understand:
    - information about communicating with others, effective interpersonal skills, handling difficult situations in the workplace
    - relevant workplace policies and procedures
  - to meet written standards of communication required for completion of standard workplace documentation

- communication skills, eg.
  - to facilitate effective two-way communication in interactions with management, co-workers, customers or clients
- teamwork skills, eg.
  - to work cooperatively, productively and harmoniously with others from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical and intellectual impairments
- technology skills, eg.
  - to use IT to access and obtain information about workplace standards for communication, interpersonal skills and handling difficult situations
  - to prepare formal workplace documentation (eg. letters), if applicable to job role

Employability Skills

Interacting effectively in the workplace provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to facilitate effective two-way communication in order to achieve effective and purposeful exchange of information:
    - in all interactions
    - when dealing with difficult situations, in particular
  - using congruent verbal and non-verbal cues to indicate active listening and understanding:
    - in face-to-face interactions
    - when dealing with difficult situations, in particular
  - listening to the advice and feedback from supervisor and experienced co-workers with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, in all workplace interactions with management, co-workers, customers or clients

- writing to the needs of the audience, eg.
  - completing workplace documentation to meet required standards and functions (eg. letters, emails, telephone messages, timesheets, incident or accident reports)

- negotiating responsively, eg.
  - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and applying information in workplace policies and procedures to performance on-the-job to meet standards relating to:
    - communication protocols, including telephone, email and fax communications
    - formal and informal workplace documentation and written correspondence
    - conflict resolution and handling of complaints

- empathising, eg.
  - using communication strategies that reflect sensitivity to individual, social and cultural diversity
  - understanding difficult situations from other person's point of view to seek a win-win outcome

- understanding the needs of internal and external customers, eg.
  - understanding employer expectations of employees to use effective two-way communication skills and comply with workplace communication standards to:
    – develop effective working relationships with others
    – identify accurately and politely customer or client request, need or issue to provide the required service or appropriate response (eg. refer to designated person)

- being assertive, eg.
  - using assertiveness skills to clarify and confirm information being exchanged as part of communicating in a professional manner in interactions with management, co-workers, customers or clients

- sharing information, eg.
  - participating in meetings to discuss issues, share information and ideas, and report on individual or team tasks

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for the effectiveness of own communication/interaction with others
  - using two way communication skills and following workplace communication standards and protocols to develop and manage co-operative and productive working relationships with others

- coaching and mentoring skills including giving feedback, eg.
  - providing feedback in a constructive and considerate manner to others in a team environment when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
  - identifying any difficulties or constraints that hinder effective communication/interaction with others and taking appropriate action to rectify the problem (within scope of responsibilities and level of competency)
  - identifying nature of customer/client complaint and taking appropriate action to resolve the matter (within scope of responsibilities and level of competency) or referring the complaint promptly to designated person in accordance with workplace policies and procedures

- solving problems in teams, eg.
  - working cooperatively with others in a team environment to assess difficult situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
  - understanding and operating effectively within structure and culture of the workplace

    □ using feedback from supervisor and relevant co-workers to enhance communication/interaction with others

Planning and organising

- participating in continuous improvement and planning processes, eg.
    - □ participating in workplace induction program
    - □ accepting and using constructive criticism to meet workplace communication standards

- collecting, analysing and organising information, eg.
    - □ locating, interpreting and applying information in workplace documents to meet workplace standards for communicating and interacting effectively with others

- understanding basic business systems and their relationship, eg.
    - □ learning about the specific organisation, business or enterprise: its mission, goals and products/services
    - □ identifying and using communication structures (eg. chain of command) in the organisation

Self-management

- evaluating and monitoring own performance, eg.
    - □ reviewing and reflecting on own ability to communicate/interact effectively with others, identifying strengths and areas for improvement
    - □ incorporating both positive and negative feedback to improve effectiveness of communication/interaction with others

- having knowledge and confidence in own ideas and vision, eg.
    - □ developing confidence in own ability to meet workplace communication standards and to apply effective communication and interpersonal skills to the development and management of harmonious and productive working relationships with management, co-workers, customers/clients

- articulating own ideas and vision, eg.
    - □ expressing own ideas and opinions clearly, concisely and in an appropriate manner in interactions with others and when resolving difficult issues

- taking responsibility, eg.
    - □ acknowledging and accepting own responsibility for:
        - – complying with workplace communication standards
        - – developing and maintaining positive working relationships with management, co-workers, customers or clients by communicating and behaving in a non-discriminatory manner, using communication protocols, courtesies and skills

Learning

- managing own learning, eg.
    - □ combining off-the-job learning with on-the-job experience to develop essential communication and interpersonal skills that employers require in the workplace

- contributing to the learning community at the workplace, eg.
    - □ working with co-workers to apply new skills and knowledge on-the-job

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
    - □ using IT to obtain information about communication and interpersonal skills to inform preparation for the workplace
    - □ learning from teacher/tutor and peers engaged in part-time employment about communicating and interacting effectively with all people in the workplace

- observing and learning from supervisor and experienced co-workers on-the-job about interacting and communicating effectively with management, co-workers, customers and clients

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - applying appropriate standards of communication and interpersonal skills to the development of positive working relationships with management, co-workers, customers or clients
    - communicating in a professional and courteous manner in all interactions to facilitate positive working relationships with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
    - using two-way communication skills to ensure purposeful and accurate exchange of information
    - learning to handle difficult situations that may arise in the workplace in an appropriate manner

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness
  - using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on and off the job, eg.
  - recognising the importance of acquiring pre-requisite knowledge and skills to interact effectively in the workplace prior to workplacement
  - utilising on-the-job experience to:
    - define and comply with workplace policies and procedures relating to workplace communication standards and protocols
    - learn new or specific application of knowledge, skills, behaviours and attitudes to develop productive working relationships using effective communication and interpersonal skills

- being open to new ideas and techniques, eg.
  - being receptive to learning and applying workplace policies, procedures and practices relating to communication standards and protocols
  - being willing to learn and apply new or different ways to communicate and interact effectively to develop and maintain productive working relationships with management, co-workers, customers or clients

- being prepared to invest time and effort in learning new skills, eg.
  - observing and listening to supervisor and experienced co-workers to learn effective ways of interacting and communicating with others
  - learning from experience/mistakes, accepting and using feedback to improve effectiveness of interpersonal and communication skills

- acknowledging the need to learn in order to accommodate change, eg.
  - being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:
    - meet the specific communication requirements/standards of the workplace
    - improve ability to interact and communicate effectively with others to achieve workplace outcomes
  - recognising the need to engage in-ongoing learning to continue to develop knowledge and skills to gain employment and then to remain employed (ie. being prepared to learn new knowledge and skills throughout working life)

Technology

- having a range of basic IT skills, eg.
  - using IT to obtain information about communication and interpersonal skills and their application in a workplace environment
  - undertake tasks or elements of tasks (eg. preparing written documentation, sending emails, if applicable to job role and responsibilities)

- being willing to learn new IT skills, eg.
  - learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)

- having the OHS knowledge to apply technology, eg.
  - using equipment safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - safeguarding the reputation or good name of the organisation, business or enterprise by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)

- commitment, eg.
  - fulfilling responsibilities as an employee by interacting and communicating will all people according to communication protocols and in a courteous, helpful and non-discriminatory manner

- honesty and integrity, eg.
  - honoring one's responsibility to interact and communicate with all people in a courteous, helpful and non-discriminatory manner

- enthusiasm, eg.
  - being energetic, positive and self-motivated towards work and job role/tasks undertaken

- reliability, eg.
  - building a reputation for being dependable by consistently complying with workplace communication policies and procedures and communicating effectively and interacting positively with management, co-workers, customers or clients

- personal presentation, eg.
  - presenting a confident personal and professional image by using communication protocols, courtesies and verbal and non-verbal skills to facilitate effective two-way communication and support positive working relationships

- common sense, eg.
  - referring customer/client complaints to designated person if unable to resolve the matter promptly and politely
  - asking for help and guidance when unsure of appropriate communication protocol to use in a specific situation

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth through:
    - interacting, communicating and working with others in a courteous, helpful and non-discriminatory manner
    - accepting and acting on feedback and advice to improve efficiency and effectiveness of communication and interactions with others

- a sense of humour, eg.
  - taking the task of communicating and interacting effectively seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity

- ability to deal with pressure, eg.
  - staying calm in adverse or difficult situations
  - seeking help to resolve or handle difficult situations, when appropriate

- motivation, eg.
  - complying with workplace policies, procedures and practices relating to communication standards and protocols
  - being willing to learn new knowledge and skills to:
    – communicate and interact appropriately to meet required workplace standards
    – foster positive working relationships through effective interaction and communication
  - utilising feedback and advice to improve capacity to communicate and interact effectively in all workplace situations

- adaptability, eg.
  - being open to new ideas and responding constructively to change
  - learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

For the following elements, competence is to be demonstrated off-the-job:
- GENIEW201B/01: Identify industry standards for workplace communication
- GENIEW201B/02: Identify skills to cope with difficult situations in the workplace

For the element GENIEW201B/03: Interact effectively in the workplace competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment.

Assessing this element as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products
- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about strategies for interacting effectively in the workplace:
  - identified through classroom activities (off-the-job)
  - collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- how pertinent sources of information were used to identify key information to develop knowledge and understanding of skills to communicate and interact effectively in the workplace and cope with difficult situations in the workplace should they arise
- how knowledge and understanding of expected communication and interpersonal standards and strategies for the handling of difficult situations informed preparation for interacting effectively when in the workplace
- how knowledge and understanding of skills for interacting effectively in the workplace were applied in communicating with all people in the workplace and in dealing with difficult situations in the workplace, if they arose

Resource implications

Access to appropriate resources needed to interact effectively in the workplace is required. Resources may include:
- print and electronic information sources relating to communication and interpersonal skills and conflict resolution
- relevant technology to access electronic sources of information
- guest speaker(s)
- real or simulated work environment

CODE	GENIWR201B:
UNIT TITLE	Demonstrate knowledge of workplace relations

DESCRIPTION

This unit covers the skills and knowledge required to develop, maintain and model positive workplace relationships through defining basic industrial/workplace relations matters that meet statutory and legislative requirements.

APPLICATION

Demonstrate knowledge of workplace relations requires the ability to:
- define the basic rights and responsibilities of employers and employees in any workplace
- define key industrial arrangements that exist within workplaces:
  - employment remuneration and superannuation
  - industrial instruments
  - Training Contracts for apprentices and trainees
  - workplace insurance, including Workers' Compensation
- define the rights and obligations of employers and employees under these industrial arrangements
- define the purpose, membership and services of industrial organisations
  - unions of employees
  - unions of employers
- define obligations of employers and employees under Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to ensure a workplace that is free of unlawful discrimination, sexual harassment, vilification and workplace harassment
- demonstrate positive workplace relations in a work environment by complying with workplace procedures and procedures that relate to employee obligations
- prepare for future employment opportunities by identifying key information about employment terms and conditions that should be acquired by employees when staring a new job.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIEW201B: Interact effectively in the workplace*
- *GENJAS201B: Develop job acquisition strategies*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPCD201B: Access employment and training options*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE Relationship to *GENSWL201B: Participate in structured workplace learning 2:*

- It is recommended that the following elements of competency be undertaken prior to structured workplace learning in preparation for learners' participation in a workplace environment:
  - GENIWR201B/01: Develop knowledge of employer and employee rights and responsibilities
  - GENIWR201B/05: Develop knowledge of workplace insurance
  - GENIWR201B/07: Develop knowledge of discrimination in the workplace
  - GENIWR201B/08: Develop knowledge of workplace harassment

- The element of competency GENIWR201B/09: Demonstrate positive workplace relations must be assessed in a real or simulated work environment. This element, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2*.

- The element of competency GENIWR201B/10: Prepare for work should be undertaken following structured workplace learning.

  The undertaking of this element of competency following learner's workplacement allows for the learner to identify key information requirements that should be acquired by an employee before commencing work in paid employment.

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENIWR201B/01 Develop knowledge of employer and employee rights and responsibilities

1.1   Identify workplace *rights and responsibilities of employers and employees*.

GENIWR201B/02 Develop knowledge of employment remuneration and superannuation

2.1   Identify types of *paid work*.

2.2   Identify difference between *probation* and *unpaid trial work,* including *implications*.

2.3   Acquire knowledge of *paid and unpaid leave entitlements*.

2.4   Identify *basic pay arrangements* in the workplace.

2.5   Acquire basic knowledge of *superannuation*.

GENIWR201B/03 Develop an understanding of industrial instruments used in the workplace

3.1   Identify the *basic types of industrial instruments*, their *purpose* and *parties involved in their making*.

3.2   Identify the *predominant industrial instrument, including key employment terms and conditions,* used in industry/occupational area of interest.

3.3   Acquire knowledge of the *process of making an individual workplace agreement*, including the *role and obligations of the parties* involved.

GENIWR201B/04 Develop knowledge of training arrangements for apprentices and trainees

4.1   Identify the *main differences in purpose and nature* of apprenticeships and traineeships.

4.2   Identify the *purpose of a Training Contract* and *Training Plan*.

4.3   Identify the *obligations of parties* involved in an apprenticeship or traineeship.

4.4   Acquire knowledge of *rates of pay and additional entitlements* for apprentices and trainees.

4.5   Identify *appropriate action to take to resolve issues* which may arise during the course of training.

GENIWR201B/05 Develop knowledge of workplace insurance

5.1   Identify the purpose of *Workers' Compensation*, including *employer and employee obligations*.

5.2   Identify the purpose of *Public Liability insurance*.

GENIWR201B/06	Develop knowledge of industrial organisations

6.1 Identify the *purpose*, *membership and services of unions of employees* and *unions of employers*.

6.2 Identify the union(s) of employees relevant to the industry area in which part-time employment or work experience occurs.

GENIWR201B/07	Develop knowledge of discrimination in the workplace

7.1 Identify *principles of Equal Employment Opportunity.*

7.2 Identify *types of discrimination, sexual harassment and vilification* that are illegal in the workplace under Anti-Discrimination legislation.

7.3 Identify the *rights and responsibilities of employers and employees* under Equal Employment Opportunity and Anti-Discrimination legislation.

7.4 Identify *appropriate action to take* in response to discrimination that may occur in the workplace.

GENIWR201B/08	Develop knowledge of workplace harassment

8.1 Identify *types of situations that constitute workplace harassment* under workplace health and safety legislation.

8.2 Identify the *rights and responsibilities of employers and employees* relating to workplace harassment.

8.3 Identify *appropriate action to take* in response to workplace harassment.

GENIWR201B/09	Demonstrate positive workplace relations

9.1 Identify *workplace procedures and practices* to be complied with as an employee.

9.2 Comply with workplace procedures and practices for *meeting employee responsibilities* wherever necessary and within scope of responsibilities and level of competency.

GENIWR201B/10	Prepare for work

10.1 Identify *key information* about employment conditions that should be acquired prior to starting a new job.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Sources of information on industrial and workplace relations may include but not be limited to:

- Current relevant federal and state government legislation relating to:
  - industrial/workplace relations
  - apprenticeships and traineeships
  - workplace health and safety
  - anti-discrimination/equal employment opportunity
- Government agencies
  - Australian Government and state government departments relevant to industrial/workplace relations and employment and training
    - Australian Government
      - Department of Employment and Workplace Relations (DEWR) [www.dewr.gov.au]
      - Australian Workplace [www.workplace.gov.au]
      - WorkChoices [www.workchoices.gov.au]
      - Office of the Employment Advocate [www.oea.gov.au]
      - Australian Apprenticeships [www.australianapprenticeships.gov.au]
      - Australian Tax Office (ATO) [www.ato.gov.au]
    - Queensland Government:
      - Department of Employment and Industrial Relations (DEIR) [www.deir.qld.gov.au]
      - Department of Education, Training and the Arts (DETA) [www.deta.qld.gov.au]
      - Wageline [www.wageline.qld.gov.au]
      - WorkCover Queensland [www.workcover.qld.gov.au]
      - Workplace health and safety [www.deir.qld.gov.au/workplace]
  - Federal and state industrial relations commissions
    - Australian Industrial Relations Commission (AIRC) [www.airc.gov.au]
    - Queensland Industrial Relations Commission (QIRC) [www.qirc.qld.gov.au]
  - Federal and state anti-discrimination commissions
    - Human Rights and Equal Opportunity Commission (HEROC) [www.humanrights.gov.au]
    - Anti-Discrimination Commission Queensland ADCQ) [www.adcq.qld.gov.au]
- Unions
  - ACTU (Australian Council of Trade Unions) [www.actu.asn.au]
  - QCU (Queensland Council of Unions) [www.qcu.asn.au]
  - unions affiliated with industry areas
- Internet workplace relations sites for young people
  - Young Workers Advisory Service (YWAS) [www.wyas.org]
  - ACTU Worksite for Schools [www.worksite.actu.asn.au]
  - Youth and Family Services (Logan City) Inc. - wired up for work: young people at work [www.yfs.org.au/wiredup/young_people_at_work]
  - Lawstuff: know your rights [www.lawstuff.org.au]
- Employer/industry associations
  - Australian Chamber of Commerce and Industry (ACCI) [www.acci.asn.au]
  - Commerce Queensland [www.commerceqld.com.au]
  - industry specific employer associations

Basic rights and responsibilities of employers and employees that apply to <u>all</u> workplaces must include:

Employer rights and responsibilities

- Rights
  - Employers' rights are what they can legally and reasonably expect from their employees in terms of work performance, behaviour and attitude.
  - Employers have the right to expect employees to:
    - follow all <u>lawful</u> instruction
    - give a fair day's work for a fair day's pay by:
      - doing work well (ie. working to a high standard)
      - working conscientiously (ie. working hard and staying on task)
      - working the required number of hours (ie. arriving at work on time, not extending the time allocated for meal breaks, finishing work at the scheduled time)
    - meet attendance requirements by:
      - coming to work unless genuinely ill
      - promptly informing work if going to be absent
      - keeping an accurate record of time worked (eg. completing time sheets)
    - follow all workplace health and safety instructions to ensure own safety and that of others
    - treat all people in a non-discriminatory manner and not to engage in sexual harassment, vilification or bullying of others
    - behave in an ethical manner to protect the interests of the employer/business by:
      - being honest when handling the business's money
      - maintaining confidentiality pertaining to all business dealings
      - handing over inventions, designs or creations, if they have been created as part of the job
    - provide appropriate notice if resigning
- Responsibilities
  - Employers' responsibilities are their legal obligations to their employees.
  - Employers' responsibilities to employees include:
    - paying appropriate wage
    - providing a pay slip with each pay
    - paying superannuation benefits
    - ensuring that working hours are reasonable with meal breaks
    - providing leave entitlements
    - providing safe and healthy systems of work to prevent work-related accidents, injury or illness
    - insuring all employees against work-related accidents, injuries and illness (ie. Workers' Compensation)
    - enacting Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to prevent discrimination, sexual harassment, vilification and bullying in the workplace
    - providing legislated redundancy provisions and those set down in relevant industrial instruments
      Note:
      An employee's position can become redundant due to technological change, organisational change or the business changes hand and should not be confused with dismissal.
    - ensure dismissal procedures are fair and lawful
      Note:
      - Employees during their probationary period and short-term casual employees may be excluded from unfair dismissal.
      - Under the Australian Government's WorkChoices legislation, employees in workplaces with 100 or fewer staff are exempt from unfair dismissal.

Employee rights and responsibilities

- Rights
  - Employees' rights are their legal entitlements in the form of the <u>minimum</u> terms and conditions of employment.
  - Employees' rights and entitlements include:
    – being paid an appropriate rate of pay for hours worked in keeping with the classification of job role and category of employment set down in relevant industrial instrument
    – receiving a pay slip with each pay
    – receiving superannuation entitlments
    – having appropriate meal breaks during stipulated working hours
    – receiving leave entitlements, such as holiday and sick leave, according to category of employment and the type of work done
    – working in a safe and healthy environment
    – being insured against work related injury or illness
    – working in an environment that is free from discrimination, sexual harassment, vilification and bullying
    – receiving legislated redundancy provisions and those set down in relevant industrial instruments
    – being protected against unfair or unlawful dismissal, if applicable

- Responsibilities
  - Employees' responsibilities are their legal obligations to employers.
  - Employee responsibilities include:
    – following all <u>lawful</u> instructions
    – working competently by doing the job that they have been hired to do to the best of their ability
    – being punctual (observing starting and finishing times, and taking meal breaks in the allocated time)
    – meeting attendance requirements (coming to work unless genuinely ill, notifying employer promptly if going to be absent from work, and keeping accurate records of attendance, eg. filling in the required time sheet)
    – following all general safety and health instructions and rules in the workplace, and always taking care of own safety and that of others
    – complying with Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation to prevent discrimination, sexual harassment, vilification and bullying in the workplace
    – behaving in an ethical way in the workplace to safeguard employers' interests (ie. reputation, viability and profitability)
    – giving appropriate notice if resigning

Types of paid employment must include:

- full-time permanent employee
  - employed permanently to work a set number of hours per week (eg. 35-40 hours)
  - entitled to benefits such as paid annual leave, sick leave and public holidays

- part-time permanent employee
  - employed permanently to work less hours per week than a full-time employee
  - paid the same hourly rate as a full-time employee
  - entitled to same benefits as a full-time employee, but on a pro-rata basis according to the hours worked

- casual employee
  - employed on an 'as needs' hourly or daily basis
  - not entitled to same benefits as a permanent employee (eg. paid annual or sick leave)
  - paid a higher hourly rate (called loading) than a permanent employee to compensate for the lack of benefits

- junior employee
  - employed under the age of 21 or 20
  - paid at a lower rate than an adult (eg. 65% of an adult wage)

- apprentice
  - employment-based structured training program to learn trade skills through theory and skill development at college and practical application on-the-job
  - paid a percentage of the wage of a fully-qualified tradesperson according to the year or stage of training

- trainee
  - employment-based structured training and work
  - paid a percentage of the adult wage of a fully-trained person according to the level of training

- fixed-term employee
  - employed to do a specific job for an agreed length of time (eg. undertake a project or fill-in for an employee on long-service leave)

- pieceworker
  - employed to do a specific task that can be measured or counted
  - paid on the basis of results (eg. number of boxes of fruit packed, number of articles of clothing sewn)

- outworker
  - employed to do a specific task (generally one that can be measured or counted) but work in their own home
  - paid on the basis of results (eg. number of articles of clothing sewn)

- employees working on a commission basis
  - employed on a commission basis – paid a percentage for each sale made
  - employed on a 'commission only' basis – paid when a specific sales target is reached
  - employed on a 'commission and retainer' basis – paid a fixed amount with an additional commission paid when a specific sales target is achieved

- contractor
  - enters a contract for service, rather than of service, to an employer and is <u>not an employee</u>
  - usually operates as an independent business and may be paid on completion of a job, rather than an hourly rate
  - looks after their own superannuation, taxation, and Workers' Compensation insurance
  - not covered by award or agreement

The difference between *probation* and *unpaid trial work* must include:

- probation
  - probation is the initial period in a new job - generally for full-time or part-time employment - to:
    – give employers time to asses performance of employees and their suitability for the job
    – give employees time to consider if the job is suitable and meets their expectations
  - a probationary period lasts for a set period of time
    – generally three months but can vary depending on the type of work to be done

      □ employees must be informed before they start the job:
- if there is a probationary period
- the length of the probationary period
- the period of probation can only be extended if employees are advised before they start that the probationary period might be extended

      □ probationary employees are:
- employed under a relevant award or agreement which sets out employment terms and conditions including rate of pay, hours of work and leave entitlements
- covered by Workers' Compensation against work-related injury or illness

▪ unpaid trial work

Note:
Unpaid trial work should not be confused with voluntary work. Unpaid trial work applies to a business operating for profit.

      □ unpaid trial work is when an employer asks a job applicant to work for a period as a 'trial' and does not pay wages for the trial period

      □ unpaid trial work is <u>illegal</u>

      □ job seekers may be tempted to undertake unpaid trial work because:
- they assume they will be paid
- the employer has led them to believe they already have the job
- the employer says that a trial period is necessary to judge the performance and suitability of a job applicant
- they believe that an unpaid trial period is common practice and employers are legally entitled to get job applicants to work for a trial period without pay
- they are desperate to do anything that could lead to a job, even though the chance of being paid is minimal

      □ the practice of unpaid trial allows employers to save on labour costs (ie. they get people to work for them without paying wages)

▪ implications of unpaid trial work
      □ employers are engaging in unlawful conduct:
- by failing to provide minimum terms and conditions of employment (eg. rate of pay, hours of work, leave entitlements)
- misleading conduct
- failing to comply with requirements relating to Workers' Compensation, payroll tax, group tax, etc.

      □ the person undertaking the work:
- is not covered by a relevant award or agreement to ensure minimum employment terms and conditions are provided by the employer
- is not covered against work-related injury or illness under Workers' Compensation

Note:
If involved in a situation of unpaid trial work, contact:
– relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR or *Wageline)*
– young persons' industrial relations support service (in Queensland contact YWAS)
– relevant union or the State's peak union body (in Queensland, Queensland Council of Unions: QCU)

Paid and unpaid leave entitlements must include:

▪ types of leave
      □ annual leave:
- four weeks or 20 working days paid leave per year
- five weeks or 25 working days paid leave per year for shift workers.

      □ personal leave (comprising sick leave and carer's leave):
- sick leave is usually ten days paid leave per year

- – carer's leave allows an employee to use a number of sick leave days (usually up to five days) to care for an immediate family member (eg. a dependant child or parent)
        - – generally, personal leave not taken in one year carries over to the next year
    - ▫ parental leave (ie. maternity leave, paternity leave and adoption leave)
        - – unpaid leave entitlement for a maximum of 52 weeks to allow either a mother or father to care for a newborn baby or newly adopted child
    - ▫ compassionate leave (often called bereavement leave)
        - – generally two days paid leave when a close family member dies
    - ▫ long service leave
        - – generally 13 weeks paid leave after 10 years of service with the one employer
    - ▫ public holidays (eg. Christmas Day, Boxing Day, New Year's Day, Australia Day)
        - – paid leave if fall on a week day

- ▪ leave entitlements
    - ▫ leave entitlements depend on:
        - – category of employment
            - · permanent full-time employees receive full leave entitlements
            - · permanent part-time employees receive an appropriate portion of the entitlements based on how much they work (eg. if work half of the time of a weekly employee, then will receive half of leave entitlements)
            - · casual employees do not receive any of the leave entitlements but are paid 'loading' (a higher hourly rate of pay) to compensate them for the loss of these entitlements
        - – industry/occupational area
            - · employees working in the hospitality, retail or health industry (eg. nurses) may be rostered on public holidays and they may receive a penalty rate (eg. paid double time) for working on a public holiday depending on the industrial instrument they work under

Note:
If unsure about leave entitlements:
– refer to relevant industrial instrument (if under an award or certified agreement contact *Wageline*)
– contact relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR)
– young persons' industrial relations support service (in Queensland contact YWAS)
– relevant union or the State's peak union body (in Queensland, Queensland Council of Unions: QCU)

Basic pay arrangements must include:

- ▪ rate of pay
    - ▫ based on employee classification and category of employment
        - – employee classification is based on:
            - · type of work done (eg. nurse, waiter/waitress, chef)
            - · level of skill, duties and responsibilities required for the job
        - – employee category of employment is 'type of paid employment', eg.
            - · full-time or part-time permanent
            - · casual
            - · adult or junior who receives part of the relevant wage
            - · apprentice or trainee who receives a training wage

Note:
If unsure about rate of pay:
– refer to relevant industrial instrument (if under an award or certified agreement contact *Wageline*)
– contact relevant State authority (in Queensland, contact Department of Employment and Industrial Relations: DEIR)
– young persons' industrial relations support service (in Queensland contact YWAS)
– relevant union or the State's peak union body (in Queensland, Queensland Council of Unions: QCU)

- payment period
  - usually weekly, fortnightly or monthly
  - pay period usually stipulated in industrial instrument under which employee works
- method of payment
  - payment method usually stipulated in industrial instrument under which employee works
  - can be direct deposit in an employee's bank account through electronic funds transfer (EFT), by cheque or in cash

    Note:
    – Employees do not pay any bank fee deduction or payroll processing charge for EFT payments
    – Wages paid in cash must be paid in Australian dollars.

- pay slips
  - it is a legal requirement that employers give employees a pay slip with each pay
  - the information that <u>must</u> be included on a pay slip is:
    – the name of the employer and employee
    – the classification of the employee
    – the date of payment and the period covered by the payment (eg. week, fortnight or month)
    – the hours worked during the pay period comprising:
      (i) the ordinary hours (ie. normal hours of work) worked during the pay period:
        number of ordinary hours
        rate per hour
        total amount paid at this rate
      (ii) overtime (if allowable according to the industrial instrument relevant to the employee):
        · number of hours worked overtime
        · rate per hour
        · total amount paid at this rate
      (iii) penalty rates (if allowable according to the industrial instrument under which the employee works):
        · number of hours worked at penalty rates
        · rate per hour
        · total amount paid at this rate
    – any additional pay entitlements (if allowable according to the industrial instrument relevant to the employee), eg. meal allowance, remote area allowance
    – gross payment (ie. the amount earned before tax and any other deductions are taken out)
    – deductions
      · amount of tax
      · <u>personal</u> deduction(s) that the employee wants taken out of their pay showing the name of the fund or account into which the deduction was paid, eg. private health insurance, voluntary superannuation contribution, union dues (if allowable according to industrial instrument relevant to the employee)

        Note:
        An employer can only make <u>personal</u> deductions from an employee's wage if the employee has given <u>written authority</u>.
    – net pay (ie. the amount received by the employee after tax and any personal deductions are taken out)
    – superannuation payment made by the employer, if employee is eligible

Note:
Some employers list the hours of personal leave (comprising sick leave and carer's leave) and annual leave the employee has accrued on the pay slip for reference.

Samples of pay slips

The following samples of employee pay slips are for two employees who work in the fast food industry under the *Queensland Fast Food Industry Award – South-Eastern Division.*

The rates of pay and employee classifications as shown on the pay slips are set down in the award. The pertinent details of pay rates and employee classifications are documented on page 77 for reference.

FullTUM Pizzas — Pay Advice

Employee name:	Michael Rankin				
Employment type:	Casual - Junior (17 years) Level 2 ◄				Employee classification
Pay period:	**Start:** 10 Nov 2006 **Finish:** 24 Nov 2006 ◄				Two-week period of work employee is being paid for
Payment date:	24 November 2006 ◄				Date employee paid

Earnings	Hours worked	Hourly rate	Amount		
Ordinary	20	10.5165 (1.00)	210.33	◄	Ordinary hours worked in a fortnight
Allowances					
			GROSS PAY	**$210.33**	◄ Total amount earned

Deductions				
Tax:	$0.00			
		Deduction total	$ 0.00	
		NET PAY	**$210.33**	◄ Total amount of 'take home' pay

No tax is paid as amount is below the tax threshold

| Employer superannuation contribution: | *Sunsuper Custom Super Plan* | $ 0.00 | ◄ Employee is not eligible |

FullTUM Pizzas — Pay Advice

Employee name:	Ashleigh Doresz				
Employment type:	Full-time Level 3 ◄				Employee classification
Pay period:	**Start:** 10 Nov 2006 **Finish:** 24 Nov 2006 ◄				Two-week period of work employee is being paid for
Payment date:	24 November 2006 ◄				Date employee paid

Earnings	Hours worked	Hourly rate	Amount		
Ordinary	76	13.673 (1.00)	1 039.20	◄	Ordinary hours worked
W'end Penalty	15	17.091 (1.25)	256.36	◄	Hours worked on weekends paid at time and a quater (1.25)
Overtime	5	20.510 (1.50)	102.55	◄	Hours worked overtime paid at time and a half (1.5)
Allowances					
			GROSS PAY	**$1 398.11**	◄ Total amount earned

Deductions				
Tax:	$268.00			
Medibank:	$ 35.00			
Union Fees:	$ 11.00	Deduction total	$ 314.00	◄ Total amount of deductions
		NET PAY	**$1 084.11**	◄ Total amount of 'take home' pay

Tax paid on gross pay ➤

Payroll deductions requested by employee ➤

| Employer superannuation contribution: | *Sunsuper Custom Super Plan* | $ 116.60 | ◄ Calculated at 9% of gross earnings (excluding overtime) |

Extracts from the **Award Summary Sheet** for the Queensland *Fast Food Industry Award – South-Eastern Division 2003*. (Reference: *Wageline*, Department of Industrial Relations)

Rates of Pay:

Adult employees (20+ years of age)			
Classification	Weekly	Part-time	Casual
Level 1	$484.40	12.7474	15.6793
Level 2	$499.80	13.1526	16.1777
Level 3	$519.60	13.6737	16.8186

Junior employee (under 17 years of age to 19 years of age)					
Juniors	% of adult rate	Level	Weekly	Part-time	Casual
Under 17 yrs	55%	1	$266.40	7.0105	8.6229
		2	$274.90	7.2342	8.8981
		3	$285.80	7.5211	9.2509
17 years	65%	1	$314.90	8.2868	10.1928
		2	$324.90	8.5500	10.5165
		3	$337.70	8.8868	10.9308
18 years	75%	1	$363.30	9.5605	11.7594
		2	$374.90	9.8658	12.1349
		3	$389.70	10.2553	12.6140
19 years	85%	1	$411.70	10.8342	13.3261
		2	$424.80	11.1789	13.7501
		3	$441.70	11.6237	14.2971

The award specifies that:

- **Ordinary hours**: Ordinary hours of work shall be an average of 38 hours per week … No employee under the age of 18 years shall work, or be permitted to work, later than 8.00 pm without the consent of his/her parents or legal guardians.

- **Penalty rates**: Weekend penalty
  - All ordinary hours worked by a full-time employee (not part-time or casual) on a Saturday or Sunday shall be paid at the rate of time and a quarter (1.25).

    Late work penalty Monday to Friday
  - All ordinary hours worked by a full-time and part-time employee (not casual) between 11.00 pm and 12.30 am shall be paid an additional $1.239 per hour.
  - All ordinary hours worked by an employee between 12.30 am and 5.00 am shall be paid an additional $1.9185 per hour

- **Overtime**: Time worked outside or in excess of ordinary hours or outside the usual commencing and ceasing times shall be paid at the rate of time and a half (i.50) for the first 3 hours and double time thereafter in any one day.

- **Casual loading**: Casual loadings are payable as such:
  - 23% for all ordinary hours worked (i.00)
  - 73% where the rate of pay is prescribed as time and a half (i.50)
  - 123% where the rate is prescribed as double time (2.00)

Employee Classifications and Definitions:

The award classifies employee levels as follows:
- **Fast Food Worker Level 1** means an employee undergoing training in a fast food establishment who is in the first 15 weeks of service and who performs basic tasks under supervision. For the purpose of this definition, 'service' shall mean any work performed for an employer involving the preparation and/or sale of prepared food.
- **Fast food Worker Level 2** means an employee with at least 15 weeks service who can competently perform designated operations functions.
- **Fast Food Worker Level 3** means a senior employee who is proficient in all operational functions and who is appointed by the employer to assist and supervise employees at Levels 1 and 2.

Superannuation must include:

- purpose
  - superannuation is money put aside into a superannuation fund for employees to provide an income when they retire
  - superannuation may also include Death and Disability insurance for employees to provide financial support in cases of serious illness, injury or death

- legislated requirement
  - the Commonwealth *Superannuation Guarantee (Administration)Act 1992* makes it compulsory for employers to pay superannuation on behalf of their eligible employees into a complying superannuation fund
  - if employees are paid under an award, some awards specify that the employer must contribute to their superannuation even if they earn less than $450.00 per month

- eligibility
  - the majority of employees are entitled to have contributions paid into a superannuation fund as a condition of their employment
  - employees not eligible to receive employer superannuation payments include those who:
    – are under 18 years of age working 30 hours or less a week
    – earn less than $450 per month (unless stated otherwise in applicable award)
    – do work of a domestic or private nature for 30 hours or less a week (eg. nanny, housekeeper)
    – are over 70 years of age

- employer contribution
  - employers are required to pay 9% of an employee's 'before-tax wage' into superannuation
  - the amount is additional to an employee's weekly earning and must not be deducted from an employee's wage

- voluntary contributions
  - employees can choose to make additional voluntary contributions (out of their 'after-tax wage') to their superannuation account to increase the benefit they will receive

- co-contribution scheme
  - co-contribution is a payment made by the Commonwealth Government to the superannuation accounts of low- and middle-income earners, provided they make additional contributions to their superannuation (ie. voluntary contributions)
  - for every $1.00 contributed the Government will contribute up to $1.50 depending on employees' income level
  - the maximum co-contribution that can be gained is shown below

Annual income level (assessable income + reportable fringe benefits)	Personal contribution needed to achieve maximum co-contribution	Maximum Government co-contribution
$28 000	$1 000	$1 500
$30 000	$934	$1 400
$40 000	$600	$900
$45 000	$434	$650
$55 000	$100	$150

- superannuation funds
  - some employees can choose their own superannuation fund
  - others are required to join the fund their employer contributes to because of an industrial award or there is a private fund already set up which complies with government legislation
  - types of superannuation funds include industry funds, corporate funds, public sector funds, master trusts for individuals, self-managed funds

The *basic types of industrial instruments,* their *purpose* and *parties involved in their making* must include:

- Award:
  - <u>purpose</u>: an award is a legal document which sets out wages and employment conditions of employment for all employees in a specific industry or occupation (multiple worksites):
    – examples of industries: retail, hospitality, childcare, construction
    – examples of occupations: clerks, nurses, teachers, hairdressers
    – common award employment terms and conditions include:
    · wages/rate of pay (based on employee classification and category of employment)
    · hours of work (ie. ordinary hours)
    · spread of hours (ie. when hours can be worked)
    · meal breaks and rest pauses
    · additional pay entitlements (eg. overtime, penalty rates, allowances)
    · leave entitlements (eg. annual, sick, family, bereavement)
  - <u>parties involved</u> in the making of an award:
    – generally, an award is made as a result of negotiations between:
    · relevant union(s) of employers, acting on behalf of employers
    · relevant union(s) of employees, acting on behalf of employees
    – Queensland State awards must be approved and certified by the Queensland Industrial Relations Commission (QIRC)

- Certified Agreement or Collective Workplace Agreement:
  - <u>purpose</u>: a certified agreement is a written collective employment agreement which sets out (i) all or (ii) some employment terms and conditions for:
    – a particular group or category of employees in several workplaces
    – only a particular group or category of employees in a workplace
    – all employees in one workplace
    (i)   if the agreement sets out all employment terms and conditions, the agreement replaces the existing award relevant to the employees
    (ii) if the agreement sets out only some employment terms and conditions (eg. changes pay rates or hours of work), it is used in conjunction with the 'parent' award so that all employment terms and conditions are covered
  - <u>parties involved</u> in the making of a certified agreement:
    – the certified agreement can be negotiated by:
    · employer, generally represented by union of employers
    · a group of employees, generally represented by their union(s) of employees
    – a State agreement must be approved and certified by the QIRC
    – a Federal agreement must be lodged with the Office of the Employment Advocate (OEA)

- Individual workplace agreement
  Australian Workplace Agreement (AWA) and Queensland Workplace Agreement (QWA)

  Note:
  – an Australian Workplace Agreement can be made by a person under 18 years of age but requires parental or guardian approval
  – a Queensland Workplace Agreement <u>cannot</u> be made with a person under 18 years of age

  - <u>purpose</u>: an individual workplace agreement is a written individual employment agreement which sets out the wages, employment conditions and working arrangements for an individual employee
    – by law, an AWA must contain, at least, the following five minimum employment conditions:
    · a basic hourly rate of pay which depends on employee classification (eg. permanent full-time or casual)

- a maximum of 38 ordinary hours of work per week (which can be averaged over a 12 month period) plus reasonable additional hours
- four weeks paid annual leave per year (five weeks for continuous shift employees) of which up to two weeks can be cashed out
- ten days paid personal leave (including sick and carer's leave) per year plus an additional two days of unpaid carer's leave per occasion and an additional two days of paid compassionate leave per occasion
- 52 weeks unpaid parental leave (maternity, paternity, adoption)
  - <u>parties involved</u> in the making of a workplace agreement:
    – a workplace agreement is negotiated directly between:
    - an employer, or an appointed bargaining agent (eg. relevant union of employers representative)
    - individual employee, or an appointed bargaining agent (eg. relevant union of employees representative, solicitor, relative)
    – a QWA must be approved and registered by the QIRC for it to become legally binding and enforceable for both employer and employee
    – an AWA must be lodged with the Office of the Employment Advocate (OEA)

The *predominant industrial instrument*, including *key employment terms and conditions* must include:

- identifying predominant industrial instrument (eg. award, certified agreement, individual workplace agreement - AWA):
  - ask family, relatives, friends employed in industry/occupational area
  - ask employer in industry/occupational area
  - ask relevant union aligned with industry/occupational area or peak State union (in Queensland, Queensland Council of Unions: QCU)
  - access *Wageline* [www.wageline.qld.gov.au]
- identifying key employment terms and conditions:
  - employee classifications
  - category of employment
  - rates of pay
  - additional pay entitlements
  - hours of work/working hours arrangements
  - leave entitlements

Note:
It may not be possible to access relevant industrial instruments to identify key employment terms and conditions. If this is the case, it is suggested that learners access an appropriate State award or agreement and identify the key employment terms and conditions set out in the document.

The *process of making an individual workplace agreement – Australian Workplace Agreement – must include:*

Step 1: Negotiate the AWA
- an AWA is negotiated directly between:
  - an employer; and
  - an individual employee

Note:
1. An AWA can be made by a person under 18 years of age but requires parental or guardian approval.
2. An AWA can be made with a current employee (ie. already working in the business) or with a new employee (ie. not yet started working in the business).
3. An employer cannot force an employee to make an AWA, but an employer can make an AWA a condition of employment for a new employee.

- both parties can request a bargaining agent to help or represent them (ie. undertake the negotiations on their behalf)
  - a bargaining agent cannot be the same person for both the employer and employee
  - an employee's bargaining agent can be a union representative, solicitor, relative, friend or any other person whose advice can be trusted
- both parties must appoint their bargaining agent in writing and give a copy of the written appointment to the other party
- the employer must:
  - give the employee, or provide access to, the following documents at least seven (7) days before the AWA is to be signed:
    – *Information Statement for Employees (Australian Workplace Agreement)*
    – the proposed AWA
    – any other workplace agreement or award if the AWA incorporates terms from these documents
  - if any changes to the proposed AWA are made after it has been given to the employee, and before the employee has signed it, the employer must give the employee a copy of the changed AWA for an extra seven days before it is signed.

Note:
An employee can waive the seven day period required between being given the proposed agreement and before signing it, but must do so in writing.

Step 2: Sign the AWA

- both parties sign and date the AWA when they have agreed on the terms and conditions
  if person is under 18 years of age, a parent or guardian must also sign and date the AWA and have the signature witnessed
- the signatures must be witnessed
  - the witness must not be the other party or their bargaining agent
  - if the employer is a corporation, the witness must not be one of its directors or managers

Step 3: Approve the AWA

- the AWA is approved when both the employer and employee (and parent/guardian if person is under 18 years of age) sign and date the AWA and the signatures are witnessed

Step 4: Lodge the AWA

- the employer must lodge a copy of the signed AWA and employer declaration (ie. declaring that the correct procedures were followed) with the OEA within 14 days
- the employer and employee are sent a receipt noting the date the employer's declaration was received

Start of AWA – the AWA starts (ie. takes effect) on the day the OEA receives the employer's declaration and AWA

Maximum length of operation – five (5) years unless otherwise stated in the AWA or the AWA is terminated or replaced

---

Differences in the purpose and nature of apprenticeships and traineeships must include:

- apprenticeship
  - learn specific competencies for a particular trade to receive a trade qualification, eg. hairdresser (ladies), aircraft maintenance engineer – avionics, electrician
  - combination of both on- and off-the-job training but significant periods of off-the-job training with an RTO may form part of the training program
  - the probationary period for full-time apprenticeships is generally 90 days
  - duration of apprenticeship can be up to four years

- traineeship
  - learn specific competencies needed to obtain a qualification for a particular job or occupation, eg.
    - salon assistant, bar attendant, laboratory assistant, music technician, dental assistant
  - combination of both on- and off-the-job training but training may be conducted totally on-the-job (dependent largely, or in some cases, on the skill level associated with the particular traineeship, for instance whether it is Level II or Level IV)
  - the probationary period for full-time traineeship is generally 30 days
  - duration of traineeship can be from one to two years

Note:
The length of time for an apprenticeship or traineeship depends on:
– the apprenticeship or traineeship being undertaken
– how quickly competencies are achieved
– mode of training (eg. full-time or part-time)

The purpose of a Training Contract must include but may not be limited to:

- the Training Contract is a legally binding contract that allows an employer and prospective apprentice/trainee to enter into an apprenticeship/traineeship
- the Training Contract outlines details of the apprentice/trainee's employment terms and conditions (based on a relevant award, agreement or other employment arrangements) and the type of training that will be conducted by the employer
- the parties involved in the signing of the Training Contract are:
  - the employer
  - the apprentice/trainee (if under 18 years of age, parent/guardian must sign)

The purpose of a Training Plan must include but may not be limited to:

- the Training Plan outlines:
  - the competencies to be achieved
  - the timeframe for learning each competency
  - where learning will take place (eg. on-the-job with employer, off-the-job with TAFE or private RTO)
  - who will assess successful completion of competencies (eg. employer, RTO or workplace assessor)
- the Training Plan is developed and agreed to by the supervising RTO in conjunction with the employer and apprentice/trainee (and a parent/guardian if under 18) during the probationary period
  - if school-based apprentice/trainee, RTO must negotiate an Education, Training and Employment Schedule (ETES) with the parties and the school

The *obligations of parties involved in the training arrangements* must include:

Note:
Where reference is made to "relevant State authority" in this section, the relevant authority in Queensland is the Department of Education, Training and the Arts (DETA).

- Employer
  - same responsibilities or legal obligations of an employer (refer to *Employer responsibilities*, p.5)
  - additional obligations as an employer of an apprentice/trainee include:

- ensure the Training Contract is signed by all parties before the end of the probationary period
- choose supervising RTO and negotiate a Training Plan with the apprentice/trainee and RTO before the end of the probationary period
- forward signed Training Contract for registration - via an Australian Apprenticeships Centre - to the relevant State authority within one month after the end of the probationary period
- ensure the apprentice/trainee receives on-the-job training and assessment in accordance with the requirements of the Training Plan
  - provide appropriate facilities and expertise to ensure apprentice/trainee is able to learn and practise the authentic or 'real' skills of the trade or occupation
  - ensure that an experienced and qualified person supervises apprentice/trainee
- release apprentice/trainee to undertake any off-the-job training specified in the Training Plan
- ensure training records are kept up-dated and progress monitored and reviewed

- **Apprentice/Trainee**
  - same responsibilities or legal obligations of an employee (refer to *Employee responsibilities*, p.6)
  - additional obligations as an apprentice/trainee include:
    - sign the Training Contract
    - participate in the development of the Training Plan
    - undertake training and assessment as stipulated in the Training Plan
    - keep the training record book in his/her possession and up-to-date
    - work conscientiously to learn and develop the skills and knowledge of trade or occupation
    - attend any compulsory off-the-job-training

- **Supervising RTO**
  - obligations of the supervising RTO include:
    - provide induction information on rights and responsibilities
    - conduct employer resource assessment to ensure employer's capacity to train apprentice/trainee
    - negotiate Training Plan in conjunction with employer and apprentice/trainee (and a parent/guardian if under 18)
      - if school-based apprentice/trainee, RTO must negotiate an Education, Training and Employment Schedule (ETES), including the school in the negotiations
    - develop training record to monitor apprentice/trainee's progress against the Training Plan
    - work with employer and apprentice/trainee to provide facilities, services, supervision and training required under the Training Plan
    - monitor the progress of training against the Training Plan and amend the Training Plan, if required
    - issue the qualification or statement of attainment upon successful completion of the training within the legislated timeframe (in Queensland, within 21 days of signing the completion agreement)
    - advise the relevant State authority that the qualification has been issued within the legislated timeframe (in Queensland, within 14 days after issuing the qualification), in order that the State authority can issue and forward the Certificate of Completion to the apprentice/trainee

Rates of pay and additional entitlements for apprentices and trainee must include:

- pay rates
  - full-time or part-time apprentice/trainee
    - paid according to the pay rate set down in the relevant award, agreement or other employment arrangements
    - pay rate is linked to the level of training
      - for apprentice, level of training is specified in years: 1st, 2nd, 3rd or 4th year apprentice.
      - for trainee, level of training is specified as an AQF level: Level II - Level VI
    - paid for <u>all</u> training undertaken both on-the-job and off-the job

      Note:
      School-based apprentice/trainee is paid only for the hours worked on-the-job.

- additional entitlements
  - government allowances which help apprentices and trainees meet the costs of their training include:
    - a living away from home allowance if the apprentice/trainee needs to leave home (eg. move to another town) to undertake apprenticeship/traineeship
    - a travel and accommodation allowance if the apprentice/trainee needs to:
      - travel more than 100 km to attend off-the-job training outlined in the training plan
      - stay away from home to attend off-the-job training outlined in the training plan

Appropriate action to take to resolve issues which may arise in the course of training must include:

Note:
Where reference is made to "relevant State authority" in this section, the relevant authority in Queensland is the Department of Education, Training and the Arts (DETA).

- training arrangements
  - early completion of an apprenticeship/traineeship
    - if apprentice/trainee <u>successfully</u> completes apprenticeship/traineeship before completion date given in the Training Contract, the RTO will:
      - issue the qualification or statement of attainment
      - advise the relevant State authority which issues and forwards the Certificate of Completion to the apprentice/trainee
  - extending the length of an apprenticeship/traineeship
    - if apprentice/trainee needs more time to successfully complete the training, an extension may be granted
    - the employer and/or apprentice/trainee must apply for an extension through the relevant State authority
  - transferring an apprenticeship/traineeship
    - if the employer sells the business, the apprenticeship/traineeship is transferred to the new owner
    - the new owner must advise the relevant State authority, in writing, of the new arrangements within the required timeframe (in Queensland, 14 days)
  - cancelling an apprenticeship/traineeship
    - a Training Contract can be cancelled during or after probation:
      - when both parties mutually agree or when one party wishes to withdraw

        The employer and/or the apprentice/trainee must contact the nearest Australian Apprenticeships Centre which will provide advice on the correct procedure to follow.

        However, the relevant State authority is responsible for the actual cancellation of the Training Contract.

– a Training Contract can be cancelled as a disciplinary measure if an apprentice/trainee breaks the terms of the Training Contract by:

- · wilfully disobeying an employer's lawful instruction
- · behaving dishonestly or engaging in gross misbehaviour
- · being absent from work without the employer's approval
- · failing to attend compulsory off-the-job training
- · failing to make satisfactory progress with his or her training, either on-the-job or off-the-job

  In these circumstances, it is the relevant State authority which makes the decision as to whether or not the Training Contract should be cancelled.

  In the event of the Training Contract being cancelled as a disciplinary measure, the apprentice/trainee can appeal the decision by contacting the designated State authority (in Queensland, the Training Ombudsman) for advice

- ▪ training on- or off-the-job
  - ▫ if an apprentice/trainee has a cause of complaint about the quality of the training being provided:
    - – if appropriate, discuss the issue with the employer or RTO
    - – if inappropriate or the apprentice/trainee already has but the issue has not been resolved then contact the designated State authority (in Queensland, the Training Ombudsman) for advice

- ▪ unsafe work
  - ▫ if an apprentice/trainee is asked to do a task which s/he believes is unsafe because of lack of training or workplace health and safety procedures or standards will have to be disregarded:
    - – talk to the supervisor and/or WHS representative who should go to the employer whose responsibility it is to assess the risk and resolve the problem, eg. provide the appropriate level or additional training for the work to be undertaken safely or provide alternative work
  - ▫ if a senior person still insists that the task is undertaken, the apprentice/trainee should
    - – not go ahead with the work
      - · indicate firmly, but politely s/he is not prepared to undertake the task until steps have been taken to remove the danger or further training in the skill necessary to do the job is received
    - – contact the appropriate State organisation responsible for WHS (In Queensland, Workplace Health and Safety, Department of Employment and Training: DET)

Note:
Workplace safety is a serious matter. In recent years, there have been a number of workplace fatalities and injuries involving apprentices and trainees (particularly in the electrical industry). We all have a responsibility to ensure that our workplaces are safe and prevent such tragedies.
Employers of apprentices or trainees have an obligation to ensure their health and safety in the workplace. The overall objective of the *Workplace Health and Safety Act 1995* is to prevent death, injury or illness in workplaces, workplace activities, or in specified high risk plants. Apprentices and trainees are considered to be workers under the act.
DETA. (2004). *Apprenticeships and Traineeships Factsheet No.134 – Safety at work for apprentices and trainees*.

Information about *Workers' Compensation* must include:

- ▪ in Queensland, workers' compensation is known as *WorkCover*
- ▪ covers all employees against work-related injury or illness caused or contributed to by work undertaken:
  - ▫ physical injuries (eg. fractures, cuts, industrial deafness)
  - ▫ occupational disease (eg. Q-fever which can affect the health of abattoir employees who come in direct contact with cattle, in particular, as well as sheep or goats)

- ▫ psychological conditions which may occur when employees are subjected to violent or traumatic incidents in the workplace (eg. robbery, on-going bullying, victimisation or harassment)
- ▪ covers injury or illness which occur:
  - ▫ at work (including meal and rest breaks)
  - ▫ travelling on an approved work activity
  - ▫ travelling to and from work by the most direct route
- ▪ ensures employees are financially compensated for:
  - ▫ any pay lost due to time off work
  - ▫ any expense associated with medical treatment and rehabilitation assistance

---

Employer and employee obligations under Workers' Compensation must include:

- ▪ Employer obligations
  - ▫ completing any necessary forms to facilitate a claim
  - ▫ supporting and assisting an employee's rehabilitation program by finding suitable duties or alternative working arrangements

- ▪ Employee obligations
  - ▫ immediately reporting the injury or illness to the person's employer (or supervisor)
  - ▫ obtaining a Workers' Compensation Medical Certificate from a doctor if medical attention is required or the person is unable to continue working
  - ▫ filling out the required Compensation Claim Form
  - ▫ undertaking any further medical examinations arranged by WorkCover
  - ▫ participating in a rehabilitation program, if required, to help the person return to suitable duties as soon as possible

---

Information about *Public Liability insurance* must include:

- ▪ covers members of the public against any damage to either their person or property that they may incur:
  - ▫ when dealing with the business (eg. a customer may slip on the business's floor and be physically injured)
  - ▫ as a result of the business's activity (eg. the goods on the business's delivery van may fall off and damage the car travelling behind the van)

Purpose, membership and services of unions of employees must include:

- ▪ Purpose
  - ▫ unions of employees represent the industrial rights and interests of employees in a particular trade, industry or work area when negotiating fair and just wages and working conditions with employers and governments at Federal and State levels

- ▪ Membership
  - ▫ membership of a particular union of employees requires that a person must:
    - – be an employee (ie. not an employer)
    - – be in the particular trade, industry or area of work that the union of employees represents
    - – pay the appropriate membership fees (which are tax deductible)

- Services for members include
  - provide support and advice on industrial interests:
    - in the workplace, eg.
      - · provide advice about award entitlements and wage rates
      - · represent employees in the negotiation of awards, certified and workplace agreements
    - at government levels, eg.
      - · work with governments to develop policies on industrial relations laws
      - · lobby political parties to influence and change government policy on industrial relations matters such as maintaining and improving wage rates and family friendly policies
  - provide additional benefits including:
    - home loans and personal loans
    - financial and investment planning
    - advice about superannuation
    - discount on a range of goods and services through the "union shopper"
    - cut rate travel
    - dental services
    - scholarships to help meet the cost of study (eg. pay for any books)

Purpose, membership and services of unions of employers must include:

- Purpose
  - unions of employers:
    - represent members joint industrial and business interests at Federal and State Government levels
    - share information that helps employers to develop and promote the performance of their businesses

- Membership
  - membership of a particular union of employers requires that the person
    - be an employer (from a sole trader to a large organisation)
    - be in the particular industry that the union of employers represents
    - pay the appropriate membership fees (which are tax deductible)
  - unions of employers may be aligned with:
    - a particular industry:
      - · at a state level (eg. Motor Traders Association of Queensland: MTA-Q)
      - · at a national level (eg. Master Builders Australia)
    - a broad area of business management (eg. Commerce Queensland)
  - employers can belong to one or more unions of employers (eg. an employer in the motor trade industry can join MTA-Q, as well as Commerce Queensland)

- Services for members include
  - provide support and advice on industrial and workplace relations policy and practice including:
    - employment matters (eg. explaining employee award entitlements and wage rates; helping members with legislation relating to dismissal, anti-discrimination and equal employment opportunity)
    - employment of apprentices/trainees (eg. advice on apprenticeship/traineeship programs; assistance in employing apprentices/trainees; employer incentives)
    - negotiating industrial matters on behalf of employer(s) when awards, certified and workplace agreements are made
    - advocacy (ie. support) for an employer in cases of alleged unfair dismissal, not providing appropriate award entitlements, sexual harassment and union disputes

- workplace health and safety (eg. workplace health and safety regulations; workers' compensation; training; audits for noise, heat, hazards)
  ▫ provide support and advice on business matters including:
    - networking (eg. business information sessions and seminars; introduction to industry buyers, suppliers and overseas purchasers)
    - trade (eg. assistance for export development, links with national and international businesses)
    - training (eg. assessment and planning of a company's training needs; delivering training sessions and seminars)
    - taxation regulations
  ▫ lobby political parties to influence and change government policy on:
    - industrial relations matters related to industry reform (eg. workplace adaptability and flexibility)
    - strategic directions for business (eg. international competitiveness)
  ▫ work with governments to develop business policies and industrial relations laws
  ▫ extra benefits available to members include:
    · fuel discounts
    · insurance packages
    · travel discounts

Principles of Equal Employment Opportunity (EEO) must include:

- all employment and management practices are fair and equitable to give all personnel in a workplace equality of opportunity.
  ▫ recruitment, selection and promotion processes are transparent and based on merit (ie. is based on relevant skills and qualifications of applicants not on the basis of sex (gender), age, race, impairment, parental status, political belief and activity, etc.)
  ▫ remuneration (ie. same/equal pay as others receive for performing the same work – or work of equal value – requiring the same skills and qualifications)
  ▫ conditions of employment (ie. wage/salary, number and spread of working hours, allowances, entitlements)
  ▫ training/professional development (ie. equal access to training and development opportunities that enables one to be productive in their work and pursue a career path)
  ▫ termination of employment
  ▫ equal access to fair, prompt and confidential processes to deal with complaints and grievances

---

Types of discrimination, sexual harassment and vilification that are illegal in the workplace under Anti-Discrimination legislation must include:

- Discrimination

  Discrimination is treating a person unfairly or differently based on the following grounds or attributes:
  ▫ sex (whether they are male or female)
  ▫ age (whether they are young or old)
  ▫ impairment (whether they have or have had a physical, intellectual, psychiatric or mental disability, injury or illness, including whether they are HIV+, or use a guide dog, wheelchair or some other remedial device)
  ▫ race (race, colour, nationality, ethnic origin)
  ▫ sexuality (eg. gay, lesbian, heterosexual or bisexual)
  ▫ gender identity

- religious belief or activity
- relationship status (single, married, divorced, widowed, separated or living in a de facto relationship)
- parental status (dependent child/ren)
- family responsibilities
- pregnancy
- political belief or activity
- trade union activity
- association with or relation to someone who has any of these listed attributes or personal characteristics

Examples of discrimination are:
- making offensive jokes about another worker's racial or ethnic background, sex, sexual preference, age or disability
- expressing negative stereotypes about particular groups, eg. "married women shouldn't be working"
- judging someone on their political or religious beliefs rather than work performance
- using selection processes for a job based on irrelevant attributes such as age, race or disability rather than skills or merit

- **Direct and indirect discrimination**

  Discrimination can be direct or indirect. Both types are against the law.
  - direct discrimination is when it is obvious that a person is being treated unfairly or differently, eg. people being told they are unsuitable for a job because of their age, gender, nationality or political belief
  - indirect discrimination is when an employment or management policy applies to everyone but has an unfair effect on some groups, eg. prohibiting the wearing of 'headgear' in an office discriminates against people whose religious beliefs require they wear it

  Examples of direct discrimination are:
  - Any action which treats a person unfairly or badly compared to others because of a personal characteristic irrelevant to the situation (eg. sex or ethnic origin). Direct discrimination can be applied consciously or unconsciously, be open and obvious (ie. written or spoken) or hidden.
    – sex (gender): a female being told by an employer that she is not suitable for a plumbing apprenticeship because she is not a male
    – impairment: an employer sacking a person upon learning that the person has diabetes
    – age: an applicant for a position in a record store is told that he didn't get the job because he is too old and that only young, trendy people were suitable for such a position
    – race: people of a different nationality being told they are not suitable applicants for a position because they 'won't fit in'

  Examples of indirect discrimination are:
  - A condition, rule or policy which seems fair or neutral but may impact negatively on people because of a personal characteristic irrelevant to the situation (eg. ethnic origin).
    – sex (gender): the tasks allocated by an employer may reflect implicit beliefs about what it is reasonable/not reasonable for a male or female to do
    – impairment: a person with a disability being given more menial tasks in the workplace because the employer implicitly believes s/he is helping the person
    – age: unless it is a reasonable requirement for a specific job, job advertisements specifying that applicants must have at least 'x' number of years experience (eg. 5 or 10) disadvantages young people
    – race: a rule specifying that employees must be of a certain minimum height may exclude people of particular ethnic origin

- ▪ Lawful discrimination

  There are certain times when an employer is able to discriminate when employing a person (eg. if an employee is required to drive a car as part of a job, an employer would not be able to consider a person under 18 years of age).

  Examples of discrimination exemptions are:
  - ▫ sex (gender): an exemption can apply on the basis of genuine occupational requirements, eg. it is lawful to employ only women applicants for positions involving body searches of women
  - ▫ impairment: denying a person with a disability a job is only lawful if an employer can demonstrate that it would impose an *unjustifiable hardship* to make any reasonable adjustments or the person cannot perform the 'inherent requirements of the job'
  - ▫ age: an exemption can apply on the basis of genuine occupational requirements, eg. requiring only people over the age of 18 to work on licensed premises
  - ▫ race: an exemption can apply on the basis of genuine occupational requirements, eg. a position is Aboriginal designated or selecting an actor for a dramatic performance on the basis of race for reasons of authenticity

- ▪ Sexual harassment

  Sexual harassment can take various forms and may be obvious or indirect, physical or verbal. It also includes behaviour and practices which create a sexually hostile or intimidating environment. Sexual harassment laws apply to both men and women and cover same sex harassment.

  Examples of sexual harassment are:
  - ▫ unwelcome physical touching
  - ▫ sexual or suggestive comments, jokes or innuendo
  - ▫ sexually-based insults or taunts
  - ▫ sexual propositions
  - ▫ inquiries into sexual/private life
  - ▫ persistent requests to go out when one has said 'no'
  - ▫ the display of sexually explicit material such as posters or pictures
  - ▫ unwanted invitations
  - ▫ staring/leering
  - ▫ offensive communications, including telephone calls, letters, faxes, E-mail

  Sexual harassment does not have to be repeated or continuous to be against the law. Some actions or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated. Other single incidents, such as an unwanted invitation or compliment, may not be harassment if they are not repeated. Some forms of sexual harassment, such as assault, physical molestation, stalking, sexual assault and indecent exposure, are also criminal offences.

- ▪ Vilification

  Vilification is behaviour that incites hatred, serious contempt or severe ridicule of individuals or groups because of their race, religion, gender identity or sexuality.

  Examples of vilification are:
  - ▫ wearing symbols, badges or clothing in the workplace which have on them slogans that incite hatred
  - ▫ an employee abusing a person because of their race, religion, sexuality or gender identity in the workplace which encourages others to hate people of that race, religion, sexuality or gender identity
  - ▫ placing a poster or sticker on the customer service counter which incites others to hate people because of their race, religion, sexuality or gender identity

The *rights and responsibilities of employers and employees* under current Equal Employment Opportunity and Anti-Discrimination legislation must include:

Employer rights and responsibilities

- Rights
  - a workplace that is free from unlawful discrimination, sexual harassment and vilification as a result of employees:
    - treating people fairly (not discriminating, sexually harassing or vilifying others) in the workplace
    - acting to prevent unlawful discrimination, sexual harassment and vilification against others in the workplace
  - respecting differences, such as social and cultural diversity, among management, co-workers, customers and clients

- Responsibilities
  - ensure all work practices and behaviours are fair in the workplace
  - ensure the work environment is free from all forms of unlawful discrimination, sexual harassment and vilification
  - ensure equal conditions of employment
  - ensure selection and promotion processes are transparent and based on merit
  - provide all employees with equal opportunity to apply for available jobs, higher duties, job rotation schemes and flexible working arrangements, if applicable
  - give employees equal access to relevant training and development opportunities
  - provide all employees with equal access to fair, prompt and confidential processes to deal with complaints and grievances

Employee rights and responsibilities

- Rights
  - a workplace that is free from unlawful discrimination, sexual harassment and vilification
  - an equal chance of being recruited or selected for a job and gaining promotion as those with the same qualifications and skills (ie. competitive merit-based selection processes for recruitment and promotion)
  - equal training and development opportunities that enables one to be productive in their work and to pursue a career path
  - same (equal) pay as others receive for performing the same work (or work of equal value) requiring the same skills and qualifications
  - same conditions of employment (eg. wage/salary, number of working hours, times in which they are worked, allowances, etc.)
  - equal access to fair processes to deal with work-related complaints and grievances

- Responsibilities
  - treat people fairly (not discriminating, sexually harassing or vilifying others) in the workplace
  - act to prevent unlawful discrimination, sexual harassment or vilification against others in the workplace
  - respect differences, such as social and cultural diversity, among co-workers, customers and clients

Appropriate action to take in response to unlawful discrimination, sexual harassment or vilification should they occur in the workplace must include:

- dealing with discrimination under EEO legislation
  - If one is directly discriminated against when applying for a job (eg. told too young or too old), a complaint can be lodged with the Anti-Discrimination Commission.
  - If it is a perception that one is being indirectly discriminated against in the workplace (eg. having a physical impairment and being asked to undertake menial tasks because it is implicitly believed this is a help) talk to the supervisor or employer about the situation.

- dealing with discrimination, sexual harassment or vilification
  1. Tell the person to stop

     Tell person (or group) to stop discrimination, harassment or vilification. Tell person the behaviour is offensive, humiliating and intimidating. This may be all that is needed as person may not realise the behaviour is inappropriate.

     If person continues, s/he is no longer able to say that s/he did not know the behaviour was offensive, humiliating or intimidating.

  2. Keep a written record

     Keep diary notes of all incidents including names, dates, times, places and descriptions of the incidents.

  3. Follow the grievance procedure in the workplace

     Report the person to designated personnel (eg. EEO officer – if an organisation is large enough to appoint a 'specialist' officer, or the supervisor/employer).

  4. If there is no grievance procedure

     Raise issue with immediate supervisor, both verbally and in writing. If supervisor is at fault, then go to a higher authority.

  5. Seek outside if necessary

     If matter is not resolved satisfactorily, contact an organisation which can help (eg. relevant union for advice, Young Workers' Advisory Service (YWAS), or Anti-Discrimination Commission).

Types of situations that constitute workplace harassment (<u>bullying</u>) under workplace health and safety legislation must include:

- Workplace harassment is being subjected to <u>repeated</u> behaviour that:
  - is unwelcome and unsolicited
  - the person considers offensive, intimidating, humiliating or threatening
  - can impact on a person's health and safety.
- The 'harasser' can be:
  - an individual or a group
  - someone of the same sex or someone of the opposite sex
  - an employer, senior manager, supervisor, co-worker, or customer/client.
- Workplace harassment comes under Workplace Health and Safety legislation. As such:
  - it does not include sexual harassment which comes under Anti-Discrimination legislation
  - it is not a grievance about legitimate management actions taken in a reasonable way (eg. performance management processes, action taken to transfer a worker, allocating work in compliance with systems and policies).

  Examples of workplace harassment are:
  - deliberate actions that humiliate, intimidate or undermine a person, such as:
    – abusing the person loudly, usually when others are present
    – constantly using put-downs, insults, belittling comments

- – using gestures to intimidate (eg. finger pointing, slamming things down, throwing objects)
- – humiliating a person through gestures, sarcasm, criticism and insults, often in front of customers, management or other workers
- – spreading gossip or false, malicious rumours about the person with an intent to cause harm to the person's professional and/or personal reputation
- – threatening the person with job loss or other severe punishment for no reason
- – maliciously excluding or isolating the person from workplace activities
- – leaving offensive messages on email or voicemail
  - □ sabotaging a person's work, such as:
- – ensuring the person does not have the required resources to complete the work satisfactorily (eg. supplies, help, enough time through setting impossible timelines)
- – cutting the person out of a work-related information loop (eg. stops mail, e-mail, memos, and does not return telephone calls) or 'buries' the person in information (eg. mail, e-mail, memos, messages) to prevent the person from getting the work done
- – supplying the person with incorrect information that affects the person's ability to complete a job successfully
- – constantly and unreasonably criticising the person's competence/ability and the quality of work done
- – taking/stealing credit for the person's work
- – blaming the person for any mistakes he or she makes
- – giving the person meaningless tasks to do or tasks that are below the person's ability level to make the person feel useless

---

Rights and responsibilities of employers and employees relating to workplace harassment must include:

Employer rights & responsibilities

- ▪ Rights
  - □ a workplace that is free from harassment (bullying) as a result of employees:
    - – not engaging in repeated behaviour that constitutes harassment of others (management, co-workers, customers or clients)
    - – acting to prevent harassment of others occurring

- ▪ Responsibilities
  - □ ensure a safe and healthy work environment for all employees through workplace policies, procedures and practices that do not tolerate or condone harassment in any form, including practices that could cause injury or illness inadvertently (eg. teasing or practical jokes against workers or initiation practices for new workers)
  - □ provide all employees with access to fair, prompt and confidential processes to deal with harassment complaints and grievances

Employee rights & responsibilities

- ▪ Rights
  - □ a workplace that is free from harassment, including teasing or practical jokes against workers or initiation practices for new workers
  - □ access to fair and prompt processes to deal with work-related harassment complaints and grievances

- ▪ Responsibilities
  - □ complying with workplace harassment policies, procedures and practices to ensure a workplace that is free from harassment (bullying) by:
    - – not engaging in repeated behaviour that constitutes harassment of others
    - – acting to prevent harassment of others occurring

Action to take in response to workplace harassment should it occur in the workplace may include but not be limited to:

1. **Immediately tell the person to stop**
   Immediately tell the person to stop. Tell person the behaviour is unfair or offensive. However, if it is considered unsafe to do so, then tell immediate supervisor or, if s/he is involved, speak to another senior person.

2. **Keep a written record of harassment**
   As harassment is being subjected to <u>repeated</u> behaviour that is offensive, intimidating, humiliating or threatening, keep a diary to record tangible examples of incidents, including any witnesses. Keep any related correspondence (eg. emails, notes).

3. **Follow the steps outlined in your workplace's grievance procedure**
   If there is a grievance procedure in the workplace, then follow that procedure. This may involve telling a specific person (eg. Equity Officer) about the harassment and then letting that person resolve the issue.

4. **Seek help from an appropriate person in the organisation if there is no grievance procedure**
   Raise the issue with management (or with a person of higher authority if the immediate manager is the person doing the harassing). Do this verbally and in writing (eg. letter or email).

5. **Seek outside help if harassment does not stop**
   If the issue is not resolved (ie. the harassment continues), contact an organisation that can help:
   □ relevant State authority that deals with WHS (in Queensland Department of Employment and Industrial Relations: DEIR)
   □ young person's industrial relations support service (in Queensland Young Workers' Advisory Service (YWAS)
   □ relevant union, if a member

   It may also be necessary to obtain medical assistance from a doctor if physical health and mental well-being is being undermined.

Meet employee obligations and responsibilities in day-to-day activities must include:

- all <u>lawful</u> instructions are complied with
- all tasks are undertaken according to work instructions and work is done to the best of ability
- punctuality is demonstrated by:
  □ starting and finishing on time
  □ taking meal breaks in the allocated time
- attendance requirements are met by:
  □ coming to work unless genuinely ill
  □ notifying employer or designated person promptly if going to be absent from work
  □ keeping accurate records of attendance, eg. fill in the required time sheet
- all general safety and health instructions and rules in the workplace are complied with to ensure own safety and that of others
- Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislative and workplace requirements are complied with to contribute to a workplace that is free of unlawful discrimination, sexual harassment, vilification and workplace harassment
- the employer's interests (ie. reputation, viability and profitability) are safeguarded through behaving in an ethical way in the workplace

Workplace procedures and practices to be complied with as an employee may include but not be limited to:

Note:
It is anticipated that routine or generic workplace procedures and practices to be complied with during workplacement will be included in the workplace induction.

- working hours arrangements
  - identify starting and finishing times
  - identify meal and rest breaks
- attendance requirements
  - identify method of keeping a record of time worked (eg. fill in timesheet)
  - identify procedure to follow if unable to attend work
    – designated person to call
    – required timeframe for notifying designated person if unable to attend
- WHS procedures and practices
  - identify relevant procedures or instructions to be complied with at <u>all times</u>:
    – in the workplace, eg.
      · identifying and reporting hazards
      · responding to emergency situations
    – when undertaking specific job role, if applicable, eg.
      · meeting personal hygiene standards if job role involves food preparation - wearing gloves, hairnet, washing hands after going to the toilet, etc.
- anti-discrimination and workplace harassment
  - identify relevant procedures and practices to be followed:
    – to work with others in a non-discriminatory manner
    – in the event of discrimination or harassment occurring
- ethical behaviour standards, eg.
  - handling of money, if applicable
  - maintaining confidentiality
- Workers' Compensation

Meeting employee responsibilities refers to:

- being punctual
  - starting and finishing work (ie. putting in the required number of hours)
  - observing set times for meal and rest breaks
- complying with attendance requirements
- complying with WHS procedures and practices to ensure own safety and that of others:
  - in general
  - in specific job role
- complying with anti-discrimination and workplace harassment policies and procedures in interactions with all people in the workplace and in the event of being discriminated against or bullied
- complying with established procedures and practices
  - if handling money
  - to maintain confidentiality
- complying with all lawful instructions
- 'putting in a fair day's work' – that is, working conscientiously (staying on task) and completing tasks to the best of one's ability

Key information about employment conditions that should be acquired prior to starting a new job include:

Reference:
Queensland Department of Employment and Industrial Relation (DEIR)
[www.dir.qld.gov.au/industrial/rights/workforce/newjob/index.htm]

- **details about your new job**

  When you're offered a job, you need to know more than what you'll do and what is expected of you. You need to know about workplace health and safety, pay rates and work conditions too. You should find out the following:
  - the award or agreement, if applicable, under which you are working
  - where to find a copy of the award or agreement
  - your employment status
  - your hours of work
  - meal breaks
  - record keeping requirements
  - duration of the probation period
  - the period of notice required to be given by the employer and employee to terminate the employment
  - your pay rates
  - your leave entitlements and application processes
  - who to talk to for information on employment questions
  - who to notify, when and in what circumstances you are to be absent from work
  - your rights and obligations under the employment contract, as well as those of your employer
  - where to go for help in determining pay and conditions for work

- **about a contract of employment**

  When you are hired, ask your employer to put your conditions of employment in writing. The details you'll want included are:
  - the name of your employer (e.g. a person, a partnership or firm using a business name, a family trust, a non-constitutional corporation)
  - the name of the award or agreement which covers the job you do
  - your rate of pay
  - your hours of work
  - your days of work
  - whether the job is full-time, part-time or casual
  - the wages and allowances payable to you
  - your job title (classification)
  - whether there is a special probationary period

  Without these details in writing, there is potential for disputes concerning the job you were hired to do.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- develop knowledge and understanding of:
  - the rights and responsibilities of employers and employees in the workplace, in general
  - employment remuneration and superannuation
  - types of industrial instruments used in the workplace that specify employment terms and conditions
  - the process used when making an individual workplace agreement and the role and obligations of the parties involved
  - training arrangements for apprentices and trainees, including the role and obligation of parties involved
  - the purpose of workplace insurance, including Workers' Compensation and employer and employee obligations under Workers' Compensation
  - the purpose, memberships and services of industrial organisations that represent employees and employers
  - Equal Employment Opportunity, Anti-Discrimination and Workplace Health and Safety legislation as it applies in the workplace
- demonstrate positive workplace relations by meeting employee obligations in the workplace
- identify key information about employment terms and conditions that should be acquired by employees when starting a new job in preparation for future employment opportunities.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- basic employer and employee rights and responsibilities in all workplaces in accordance with current federal and state government legislation
- employee remuneration, including:
  - types of paid employment
  - paid probationary period and unpaid trial work
  - paid and unpaid leave entitlements
  - pay arrangements, including:
    - basis of rate of pay (ie. based on employee classification and employment category)
    - payment period
    - methods of payment
    - receipt of a pay slip and advice or information that must be recorded
- employee superannuation, including:
  - purpose of superannuation
  - legislated requirements for employers including amount of employer contribution

- employee eligibility to be paid superannuation
- voluntary contributions employees can make
- co-contribution scheme for low- and middle-income earners
- superannuation funds, in terms of choice and types of funds
- the basic types of industrial instruments, their purpose and parties involved in their making:
  - awards
  - certified and collective workplace agreements
  - individual workplace agreements
- the process followed when an individual workplace agreement (ie. AWA) is made and what is involved in each step
- the role and obligation of the parties involved in the making of an AWA
- apprenticeship and traineeship training arrangements:
  - the differences between an apprenticeship and traineeship
  - training arrangements for apprentices and trainees set out in Training Contract and Training Plan
  - the obligations of parties involved in the apprenticeship/traineeship
  - basis of rates of pay for apprentices/trainees
  - additional government entitlements apprentices/trainees may be eligible to receive
  - appropriate action to take to resolve issues that may arise in relation to:
    - training arrangements for apprenticeship/traineeship
    - the quality of training on- or off-the-job
    - the apprentice/trainee being asked to do unsafe work
- workplace insurance
  - Workers' Compensation:
    - purpose
    - employer and employee obligations under Workers' Compensation
  - Public Liability insurance
    - purpose
- the purpose, membership and services of:
  - unions of employees
  - unions of employers
- principles of Equal Employment Opportunity legislation as it applies to the workplace
- principles of Anti-Discrimination legislation as it applies to the workplace to prevent unlawful discrimination, sexual harassment or vilification occurring, including:
  - employer and employee rights and responsibilities
  - action to take should workplace harassment occur
- workplace harassment (bullying) under relevant Workplace Health and Safety legislation, including:
  - employer and employee rights and responsibilities
  - action to take should workplace harassment occur
- the responsibilities of the learner, as an employee in the workplace in which structured workplace learning is undertaken
- key information about employment terms and conditions that a prospective employee should obtain from an employer

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- locate and access appropriate information sources relating to industrial and workplace relations
- use relevant information sources to develop knowledge of:
  - employer and employee rights and responsibilities, in general
  - employee remuneration and superannuation
  - main types of industrial instruments that set down employment terms and conditions

- □ the process of making an individual workplace agreement (AWA) and the role and obligations of the parties involved in the agreement-making process
  - □ training arrangements for apprenticeships and traineeships
  - □ the purpose of Workers' Compensation and Public Liability insurance
  - □ the purpose, membership and services of unions of employees and unions of employers
  - □ discrimination in the workplace, including types of discrimination, sexual harassment and vilification that are illegal in the workplace under anti-discrimination legislation
  - □ workplace harassment under Workplace Health and Safety legislation
  - □ specific action that could be taken in the event of being discriminated against or harassed in the workplace
- apply knowledge and understanding of employee responsibilities to their role as employees in the workplace
- define key information that needs to be acquired by prospective employees about employment terms and conditions

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to demonstrate knowledge of workplace relations.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- relevant government legislation relating to:
  - □ industrial and workplace relations
  - □ Equal Employment Opportunity (EEO)
  - □ anti-discrimination in the workplace
  - □ Workplace Health and Safety (WHS) – workplace harassment

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - □ to read and interpret appropriate sources of information on industrial/workplace relations to develop a basic understanding of industrial/workplace relations
- teamwork skills, eg.
  - □ to work co-operatively and productively with others from a range of social, cultural, religious and ethnic backgrounds and with a range of physical and intellectual impairments
- communication skills, eg.
  - □ to facilitate effective two-way communication in interactions with management, co-workers, customers or clients
- technology skills, eg.
  - □ to use IT to access information about industrial/workplace relations

Employability Skills

Demonstrating knowledge of workplace relations provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to clarify and confirm:
    - <u>off-the-job</u>: correct understanding of concepts, processes and factual information to develop knowledge and understanding of industrial/workplace relations
    - <u>on-the-job</u>: specific workplace procedures and practices to be complied with in order to meet employee responsibilities (eg. working hours arrangements, WHS procedures and practices)
  - using congruent verbal and non-verbal cues in face-to-face interactions to indicate active listening and understanding of safe work procedures to follow
  - listening to advice and feedback from supervisor and experienced co-workers with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas, information and opinions clearly and concisely using appropriate language, volume, tone and pace when demonstrating understanding of industrial/workplace relations both off- and on-the-job

- writing to the needs of the audience, eg.
  - completing workplace documentation to meet required standards and functions (eg. timesheets, incident or accident reports)

- negotiating responsively, eg.
  - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and applying
    - <u>off-the-job</u>: information about industrial/workplace relations to develop knowledge and understanding of legislative and statutory employee and employer rights and responsibilities in the workplace to prepare for the workplace
    - <u>on-the-job</u>: workplace policies and procedures to identify pertinent employee obligations to be met in the workplace

- empathising, eg.
  - understanding the obligations of employers to meet legislative and statutory requirements (ie. understanding workplace relations from their point of view), hence the need for employees to comply with pertinent policies and procedures

- using numeracy, eg.
  - recording times of attendance (eg. time sheet)
  - monitoring timelines when undertaking tasks to ensure prompt completion of tasks

- understanding the needs of internal and external customers, eg.
  - understanding employer expectations of employees by complying with:
    - working hours arrangements and attendance requirements
    - workplace health and safety policies and procedures
    - anti-discrimination and workplace harassment policies and procedures

- being assertive, eg.
  - using assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner) to deal with discrimination or harassment in the workplace in accordance with workplace policies, procedures and practices should it occur

- sharing information, eg.
  - participating in on-site meetings to discuss issues and report on activities that have direct relevance to workplace relations

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - following lawful instructions, working competently and industriously ('putting in a fair day's work') and complying with safe work practices when working on individual tasks
  - working cooperatively and productively with others to achieve a successful outcome on collaborative tasks by:
    - complying with working hours arrangements (eg. arriving at work on time, being punctual in returning to work station after a meal break)
    - following lawful instructions
    - working competently and industriously to complete allocated task on time and to quality standards
    - working in a non-discriminatory manner
    - working safely to ensure safety of others and self
    - seeking help and advice from others when needed and offering assistance to others when required or appropriate

Problem solving – not applicable

Initiative and enterprise

- adapting to new situations, eg.
  - demonstrating required behaviours and attitudes consistent with employee obligations

Planning and organising

- taking initiative and making decisions, eg.
  - recognising workplace hazards, assessing associated risk(s) and taking appropriate action to control risk(s) within scope of responsibilities and competencies

- participating in continuous improvement and planning processes, eg.
  - participating in workplace induction program (including workplace health and safety)
  - accepting and using constructive criticism to enhance capacity to meet employee obligations in the workplace

- collecting, analysing and organising information, eg.
  - locating and using:
    - off-the-job: information from a variety of sources to learn about employee rights and responsibilities, as well as employer rights and obligations, in preparation for entering the workplace
    - on-the-job: specific workplace procedures and practices to be complied with in order to meet employee responsibilities (eg. working hours arrangements, WHS procedures and practices)

- understanding basic business systems and their relationships, eg.
  - understanding employee/employer rights and responsibilities in a workplace, in general, and those that specifically relate to:
    - meeting employer expectations for everyday work practices (eg. being punctual, putting in a fair day's work, obeying lawful instructions, working safely)
    - employee and employer obligations under Workers' Compensation insurance
    - anti-discrimination and workplace harassment legislative requirements to ensure the workplace is free from discrimination and harassment

Self-management

- evaluating and monitoring own performance, eg.
  - reviewing and reflecting on own performance in meeting employee obligations and identifying strengths and areas for improvement
  - incorporating both positive and negative feedback to improve effectiveness of meeting employee obligations

- having knowledge and confidence in own ideas and vision, eg.
  - developing confidence in own ability to meet employer expectations/workplace standards by:
    – meeting employee obligations and responsibilities in the workplace
    – complying with established industrial relations and workplace health and safety legislative requirements and practices (eg. anti-discrimination and harassment in the workplace)
    – contributing to positive workplace relations (eg. treating all people in the workplace in a non-discriminatory manner)

- taking responsibility, eg.
  - acknowledging and accepting own responsibilities and obligations in contributing to positive workplace relations

Learning

- managing own learning, eg.
  - combining off-the-job learning with on-the-job experience to develop essential knowledge and skills that employers require in the workplace to meet employee obligations

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - off-the-job: using IT and information provided by guest speaker(s), teacher/tutor and peers engaged in part-time employment to develop knowledge about industrial/workplace relations in preparation for entering the workplace
  - on-the-job: observing and learning from supervisor and experienced co-workers about meeting employee obligations, eg.:
    – working in a safe and competent manner at all times
    – complying with anti-discrimination and workplace harassment policies and procedures in interactions with all people in the workplace

- applying learning to 'technical' issues (eg. learning about products) and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - applying knowledge of workplace harassment and non-discriminatory behaviour and attitudes expected of employees to developing positive working relationships that show respect for individual, social and cultural diversity

- having enthusiasm for on-going learning, eg.
  - seeing values and benefits of using on-the-job experience to learn practical applications of industrial/workplace relations in preparation to progress employment readiness in terms of effectively:
    – meeting employee obligations and responsibilities in the workplace
    – complying with established industrial relations and workplace health and safety legislative requirements
    – contributing to positive workplace relations
  - using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on or off the job, eg.
  - <u>off-the-job</u>: recognising the importance of acquiring knowledge and skills, appropriate behaviour and attitude to contribute to positive workplace relations prior to entering the workplace
  - <u>on-the-job</u>: utilising on-the-job experience to:
    – define and comply with workplace policies and procedures relating to employee obligations (eg. workplace health and safety, working hours arrangements, attendance requirements, anti-discrimination and workplace harassment)
    – learn new or specific application of knowledge, skills, behaviours and attitudes to meet employee obligations

- being open to new ideas and techniques, eg.
  - <u>off-the-job</u>: being willing to listen to and consider ideas, information and advice provide by relevant persons (eg. guest speakers: employers, union representatives) to inform own development of the required knowledge, skills, behaviour and attitude required of employees in preparation to contribute to positive workplace relations
  - <u>on-the-job</u>: being receptive to learning and applying workplace policies, procedures and practices relating to employee obligations (eg. workplace health and safety, working hours arrangements, anti-discrimination and workplace harassment)

- being prepared to invest time and effort in learning new skills, eg.
  - <u>off-the-job</u>: putting in the effort to learn skills and knowledge about workplace relations as part of preparing self to become an effective employee
  - <u>on-the-job</u>: learning from:
    – supervisor and experienced co-workers effective ways of meeting employee obligations
    – experience/mistakes, accepting and using feedback to improve ability and capacity to meet employee obligations

- acknowledging need to learn in order to accommodate change, eg.
  - understanding that there is continual change in industry requiring changes in industrial and workplace relations requiring the need to engage in on-going learning to develop knowledge and skills to gain and maintain employment (ie. being prepared to learn new knowledge and skills throughout working life) in response to changing employment patterns and working conditions

Technology

- having a range of basic IT skills, eg.
  - using IT to locate and obtain information about industrial/workplace relations

- having the OHS knowledge to apply technology, eg.
  - using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - safeguarding the reputation or good name of an organisation by meeting employee obligations consistently

- commitment, eg.
  - fulfilling responsibilities as an employee by:
    – being punctual for work, maintaining regular attendance, working the correct number of hours
    – working safely at all times, including complying with WHS dress code
    – interacting and communicating with all people in a non-discriminatory manner

- working harmoniously and industriously with relevant people to complete individual or team tasks to workplace standards

- honesty and integrity, eg.
  - honoring one's responsibility to meet employee obligations
  - maintaining high standards of honesty by handling money or any financial transactions ethically to protect personal reputation and the good name of the organisation, business or enterprise

- enthusiasm, eg.
  - being energetic, positive and self-motivated to learn about and apply essential employee obligations and responsibilities

- reliability, eg.
  - building a reputation for being dependable by:
    – being punctual in observing working schedules and meeting attendance requirements
    – complying with work instructions particularly those that relate to safe work practices
    – following through on work instructions
    – complying with anti-discrimination and workplace harassment policies and procedures to ensure productive and harmonious working relationships with others

- personal presentation, eg.
  - presenting a confident personal and professional image by meeting employee obligations for personal presentation, working industriously and safely, and treating all people in a non-discriminatory manner

- common sense, eg.
  - avoiding risk-taking behaviour which could jeopardise own safety and that of others
  - asking for help and guidance when unsure of safe work practices

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth through:
    – complying with WHS dress code
    – working in a safe and competent manner to ensure own safety and that of others
    – meeting routine employment responsibilities (eg. being punctual, keeping record of hours of work)
    – taking pride in producing quality work or providing a quality service
    – interacting, communicating and working with others in a non-discriminatory manner
  - accepting and acting on feedback and advice to improve ability and capacity to meet employee obligations

- a sense of humour, eg.
  - taking one's responsibilities seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity

- ability to deal with pressure, eg.
  - staying calm in adverse situations
  - remaining positive, maintaining focus, energy and persistence to achieve required outcome
  - seeking help or giving assistance to complete urgent tasks

- motivation, eg.
  - being willing to learn new knowledge and skills to inform responsible behaviours and attitudes expected of employees in the workplace
  - utilising feedback and advice to enhance own capacity to effectively meet employee obligations

- adaptability, eg.
  - adapting/modifying behaviours and attitudes to comply with workplace role responsibilities

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated off-the-job, except for the element <u>GENIRW201B/09: Demonstrate effective workplace relations</u>. For this element, competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment.

Assessing this element as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products
- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about workplace relations:
  - identified through classroom activities (off-the-job)
  - collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- how pertinent sources of information were used to identify key information to develop knowledge and understanding of industrial/workplace relations
- how knowledge and understanding of industrial/workplace relations informed preparation to meet employee obligations and responsibilities required in the workplace
- how effectively employee obligations/responsibilities were demonstrated in a workplace environment
- how knowledge and understanding of industrial and workplace relations were used to inform the identification of key employment terms and conditions of future employment positions

Resource implications

Access to appropriate resources needed to develop foundational knowledge of workplace relations is required. Resources may include:
- printed and electronic information sources relating to industrial/workplace relations, including:
  - relevant Australian Government and state legislation
  - examples of pay slips
  - examples of industrial instruments (eg. awards) and Training Contracts

- guest speakers (eg. employer(s), representative from a union, YWAS)
- relevant technology to access electronic information relating to industrial/workplace relations

CODE	GENJAS201B:
UNIT TITLE	Develop job acquisition strategies

DESCRIPTION   This unit covers the skills and knowledge required to seek employment and apply for suitable positions.

APPLICATION   Developing job acquisition strategies requires the ability to:
- identify job-search methods for 'open' and 'hidden' job markets
- use most relevant job-search methods, resources and tools to identify employment opportunities
- evaluate suitability of employment opportunities based on personal interests, career aspirations and ability to do the job based on level of skills, qualifications and experience required
- plan and prepare various types of job applications to meet industry standards
- prepare for an interview situation
- use appropriate interview skills to meet industry standards
- use feedback to improve effectiveness of job application and interview processes
- identify and document key job-search strategies for personal reference when seeking employment.

EMPLOYABILITY SKILLS   The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS   This unit is related to:
- *GENIEW201B: Interact effectively in the workplace*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPCD201B: Access employment and training options*
- *GENSWL201B   Participate in structured workplace learning 2.*

SPECIAL NOTE
- The element of competency GENJAS201B/03.2: Undertake a job interview must be assessed in a real or simulated work environment.

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENJAS201B/01   Develop knowledge of job search strategies

    1.1   Develop knowledge of *'open' and 'hidden' job markets*.

    1.2   Identify *job-search methods* for each type of market.

    1.3   Acquire knowledge of *job-search processes*.

GENJAS201B/02   Develop effective written job application skills

    2.1   Identify employment opportunities in area(s) of interest.

    2.2   Determine *suitability of employment opportunities* in relation to personal career aspirations.

    2.3   Develop knowledge of *job application process*.

    2.4   Plan and prepare job applications for *three advertised positions*.

GENJAS201B/03   Develop effective interview skills

    3.1   Develop knowledge of the *interview process* including the *application of equal employment opportunity and anti-discrimination legislative requirement*s in an interview situation.

    3.2   Undertake a job interview.

    3.3   Evaluate *personal performance*.

GENJAS201B/04   Develop personal job search strategy

    4.1   Develop *personal reference guide* for further job-search activities.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

*'Open' and 'hidden' job markets* must include:

- 'open' job market – 'the employer looks for you'
  - positions advertised
  - government jobs, in particular, are routinely announced
  - private sector jobs tend to be linked to high demand and low supply of workers or where there is high demand and high turnover
  - research indicates that only a small percentage of job vacancies are advertised (eg. only about 20-30% of jobs are advertised in newspapers) making the 'open' job market very competitive particularly for entry-level positions
- 'hidden' job market – 'you look for the employer'
  - positions are not advertised
  - employers are constantly on the lookout for suitable candidates to replace departing, retiring or inefficient workers, to work on new projects, or to add expertise in a particular area
  - positions tend to be filled by candidates who come to an employer's attention through another employee's recommendation, referrals from trusted associates, recruiters, or direct contact with the candidate – that is, the candidate comes 'pre-recommended' by someone the employer trusts
  - research indicates that the greater percentage of job vacancies are in this category (estimates vary between 50%-80%)

Range of job-search methods may include but not be limited to:

- 'open' job market – positions advertised
  - using Internet on-line job-search databases
    - all industries, eg.
      - CareerOne [www.career.com.au]
      - SEEK [www.seek.com.au]
      - MyCareer [http://mycareer.com.au]
      - JobSearch [http://jobsearch.gov.au]
    - specific industry, eg.
      - hospitality: VocationH [www.vocationh.com.au]
      - leisure & fitness: Leisure jobs Australia [www.leisurejobs.com.au]
      - pharmacy: PharmacyBusiness [www.pharmacybusiness.com.au]
    - Australian or State/Territory Governments: whole-of or specific department, eg.
      - Queensland Government - Jobs Online [www.jobs.qld.gov.au]
      - Australian Government - Department of Foreign Affairs and Trade [www.dfat.gov.au]
    - individual businesses/organisations
  - visiting Centrelink office to access to Australian Job Search / National Vacancy Database: touchscreens
  - approaching a group training company (for apprenticeships/traineeships)

- using print-based publications
  - newspapers: local, metropolitan, regional, interstate, national
  - professional and industry journals
  - government gazettes
- scanning noticeboards in supermarkets, libraries, shopping centres
- looking for 'position vacant' notices in shop windows, on counters, outside factories, etc.
- registering with private employment agencies
- registering with labour hire agencies
- visiting career or job expos

- 'hidden' job market – positions not advertised
  - networking
    - telling personal contacts (eg. relatives, friends, neighbours, social contacts – sporting club, church, hobby groups, etc) that you are looking for a job
    - asking contacts for job leads in terms of vacant positions or appropriate enterprises/organisations you could approach
  - making a direct approach to a business/organisation:
    - enquiring in person
    - telephoning
    - mailing a cover letter and resume
  - placing a self-advertisement
  - undertaking information-gathering interviews
  - being 'headhunted': being approached directly by an employer

- Data provided by the Australian Bureau of Statistics relating to the 1.4 million job starters who had gained employment in period July 2002-03, indicates that:
  - 24% has been approached by the employer
  - 76% had used a variety of job-search methods

The job search methods used are shown in the following graph.
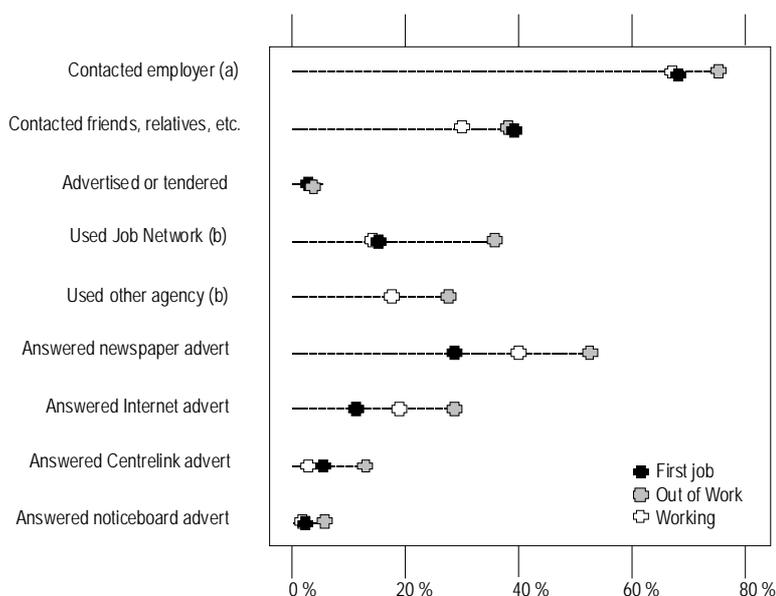
(a) wrote, phoned or applied in person
(b) checked with or registered with

Reference: Australian Bureau of Statistics (2004) *6105.0 - Australian Labour Market Statistics, Apr 2004*

Job-search processes must include but not be limited to:

- knowing 'about' each type of job-search method, eg.
  - what a labour hire agency is/the role of an agency in helping job seekers to gain employment
  - what Centrelink is/the role of Centrelink in helping job seekers to gain employment
  - what networking is
  - what a direct approach to an employer is
  - what an information-gathering interview is
- knowing 'how' to use a job search method, eg.
  - how to register with employment or labour hire agencies
  - how to identify and apply for advertised positions on-line
  - how to respond to an advertisement in the newspaper
  - how to use 'networking' to identify job leads

Determining the s*uitability of employment opportunities* requires the learner to evaluate key information contained in the advertisement against personal employment preferences, eg.

- industry area of interest in keeping with career/occupational aspirations
- type of employment offered (eg. part-time, casual, full-time, permanent)
- hours of work
- wages
- location
- required skills, qualifications and experience
- the potential of the position to develop knowledge, skills and abilities to enhance future employment opportunities in keeping with career/vocational interests and aspirations

Job application process must include:

- **identifying key information** before preparing an application
  - job title
  - purpose of position and skills required
    - role of position/key duties
    - responsibilities
    - selection criteria, if applicable
  - type of employment (eg. part-time, full-time, casual, shift, seasonal, temporary, commission, self-employment)
  - mode of application
    - apply in person
    - apply by telephone for an interview
    - leave or forward a completed application form (ie. 'proforma-type') only
    - leave or forward a generic application which requires:
      · a letter stating that the applicant wishes to apply for the advertised position outlining the specific knowledge, skills and abilities, etc. that demonstrate the applicant's suitability for the position
      · a resume
    - leave or forward a formal written application which requires:
      · addressing specified selection criteria matching personal knowledge, skills and abilities with required knowledge, skills and abilities
      · a resume
      · a 'covering' letter or application form
  - closing date of application

- organisation=s details
  - name
  - address
  - contact person and details, eg. telephone, facsimile, email
- **identifying any specific/additional information** required to complete an application
  - any key information <u>not</u> contained in advertisement
  - detailed position description and selection criteria – both public and private sectors
  - information about the enterprise/organisation
- **acquiring specific/additional information** using an appropriate or the specified mode of communication, eg.
  - use telephone to speak with nominated person or asking to speak with an appropriate person
  - send email to nominated person/email address
  - download details from website (eg. position description, application form)
  - collect information in person (eg. collect information at the 'service counter')
- **identifying any supporting documentation** required, eg.
  - resume
  - work samples
  - copy of certificates and/or qualifications
  - written references
- **selecting and briefing person(s) to provide character reference or referees**, if applicable
- **completing a written application in the specified format**, such as:
  - proforma-type= application, eg. complete a form
    - insert correct details
    - use appropriate script (eg. block letters, if specified)
  - written application
    - use appropriate format presentation
    - use correct spelling, punctuation and grammar conventions
    - address selection criteria, if appropriate, matching personal skills and abilities with required skills and abilities
- **preparing or updating resume**
- **proof-reading written application and resume** to ensure:
  - application answers/matches job criteria
  - required information is given in the specified format
  - spelling, grammar and punctuation are correct
- **collecting, collating and attaching any supporting documentation** required, eg.
  - copy of certificates/qualifications
  - resume
  - written reference(s)
- **forwarding application** as required, eg.
  - hand deliver
  - post
  - email

Three advertised positions requires learner to complete a written application in three different formats, eg.

- 'proforma-type' application form (ie. complete a form)
- a letter of application with accompanying resume or portfolio attached
- an application addressing specified selection criteria with accompanying resume attached

---

Interview process must include:

- preparing for the interview:
  - clarify time and place of interview, as well as person to contact on arrival
  - identify and address personal presentation standards appropriate for the position and the enterprise/organisation
  - prepare for any assigned selection 'tests' that may need to be undertaken, eg. word processing accuracy and speed
  - predict questions and plan answers in relation to questions that could be asked by the interviewer(s), eg.
    – Why do you think you are suitable for this position?
    – Why would you like this job? / Why have you applied for this job?
    – What are your strengths / weaknesses ?
    – Do you work well with others / as part of a team?
    – Why should we employ you? / What can you bring to the position / to the enterprise or organisation?
    – Does further study / continuing to learn appeal to you?
    – What do you know about the enterprise/organisation?
    – Do you have any career plans?
  - collate and read information on the enterprise and position being applied for, in order that interview responses can be contextualised and an interest in and knowledge of the core business of the enterprise/organisation demonstrated
- undertaking the interview:
  - be punctual
  - be dressed and groomed appropriately
  - have required documentation (eg. portfolio of work), if applicable
  - respond to questions in an informative, courteous, concise and relevant manner
  - demonstrate pre-interview research into enterprise/organisation activities via comments and questions
  - use active listening and questioning techniques when required (eg. to clarify interview question)
  - ask relevant questions when appropriate, eg.
    – more details about what the job will actually involve
    – what the prospects are for advancement or training
  - use positive 'body-language'
- utilising feedback from the interview:
  - seek both positive and negative feedback from the interviewer(s).
  - use feedback for self-evaluation purposes:
    – appraise standard of performance, identifying strengths and areas for improvement
    – propose strategies for improvement

The *application of equal employment and anti-discrimination legislative requirement*s in an interview situation must include:

- types of questions that employers should not ask relate to a person's:
  - age (unless the rate of pay has age increments for juniors, or the job requires a driver's licence or is on licensed premises)
  - religion (unless the job is aligned to a particular religious affiliation and an exemption has been obtained)
  - nationality/race (unless position is for an Aboriginal Designated position, or an actor be of a particular nationality/race for reasons of authenticity for a dramatic performance)
  - marital or relationship status (single, married, divorced, widowed, separated or living in a de facto relationship)

- sexual preference (gay, lesbian, heterosexual or bisexual)
- parental status (dependent child/ren)
- family responsibilities
- political belief or activity
- trade union activity

Elements of *personal performance* to be evaluated must include:

- punctuality (ie. arriving in plenty of time for the interview)
- personal presentation (ie. dressing appropriately for the interview, including personal grooming)
- interpersonal and communication skills
  - responding to questions in an informative, courteous, concise and relevant manner
  - using active listening techniques and asking relevant questions
  - using positive body language during the interview process and demonstrating awareness of non-verbal cues in assessing progress of the interview
  - demonstrating pre-interview research into enterprise/organisation=s activities via comments and questions

Different situations will require different job-search strategies. A *personal reference guide* for further job-search activities may include but not be limited to those job-search methods that require the job seeker to use a systematic or planned approach when searching or applying for a job to optimise opportunities for successfully gaining employment, eg.

Finding a job in the 'hidden' job market - networking

1. Research the industry/occupational area I want to work in
   - research the industry/occupational area to develop knowledge and understanding of the sorts of tasks, skills and experiences that an employer will be looking for (research should involve talking with personal contacts who have knowledge of the industry/occupational area)

2. Prepare or update my resume

   Note:
   If learner completed Certificate I in Work Education, a resume was prepared in *GENJSI101B: Apply job search and interview skills* which will need to be updated.

   - ensure resume highlights the knowledge, skills, qualifications, and personal attributes that you can bring to the job (it is important to have a resume ready to give to an employer at a 'moment's notice or to post to an employer with a covering letter)

3. List people who can help me
   - make a list of people you know (add contacts they may suggest)
     – immediate family and relatives
     – friends, neighbours
     – social contacts (eg. people in sporting groups, church, hobby group, etc)
     – others (eg. local business and trades people, family doctor, etc.)

4. Make contact
   - use face-to-face meetings, email or phone to:
     – let people know that you are looking for a job
     – ask if they know of any job leads
     – ask them to let you know if they hear of any jobs
     – thank contacts

5. Follow up any leads
   - follow through on any leads you are given, eg.
     – the employer wants you to make an appointment to speak with/meet you
     – the employer wants you to send in your resume
6. Thank person who identified the opportunity

Finding a job in the 'open' job market – responding to a newspaper advertisement

1. Identify employment opportunity
   - What are the details of the job(s) on offer?
     □ name of organisation/enterprise
     □ job title
     □ role/duties
     □ type of employment
     □ wage (if given)
     □ location
   - Do I need further information to clarify pertinent issues about this opportunity? If yes,
     □ what is the information I need?
     □ what is the most appropriate mode of contact?

2. Evaluate the opportunity
   - Is the job in an area I'm interested in?
   - Do I have the necessary skills, qualifications, experience required?
   - Are the conditions of employment suitable for my needs?
     □ type of employment?
     □ wages?
     □ location?

3. Apply for the job
   - What is the mode of application?
     □ apply in person?
     □ written application?
       - application form only?
       - general letter of application, plus resume
       - specific selection criteria to address, plus resume and covering letter/application form
   - What is the closing date?
   - Do I need person(s) to give character reference or referees? If yes
     □ select and brief person(s)
   - Prepare written application
     □ prepare application in the specified format
     □ prepare/update resume
     □ proof read materials
       - check correct presentation format has been used
       - check application answers/matches selection criteria (if applicable)
       - check spelling, grammar and punctuation
   - Forward application (in person, by post, by email) by due date

Preparing for an interview.

1. Undertake personal planning
   - Identify:
     □ time, place, person to contact on arrival
     □ any information that interviewee is required to bring to the interview

- ▪ Plan for travelling to the interview in order to arrive 15 minutes before time.
  - ▫ location of interview
  - ▫ best mode of transport to use (eg. bus/train)
  - ▫ ascertain time to take to reach location
  - ▫ determine timetabling/scheduling
- ▪ Plan personal presentation
  - ▫ identify dress requirements
  - ▫ ensure clothes are clean and pressed, shoes polished, etc.

2. Prepare for responding appropriately to interview questions
   - ▪ Prepare to demonstrate knowledge of the enterprise/organisation
     - ▫ talk with contacts (if applicable) and/or collect and read information (eg. annual reports, brochures, website) about the enterprise/organisation so responses to interview questions can be contextualised and an interest demonstrated in the core business of the enterprise/organisation
   - ▪ Refresh memory about the position applied for:
     - ▫ re-read position description/selection criteria to ensure responses in the interview will indicate an awareness/appreciation of specific duties
   - ▪ Predict questions and plan answers:
     - ▫ think of answers to questions that the interviewer(s) may asked during the interview
     - ▫ think of any questions that the interviewee may want to ask about the position or enterprise/organisation

<u>Undertaking interview</u>
- ▪ Introduce self to interviewer(s)
- ▪ Ensure posture when sitting reflects 'body language' that is open and friendly, not closed and defensive
- ▪ Speak clearly and at a steady pace
- ▪ Use active listening/questioning techniques
- ▪ Maintain eye contact
- ▪ Ensure that body language matches what is being said

<u>Evaluating performance</u>
- ▪ Seek and use feedback from interviewer(s) to identify areas for improvement for both:
  - ▫ application process
  - ▫ interview process

Note:
The personal reference guide can be a checklist, table (yes/no), or in a format the learner prefers.

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- use appropriate job-search methods, resources and tools to identify employment opportunities
- self-evaluate suitability of employment opportunities against:
  - personal interests and career aspirations
  - skills, qualifications and experience required to do the job
- undertake necessary planning to prepare three written applications requiring the use of different formats
- complete written applications to meet industry standards
- prepare for and participate in a job interview
- evaluate own performance using feedback to improve effectiveness of job application and interview processes
- document key strategies for job application and interview processes to facilitate future job-search activities.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- the 'open' and 'hidden' job markets
- various job search methods aligned with each type of job market
- the different types of job application written formats
- the process to follow when applying for a job in writing
- key principles of effective written job applications that meet standards expected in industry
  - correct application format is used
  - information given matches the format requirements (eg. all sections on application form are completed correctly and/or selection criteria have been addressed, resume and/or supporting documentation attached, name(s) and contact details for character reference or referee supplied)
  - writing reflects command of spelling, grammar and punctuation conventions
  - application arrives by the due date
- the process to follow to prepare effectively for an interview
- principles of equal employment opportunity and anti-discrimination legislation as applied to an interview situation
- key principles of effective personal performance in an interview situation:
  - being punctual
  - meeting expected personal presentation standards
  - using effective interpersonal and communication skills

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- use appropriate job-search methods to identify employment opportunities
- self-evaluate job advertisements against:
  - personal employment preferences
  - required skills, qualifications and experience
  - the opportunity the position offers to develop new knowledge, skills and abilities that will enhance future employment opportunities that match career/vocational interests and aspirations
- complete three written job applications using:
  - specified format
  - correct grammar, spelling and punctuation conventions
- prepare for an interview by:
  - identifying the time and place of the interview, including the person to contact upon arrival
  - identifying appropriate personal presentation standards
  - identifying any assigned selection 'tests' that need to be undertaken, eg. word processing accuracy and speed
  - identifying/predicting possible questions that could be asked by the interviewer(s) and appropriate responses
  - obtain information about the enterprise/organisation to assist with the contextualisation of responses to demonstrate an interest in, and appropriate level of understanding of, the core business of the enterprise/organisation
- participate in an interview demonstrating:
  - punctuality
  - appropriate personal presentation standards
  - appropriate interpersonal and communication (verbal and non-verbal) techniques
- evaluate personal performance utilising positive and negative feedback to improve job search, application writing and interview skills
- develop a personal reference guide for future job-search activities by identifying a logical sequence of steps to follow

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to develop job acquisition strategies.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- types of employment available in the workplace
  - full-time permanent, part time permanent or casual employee
  - junior employee
  - apprentice, trainee
  - fixed-term employee
  - pieceworker
  - employees working on a commission basis
- information sources (eg. electronic, print, organisations/people) related to employment opportunities in industry/occupational areas of interest
- networking
- current industry standards for job applications
- the writing process (plan, draft, review, edit)
- spelling, grammar and punctuation conventions
- personal presentation standards

- communication skills (verbal and non-verbal cues and their meaning)
- interpersonal skills

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to read, understand and identify key information requirements of a job advertisement
- numeracy skills, eg.
  - to identify timeframes in relation to submitting applications and attending interviews
- evaluation skills, eg.
  - to evaluate suitability/preferability of employment opportunities and performance in the interview
- problem-solving skills, eg.
  - to make decisions between a limited range of employment options
- planning skills, eg.
  - to organise application process and manage timelines
- technology skills
  - to use IT to access employment information and prepare job application
- communication skills
  - to communicate effectively in writing and face-to-face (ie. verbally and non-verbally)

Employability Skills

Applying job search and interview skills provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning skills when networking to identify job leads
  - using congruent verbal and non-verbal cues to indicate active listening and understanding in the interview
  - demonstrating ability to listen and understand through providing appropriate responses to interview questions
  - listening to advice and feedback from pertinent persons about the standard/quality of job application and interview with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace when:
    - networking with personal contacts to inform them of type of employment wanted, relevant skills and qualifications, etc.
    - obtaining additional information from organisations on employment opportunities or to prepare for an interview
    - responding to interview questions

- writing to the needs of the audience, eg.
  - preparing written application in the specified format, organising and communicating ideas and information in appropriate language and style, and ensuring content includes all necessary information

    ▫ checking, editing and revising application for accuracy of information, grammar, spelling and punctuation, and making necessary changes before forwarding final version to employer

- reading independently, eg.
  - ▫ locating, understanding and using written information on:
    - – 'hidden' and 'open' job markets
    - – job search methods
    - – job advertisements to identify relevant details of advertised position

- empathising, eg.
  - ▫ using non-discriminatory language during the interview demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.)

- using numeracy effectively, eg.
  - ▫ estimating and calculating time allocations to prepare application and submit by due date
  - ▫ working to scheduled timeframes and completing and submitting application by due date
  - ▫ calculating traveling time to arrive at interview on time, if applicable

- understanding the needs of internal and external customers, eg.
  - ▫ identifying skill, qualification and experience requirements of an industry/occupation and business/employer
  - ▫ clarifying and confirming the information required by the employer in the job application
  - ▫ providing the required information in the application in the specified format

- establishing and using networks, eg.
  - ▫ developing a network of contacts to find job leads ('hidden' job market job-search strategy)

- being assertive, eg.
  - ▫ having the confidence to:
    - – contact employer/business directly to ask about employment opportunities ('hidden' job market job-search strategy)
    - – ask directly and openly in an appropriate manner for clarification if meaning of interview question is not understood

Teamwork – not applicable

Problem solving – not applicable

Initiative and enterprise

- identifying opportunities not obvious to others, eg.
  - ▫ using networking and contacting employer/business directly to identify possible job opportunities in the 'hidden' job market

- translating ideas into action, eg.
  - ▫ using appropriate job-search strategies to identify employment opportunities that match employment preferences

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - ▫ identifying a logical sequence of tasks, timelines to meet, and resources needed to apply for a job
  - ▫ gathering required information/resources to undertake the task
  - ▫ undertaking and completing job application process within set timelines

- being resourceful, eg.
  - using appropriate job-search method to look for and identify employment opportunities in-keeping with personal employment preferences
  - demonstrating, via the use of contextual information in written application and interview, the undertaking of research on the business/organisation in order to develop knowledge and understanding of the industry area, its products/services, job role of advertised position, etc.

- taking initiative and making decisions, eg.
  - making decisions about:
    - personal employment preferences
    - using most relevant job-search method to identify employment opportunities
    - suitability of advertised positions by evaluating details of advertised position against personal profile and employment/career/occupational interests and preferences

- establishing clear project goals and deliverables, eg.
  - identifying, clarifying and confirming activities/tasks requirements (eg. step 1: identify appropriate employment opportunities by searching databases, etc. for vacant positions, etc.) and deliverables (eg. written job application)

- planning the use of resources including time management, eg.
  - identifying resource requirements to complete job search activity (eg. information sources to access and identify employment opportunities, copy of advertised position, resume)
  - working backwards from due date for submitting application to estimate and calculate time allocations to undertake activities/tasks to prepare application in order that it is completed and submitted on time

- participating in continuous improvement and planning processes, eg.
  - using advice and feedback about the standard/quality of the application and interview from relevant persons to improve knowledge and skills in job search and interview processes

- developing a vision and a proactive plan to accompany it, eg.
  - defining a personal strategy to direct future job-search activities to gain employment in industry/occupational area of interest

- collecting, analysing and organising information, eg.
  - locating and gathering necessary information about employment opportunity(ies) in area(s) of interest
  - comparing information against own employment preferences and aspirations, current skills, qualifications and experience, etc. to determine suitability of position
  - identifying and obtaining information requirements for the written application
  - organising information to provide the required content in the specified format in the written application

Self-management

- having a personal vision and goals, eg.
  - gaining employment in industry/occupational area of interest

- evaluating and monitoring own performance, eg.
  - using both positive and negative feedback about the standard/quality of the job application and performance in the interview to identify strengths and areas of improvement in the application and interview process

- having knowledge and confidence in own ideas and vision, eg.
  - developing confidence in own ability to determine suitability of employment opportunities against personal employment preferences and aspirations in industry/occupational area(s) of interest, write and submit an application, and participate in an interview

- articulating own ideas and vision, eg.
  - expressing employment aspirations clearly and concisely when networking with personal contacts about possible job leads
  - expressing clearly and concisely, in writing, the information required by the employer/organisation in the job application
  - expressing oneself clearly, concisely and confidently when responding to questions in the interview

- taking responsibility, eg.
  - acknowledging and accepting own responsibility for seeking employment and demonstrating responsibility by:
    – identifying suitable employment opportunities
    – obtaining and organising required information to respond appropriately to the requirements of the application
    – completing and forwarding job application in the specified format by the due date
    – preparing for the interview
    – being punctual for interview

Learning

- managing own learning, eg.
  - using the job search, job application and interview processes to develop knowledge and skills to enhance employment prospects
    – using appropriate job-search method to identify employment opportunities in 'open' and/or 'hidden' job markets
    – initiating access to and identification and collection of pertinent employment information and resources; organising information to complete and forward job application and prepare for interview process
    – evaluating own performance in conjunction with employer/organisation regarding the standard/quality of job application and interview to identify strengths and areas requiring improvement
    – using feedback and advice to improve standard/quality of job application and interview to meet standards expected by employers/organisations

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - learning from employers/organistions, teachers/tutors/career advisory personnel and peers knowledge and skills to identify and use job search methods and processes
  - using IT to obtain and use information on employment opportunities, job application and interview processes

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits (the 'why') of acquiring job search strategies to assist with gaining employment

- being willing to learn in any setting – on or off the job, eg.
  - learning new or specific applications of job acquisition strategies based on feedback to enhance capability of successfully identifying, applying and interviewing for positions in preferred industry/occupational areas

- being open to new ideas and techniques, eg.
  - being willing to listen and consider ideas, information and advice provided by relevant persons (eg. employer/organisational personnel) about new or different ways to search and apply for a job and interview effectively

- being prepared to invest time and effort in learning new skills, eg.
  - putting in the effort to learn essential and effective job acquisition skills to gain employment

- acknowledging the need to learn in order to accommodate change, eg.
  - understanding that the continual change in industry means that one job with the one employer for life is no longer the norm requiring the need for individuals to initially acquire and then keep up-dated job acquisition knowledge and skills

Technology

- having a range of basic IT skills, eg.
  - using IT to:
    - locate and obtain information about employment opportunities, writing job applications, and interview skills
    - prepare or update resume
    - prepare written application

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- commitment, eg.
  - fulfilling responsibilities to:
    - complete and submit application by the due date
    - arrive on time for the interview

- honesty and integrity, eg.
  - honoring one's responsibility to include only accurate information about one's skills, experience, qualifications, etc. in the job application and interview processes

- enthusiasm, eg.
  - being energetic, positive and self-motivated to learn about and gain experience in essential skills for job searching and interviewing needed to gain initial and on-going employment throughout one's career

- reliability, eg.
  - building a reputation for being dependable by:
    - submitting written application (including all required information presented in the specified format) by the due date
    - arriving on-time for the interview

- personal presentation, eg.
  - presenting a confident personal image in the interview by:
    - dressing appropriately
    - expressing oneself clearly and concisely

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth by:
    - submitting a quality application
    - dressing appropriately for the interview
    - using appropriate interpersonal and communication skills (verbal and non-verbal) during the interview
    - accepting and acting on feedback and advice to improve job search and interview skills

- an ability to deal with pressure, eg.
  - staying calm in adverse situations
  - remaining positive, maintaining focus, energy and persistence to submit application on time
  - seeking for help or guidance immediately in difficulties are encountered

- motivation, eg.
  - being willing to learn new knowledge and skills to identify suitable employment opportunities, prepare job applications that meet employer/organisation standards, and participate effectively in an interview
  - utilising feedback and advice to improve job search and interview skills

CONTEXTS AND METHODS OF ASSESSMENT

For element <u>GENJAS201B/03.2: Undertake an interview</u> competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment. Other elements will need to be assessed off-the-job.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- written material (eg. job application)
- observation (including employer/organisation observations and comments about the standards/quality of the written application and interview process)
- simulation
- oral questioning
- demonstration
- role play

Products and processes that could be used as evidence

Products
- written job applications, resume and/or portfolio
- personal job-search reference guide

Processes
- how employment opportunities in area(s) of interest were identified
- how determination was made of relevance/suitability of employment opportunity to self
- how the job application process was planned and organised
- how the applications were completed to meet industry standards
- how the interview process was prepared for
- how personal performance in the interviews was evaluated
- how positive and negative feedback was utilised to enhance future job search, application writing and interview skills
- how successful job-search processes were analysed to identify appropriate procedures to follow when develop a personal reference guide

Resource implications

Access to appropriate resources needed to develop and apply job search and interview skills is required. Resources may include:

- print and electronic information sources relating to advertised employment opportunities
- relevant technology to:
  - access electronic sources of information
  - prepare written job applications including resume or portfolio
- simulated or real work environment for interview purposes
- videotape of interviews, if simulated, to allow for analysis
- employers/organisational personnel

CODE	GENOHS201B:
UNIT TITLE	**Work safely according to OHS principles and procedures**

DESCRIPTION

This unit covers the skills and knowledge required to follow and apply OHS principles and procedures when carrying out work activities, including hazard identification and risk control, responding to emergency situations and contributing to arrangements for the management of OHS within scope of responsibilities and competencies.

APPLICATION

Working safely according to OHS principles and procedures requires the ability to:
- meet employee responsibilities for working safely at all times to ensure own safety and that of others
- identify specific workplace health and safety policies and procedures to follow when undertaking OHS induction and any safety training
- comply with workplace procedures and work instructions to identify, assess, report and control hazards
- respond to emergency situations according to workplace procedures
- participate in arrangements for maintaining the health and safety of all people in the workplace.

This unit is based on Generic Competency A in the *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards [NOHSC:7025(1998)2nd edition]*.

Generic Competency A describes occupational health and safety competencies applicable for employees working under direct supervision and with no supervisory responsibilities for other people. This includes school-based workers, entry-level employees and trainees and apprentices.

This competency complements, and is applicable in combination with, other industry or enterprise-specific competencies.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Apply an enterprising approach in a project*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

Relationship *to GENSWL201B: Participate in structured workplace learning 2*:

- It is recommended that the performance criteria <u>GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation</u> be assessed prior to structured workplace learning as part of preparing learners for participation in a workplace environment.
- All other elements of competency and their performance criteria must be assessed in a real or simulated work environment and, therefore, could be assessed as part of *GENSWL101B: Participate in structured workplace learning*.

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENOHS201B/01   Identify OHS requirements for a safe working environment

1.1   Identify *employer and employee legal responsibilities* prescribed in OHS legislation.

1.2   Undertake *OHS training* as directed.

GENOHS201B/02   Follow workplace procedures for hazard identification and risk control

2.1   Recognise *hazardous situations* in the workplace.

2.2   Follow *workplace procedures (including signage)* and *work instructions* for *identifying hazards* and *assessing and controlling risks* within *scope of responsibilities and competencies*.

2.3   *Report* hazards to *designated personnel* according to workplace procedures.

GENOHS201B/03   Follow emergency procedures

3.1   Respond to *emergency situations* according to workplace procedures.

3.2   Report details of emergencies to *appropriate personne*l according to workplace procedures.

GENOHS201B/04   Participate in maintaining a safe workplace

4.1   Raise task and/or job specific *OHS issues* through *participative arrangements* for OHS management in the workplace.

4.2   *Contribute* to OHS in the workplace within organisational procedures and scope of responsibilities and competencies.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

OHS legislation includes:

- relevant Commonwealth and State OHS Acts, regulations and codes of practice
- relevant industry codes of practice
- relevant industrial instruments (eg. award or AWA)

Responsibilities of employers under OHS legislation include:

- providing and maintaining a safe and healthy working environment
  - providing adequate facilities (eg. toilets, washrooms, lockers and lunch/dining area)
  - ensuring all machinery and equipment is in safe working condition
- providing safe systems of work
  - providing employees with *information about potential safety and health hazards and risks* in the workplace, in general, and those relevant to specific jobs, in particular, to help employees recognise and avoid them
  - outlining *safe working methods* in specific job procedures and work instructions for employees to follow when working with specific machinery, equipment or hazardous substances
  - providing *personal protective equipment* (eg. safety hats, footwear, glasses/goggles and gloves, overalls and hearing protection) when employees need to wear or use it
  - providing *training* and *supervision* for employees to enable work to be carried out safely and free from health risks (eg. following of safety and health instructions and using any machinery or equipment correctly).
- ensuring workplace health and safety representatives are elected to look after the health and safety interests of employees in specific work areas

Note:
In a small workplace, there may be only one WHS representative. For larger workplaces, there may be several workplace health and safety representatives, a workplace health and safety officer(s) and a workplace health and safety committee(s).

Responsibilities of employees under OHS legislation include:

- In general, cooperating with employer/supervisor by following all workplace health and safety instructions.
- In particular:
  - following specified safe working procedures for tasks undertaken
  - using any machinery, equipment, materials and tools correctly
  - using personal protective equipment correctly and at the right times
  - reporting any workplace hazards, accidents, injuries or illness
  - protecting the health and safety of others by avoiding behaviour that puts others at risk, eg.
    - coming to work drunk or 'high' or not using alcohol or illegal drugs while at work
    - smoking in the workplace, other than in designated areas
    - taking part in any bullying, initiation ceremonies, 'horseplay' or pranks that can lead to the other person being physically hurt or emotionally traumatised
  - taking care of own health and safety.

OHS training will be relevant to the organisation in which structured workplace learning is undertaken and may include but not be limited to:

- OHS induction – relates to health and safety issues for organisation overall or in general, eg.
  - OHS legislation in the workplace
  - organisation-specific workplace OHS policies and procedures
  - workplace and employee responsibilities
  - WorkCover
  - OHS committee(s)/representatives(s)
- OHS training – on- or off-the-job training relating to specific job/task, eg.
  - hazards associated with task or work area (identifying, assessing, controlling, reporting of to designated person)
  - related signage (meaning of and complying with)
  - possible emergencies and emergency procedure training
  - personal protective equipment (relevant clothing and equipment for specific job role/task, correct usage and handling, care and maintenance)
  - specific work procedures and skills training (eg. operating machinery or equipment safely)
  - first aid training

Definition of *hazard*:
A 'hazard' is something with the potential to cause injury or disease to people, damage to property or disruption to productivity. Hazards arise, for example from workplace environment, use of equipment, poor work design, inappropriate systems, procedures and/or human behaviour. Sources of energy such as electricity, hot objects and moving equipment are all hazards.

Types of *hazardous situations* may include but not be limited to:
- biological (eg. infectious diseases, unclean work areas and facilities)
- chemical (eg. solvents, cleaners, acids, toner, cigarette smoke, dusts and powders like asbestos, smells from paints, plastics and pesticides, fumes from hot metals, petrol, gases)
- electrical (eg. broken or frayed cords, exposed wires, faulty electrical wiring)
- ergonomic (eg. poorly designed or cluttered work stations, poor or improper work practices, occupational overuse syndrome)
- manual handling (eg. handling and lifting heavy materials)
- mechanical (eg. sharp cutting tools and instruments, broken or damaged equipment, moving machinery, heat, noise or vibration from a machine)
- physical (eg. temperature – too hot or too cold, poor lighting, excessive noise, vibration, electrical layout so cords lie across walkways, furniture blocks clear access to a doorway)
- psychological (eg. stress, substance abuse, long shifts without breaks)
- radiation (eg. computer screens, incorrect use of photocopiers)

Examples of *hazards* may include but not be limited to:
- breakages
- cords or ropes across walkways
- damaged or broken furniture and fittings, damaged or worn equipment
- electrical hazards related to use of equipment, faulty wiring
- items blocking exits, items of equipment in areas of pedestrian traffic
- manual handling or lifting of heavy objects (eg. equipment, machinery, cartons, boxes)
- personal threat (eg. through aggressive behaviour of customers or clients)
- postural issues related to tasks such as working with computers
- spillages (eg. chemical, oil)
- slippery surfaces

OHS signs and symbols must include but not be limited to:

- Standard safety signs are used as an aid to:
  - communicate information on hazards
  - communicate the need to wear personal protective clothing or equipment
  - communicate the location of safety equipment (eg. first aid kit) or emergency facilities (eg. first aid station)
  - give guidance or instruction in an emergency.

- Two main types of safety signs:
  - picture signs which use symbols and text to represent the hazard, equipment or process as well as the standard colours and shapes to convey a message
  - text only message signs which are supplemented by the use of standard colours and shapes (eg. fire exit signs)

- Stop and prohibition signs - <u>Circle</u>: white background, red border and cross bar and black symbol, eg.

- Caution (warning) signs - <u>Triangle</u>: yellow background, black border and black symbol, eg.

- Emergency information signs - <u>Rectangle</u>: green background with white symbol, eg.

- Mandatory signs - <u>Circle</u>: blue background with white symbol, eg.

Workplace procedures and work instructions may include:

- workplace procedures – cover day-to-day procedures conducted in the normal course of duties and carried out according to written and/or accepted guidelines for safe work practices, eg.
  - hazard and incident reporting procedures
  - risk control procedures
  - procedures for use of personal protective clothing and equipment
  - emergency procedures
  - OHS issue resolution procedures
- work instructions – specify safe work practices for specific job/task and are written and/or verbal, eg.
  - using personal protective clothing and equipment
  - manual handling and lifting practices
  - operating equipment, machinery and appliances
  - handling and storing dangerous goods and substances
  - following hygiene requirements
  - working in confined spaces

Note:
Procedures and instructions may be reinforced visually (eg. OHS signs, symbols and other pictorial presentations).

Identifying hazards and *assessing and controlling risks* within scope of responsibilities and competencies must include:

- identifying a hazard
  - being alert and using a process to recognise that a potential hazard exists, eg.
    - checking equipment before beginning task and during task (eg. a safety guard is not in place; the machine is making an unusual noise; an electrical cord is frayed)
    - inspecting the work area (eg. a spill is on the floor; an electrical cord runs across a walkway when plugged in to the nearest outlet)
    - noting any OHS signs or symbols in the work area (eg. wash hands before preparing food; wear safety glasses)
    - applying knowledge of OHS requirements (gained from OHS training, supervisor, workplace procedures, work instructions) for the undertaking of a specific task (eg. a heavy object has to be lifted; a chemical has to be used when cleaning)
- assessing the risk
  - determining how likely it is that harm, injury or illness will occur as a result of the existence of the risk the hazard poses – predicting consequences for self, other person(s) and/or organisation – within scope of responsibilities and competencies, eg.
    - If the safety guard is not in place, I could get badly cut when I operate the machine.
    - This machine is not meant to make this noise. There must be something wrong. It could break down and disrupt production.
    - If the spill stays on the floor, a co-worker could slip.
    - This electrical cord across the walkway is dangerous. Someone could trip over it.
    - If I don't wash my hands before preparing food, this could contaminate the food; could make customers sick; could affect reputation of restaurant; owner could be sued.
    - If I don't wear safety glasses when I'm using the grinder, I could end up with an eye injury.
    - The object is too heavy for me to lift manually. If I pick it up, I could injure my back.
    - If I don't use the chemical as instructed, it could irritate my skin.

- controlling (minimising or eliminating) the risk
  - if dealing with the risk IS within scope of responsibilities and competencies, then take appropriate action to reduce the consequences of the hazard or the likelihood of injury or damage by following safe working practices specified in workplace procedures (including OHS signage) and work instructions, eg.
    – using equipment as trained/instructed (eg. ensure safety guard is in place before beginning task)
    – keeping work area clean and free of obstructions (eg. wiping up spills)
    – complying with OHS safety signs and symbols (eg. washing hands before preparing food; wearing safety glasses)
    – applying OHS knowledge gained through training/instruction to undertaking tasks (eg. asking others to help lift a heavy object or using a mechanical aid to lift the object; using the chemical according to manufacturer's instruction and wearing personal protective clothing such as gloves)
  - if dealing with the risk IS NOT within scope of responsibilities and competencies, then report hazardous situation to delegated person according to workplace procedures, eg.
    – equipment which is making an unusual noise when being operated
    – the frayed electrical cord
    – the electrical cord across the walkway – it could be tapped down as a temporary measure to minimise the risk of people tripping, but a new power point may need to be installed in a location which eliminates the hazard of the cord lying across the walkway

Scope of responsibilities refers to:

- level of responsibilities that an employee has assigned to his/her position according to position description of role/job
- level of responsibilities that an employee has assigned to his/her position from time to time

Methods of *reporting* workplace hazards may be verbal or written and may include:

- verbal: face-to-face or via phone
- written: report proforma, memos, email

Designated personnel may include but not be limited to:

- supervisor
- team leader
- designated OHS/WHS officer
- employee elected as OHS/WHS representative
- employer

Note:
In a small workplace, there may be only one WHS representative. For larger workplaces, there may be several workplace health and safety representatives, a workplace health and safety officer(s) and a workplace health and safety committee(s).

Types of *emergency situations* which may occur in the workplace include:

- minor or major accident
- minor or serious injury
- fire (eg. electrical, chemical)
- power failure
- bomb threat
- robbery/armed hold up
- deranged customer
- chemical spill
- gas leak
- flooding

Appropriate personnel may include:

- first-aid officer
- fire warden
- supervisor
- team leader

OHS issues may include but not be limited to:

- hazards identified
- problems encountered in managing risks associated with a hazard
- clarification on understanding OHS policies and procedures
- communication and consultation processes
- follow up to reports and feedback
- training needs

Participative arrangements may include but not be limited to:

- formal and informal meetings of:
  - OHS committee(s)
  - teams
- suggestions, requests, reports and concerns put forward by employees to supervisors or management

Ways in which individuals c*ontribute* to OHS in the workplace include:

- following specified safe working procedures for the tasks undertaken
- using any machinery, equipment, materials and tools correctly
- using personal protective clothing and equipment correctly and at the right times
- identifying and reporting any workplace hazards, accidents, injuries or illness
- protecting the health and safety of others by avoiding behaviour that puts others at risk
- taking care of one's own health and safety
- listening to the ideas and opinions of others in the team
- participating in OHS meetings in keeping with role and/or level of responsibility

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- follow the requirements of OHS legislation and relevant industry code(s) of practice in relation to individual obligations to work in a safe and competent manner to ensure own safety and that of others in the workplace
- consistently and accurately follow workplace safety procedures (including signage) and workplace instructions to:
  - recognise and assess potential hazardous situations
  - assess potential of hazardous situation
  - take appropriate corrective action to control (ie. minimise or eliminate) associated risks
  - report hazards in the workplace to designated personnel
- follow emergency procedures as instructed
- contribute to and participate in workplace OHS arrangements.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- employee rights and responsibilities in the workplace under OHS legislation and relevant industry code(s) of practice
- workplace OHS system
- an organisation's OHS workplace policies and procedures:
  - general hazard policies and procedures
  - hazard identification and risk assessment procedures, including:
    – types of hazardous conditions which may occur in the workplace
    – purpose, types and meaning of OHS signs and symbols
    – workplace procedure for reporting hazards including:
    · designated person to report to (eg. supervisor or WHS representative)
    · method of reporting
  - use of hazard procedures (eg. housekeeping and inspections)
  - housekeeping standards procedures required in the workplace
  - emergency (including fire and accident) procedures
    – appropriate person to report to (eg. supervisor, first-aid officer, WHS representative)
    – method of reporting
    – location of emergency exit(s), safety alarm(s), fire fighting equipment and first aid facilities
  - job operating procedures and work instructions
  - procedures for the use of personal protective equipment and clothing

Specific skill requirements

Look for evidence of the learner's skills and ability to:

- consistently follow all workplace health and safety policies and procedures (including OHS signs and symbols and personal protective equipment), safe work practices, instructions and directions to ensure own safety and that of others
- request help, guidance or advice when necessary to work safely
- use equipment, machinery, tools and/or materials safely while working under minimal supervision
- recognise workplace hazards, assess associated risk(s) and take appropriate action to control risk(s) within scope of responsibilities and competencies
- report hazardous conditions to designated personnel in accordance with workplace procedures and instructions
- comply with procedures to follow in the event of emergency situations
- contribute to OHS in the workplace including:
  - participating in workplace health and safety induction and training program(s)
  - participating in hazard inspection of own area
  - raising OHS issues with relevant person(s) in accordance with workplace procedures for participative arrangements

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to work safely according to OHS principles and procedures.

Underpinning knowledge

Underpinning knowledge required by the learner includes:

- principles of effective two-way communication skills (verbal and non-verbal)
- principles of effective team work

Underpinning skills

Underpinning skills required by the learner includes:

- literacy skills, eg.
  - to read and interpret relevant OHS legislation, industry codes of practice, basic OHS workplace documents, OHS signs and symbols
  - to report hazards, accidents, illness, injury, emergencies in written format, if required
- communication skills, eg.
  - to clarify/confirm understanding of OHS workplace procedures and safe work practices to follow
  - to identify lines of communication to report hazards, accidents, illness, injury, emergencies
  - to report hazards, accidents, illness, injury, emergencies clearly and concisely, if method of reporting is face-to-face or via telephone
- problem-solving skills, eg.
  - to assess risks posed by an identified hazard and determine the appropriate action to take to control risks within scope of responsibilities and competencies
- team work skills, eg.
  - to work co-operatively and productively with others in applying safe work practices
- technology skills, eg.
  - to use IT to access pertinent OHS information
  - to use materials and equipment safely

Employability Skills

Working safely according to OHS principles and procedures provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to clarify and confirm:
    - OHS workplace procedures for hazard recognition, assessment, control and reporting
    - OHS workplace procedures for responding to emergency situations
    - safe work procedures to follow for a specific job role/tasks
  - using congruent verbal and non-verbal cues in face-to-face interactions to indicate active listening and understanding of safe work procedures to follow
  - listening to advice and feedback with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, when reporting potential hazards to designated personnel

- writing to the needs of the audience, eg.
  - completing OHS documentation to meet required standards and functions (eg. incident or accident reports)

- negotiating responsively, eg.
  - dealing with difficult issues, conflict or disagreements (eg. being asked to do unsafe work) constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and using information about OHS employee responsibilities to define fundamental OHS principles and procedures to follow in the workplace
  - referring to workplace OHS documents to identify context-specific:
    - OHS requirements relevant to job role/task to be undertaken
    - relevant safe work practices in any written work instructions

- empathising, eg.
  - demonstrating respect for and understanding of individual differences (cultural, ethnic, religious, gender, impairments, etc.) when contributing to OHS participatory arrangements in the workplace

- understanding the needs of internal (and external) customers, eg.
  - understanding that workplace health and safety is a shared responsibility among all people in the workplace and the importance of not jeopardising the health and safety of co-workers by working in a safe and responsible manner at all times

- being assertive, eg.
  - using assertiveness skills to:
    - ask for clarification if meaning of OHS workplace procedures and work instructions are not understood to ensure that own understanding is correct
    - say "no" if asked to undertake a task that one considers unsafe because of lack of training or knowing that workplace health and safety procedures or standards will have to be disregarded and to reach an appropriate resolution

- sharing information, eg.
  - reporting on and/or discussing OHS issues with designated personnel
  - participating in team meetings and sharing information about OHS issues

Teamwork

- working with people of different ages, gender, race, religion or political persuasion, eg.
  - contributing to and maintaining a healthy and safe working environment by working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for own safety by following prescribed OHS policies and procedures, workplace practices and work instructions
  - contributing to a safe and healthy workplace environment by following all workplace health and safety procedures and instructions to protect the health and safety of others
  - seeking help and advice when needed and offering assistance to support other team members when required

- knowing how to define role as part of a team, eg.
  - understanding the nature and purpose of the overall activity and the roles and responsibilities of team members
  - understanding the interdependence of performing tasks safely and competently to avoid placing others at risk
  - identifying, clarifying and confirming own responsibilities/tasks as part of the team

- identifying the strengths of team members, eg.
  - observing individual team members' abilities and capacity to work safely and seeking advice when specific difficulties arise or advice is needed to perform work safely
  - emulating specific work practices of relevant team member(s) to enhance own skill level in working safely
  - gaining further insights into individual strengths in team meetings

- coaching, mentoring and giving feedback, eg.
  - giving and receiving feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
  - identifying and reporting hazardous workplace situations promptly to designated person to minimise or eliminate risk to self and others
  - recognising potential hazardous situations without prompting, determining and initiating appropriate course of action, within the scope of responsibilities and competencies, to avoid a critical incident from occurring

- solving problems in teams, eg.
  - working cooperatively with others in a team environment to assess OHS situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
  - working cooperatively with others in a team environment to assess OHS situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - identifying with supervisor and/or team members safety procedures/practices to follow for undertaking task, appropriate sequence of steps to follow, timeline(s) to meet, and resources required, including personal protective equipment/clothing
  - gathering required resources
  - following OHS procedures and instructions to ensure own safety and that of others
  - monitoring own work performance, in conjunction with supervisor and/or team members, to ensure:
    - work is undertaken in accordance with workplace health and safety procedures/instructions
    - task is completed on time and to specified requirements

- being resourceful, eg.
  - organising and using resources (eg. materials, equipment, tools, machinery, including time), in accordance with workplace health and safety policies, procedures, practices and instructions of supervisor and/or team members to:
    - ensure own safety and that of others
    - eliminate damaging materials, equipment, tools or machinery
    - minimise waste and avoid repetition or delay to produce cost-effective product or service

- taking initiative and making decisions, eg.
  - recognising hazardous situations and taking the necessary action, within the scope of responsibilities and competencies, to eliminate or minimise the potential risk posed to own health and safety and that of others

- establishing clear project goals and deliverables, eg.
  - defining and establishing in conjunction with supervisor and/or team members own task requirements and deliverables in terms of workplace safety

- planning the use of resources including time management, eg.
  - organising and using resources, including personal protective equipment/clothing, to meet workplace health and safety standards
  - identifying, clarifying and confirming with supervisor, safe methods of using (ways to use and/or how to use) workplace materials, equipment or tools and time (eg. not rushing a task) to ensure own safety and that of others and to eliminate damaging materials, equipment or tools

- participating in continuous improvement and planning processes, eg.
  - participating in workplace health and safety induction program and training
  - participating in hazard inspection of own area
  - using feedback from supervisor and/or team members to improve own work performance in accordance with workplace health and safety procedures and practices

- predicting – weighing up risk, evaluating alternatives and applying evaluation criteria, eg.
  - identifying potential hazardous situations, defining possible consequences of not taking appropriate action, and determining most appropriate action to take in accordance with workplace health and safety policies and procedures, within the scope of responsibilities and competencies

- collecting, analysing and organising information, eg.
  - obtaining and using information about OHS employee responsibilities to develop knowledge and skills of safe work practices to prepare to work safely
  - obtaining, understanding and complying with workplace documentation about workplace health and safety standards on-the-job

- understanding basic business systems and their relationships, eg.
  - developing an understanding of:
    - employee/employer OHS rights and responsibilities in a workplace
    - workplace health and safety systems (policies, procedures, practices) used in the workplace to control risks

Self-management

- evaluating and monitoring own performance, eg.
  - reviewing and reflecting on own performance, in conjunction with supervisor, and/or team members, identifying strengths and areas for improvement to ensure own safety and that of others
  - incorporating both positive and negative feedback to improve safe work practices

- having knowledge and confidence in own ideas and vision, eg.
  - developing confidence in own ability to perform work tasks safely and competently

- articulating own ideas and vision, eg.
  - explaining clearly and concisely any OHS issues encountered with supervisor and/or team members

- taking responsibility, eg.
  - acknowledging and accepting own responsibility in contributing to a safe and healthy work environment
  - demonstrating responsibility by:
    - consistently and accurately following specified workplace procedures and instructions for hazard control and emergency situations
    - reporting hazardous and emergency situations according to workplace procedures to designated personnel
    - clarifying and confirming workplace health and safety requirements pertinent to job role/tasks
    - complying with workplace health and safety requirements pertinent to job role/tasks
    - asking for advice, help or assistance, when required, to ensure tasks are performed according to workplace health and safety standards

Learning

- managing own learning, eg.
  - combining initial off-the-job learning with learning on-the-job
    - defining learning task (eg. identify employee responsibilities); researching information sources on OHS legislation/guidelines and industry codes of practice; identifying information required
    - using information to acquire basic knowledge and understanding of OHS policies and procedures
    - applying knowledge and understanding of OHS in the workplace
    - evaluating own performance, in conjunction with supervisor and/or team members, to identify strengths and areas requiring improvement
    - using feedback and advice to improve own performance to meet workplace health and safety standards

- contributing to the learning community in the workplace, eg.
  - participating in and sharing information in team meetings relating to workplace health and safety
  - helping others in the team, when required, to carry out required tasks in accordance with workplace health and safety standards

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - undertaking safety training
  - observing and learning from supervisor and team members about workplace health and safety policies, procedures and practices

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - applying knowledge and skills about workplace health and safety learned off-the-job (in the classroom and in initial workplace induction/safety training program) and on-the job (from supervisor and team members) to comply with workplace health and safety standards especially when using materials, equipment (including personal protective equipment/clothing), tools and/or machinery
  - working effectively and safely with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits (the 'why') of developing and applying OHS knowledge and skills in the workplace to ensure own safety and that of others
  - using on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with/meet workplace health and safety standards in an industry area
  - using satisfaction gained through seeing improvement in level of ability to meet/comply with workplace health and safety standards as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on and off the job, eg.
  - recognising the importance of acquiring knowledge and skills, appropriate behaviour and attitude to follow OHS principles and procedures to ensure own safety and that of others prior to entering the workplace
  - utilising on-the-job experience to learn new or specific applications of knowledge, skills, workplace procedures and practices to comply with workplace health and safety standards

- being open to new ideas and techniques, eg.
  - being receptive to learning new or different ways to work safely (including use of materials, equipment, tools, machinery) when on-the-job or adapting knowledge and skills learned off-the-job to comply with a specific organisation's workplace heath and safety standards relevant to work experience role and functions

- being prepared to invest time and effort in learning new skills, eg.
  - putting in the effort to become an effective employee through learning OHS knowledge and skills both off- and on-the-job

- acknowledging the need to learn in order to accommodate change, eg.
  - understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills in workplace health and safety to remain proficient in the workplace

Technology

- having a range of basic IT skills, eg.
  - using IT to:
    - locate and obtain information pertaining to OHS
    - complete appropriate level of *Safety Sense* course [www.whs.qld.gov.au/safetysense/index.htm]

- having the OHS knowledge to apply technology, eg.
  - using equipment, tools, machinery, etc, in accordance with prescribed OHS requirements to ensure own safety and that of others
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - safeguarding the reputation or good name of an organisation by complying consistently with all workplace health and safety policies, procedures, practices and instructions to ensure own safety and that of others

- commitment, eg.
  - willingness to learn appropriate knowledge and skills to meet workplace health and safety standards
  - fulfilling responsibilities as an employee by following all workplace health and safety policies, procedures and instructions (including the use of personal protective equipment/clothing)

- honesty and integrity, eg.
  - honoring one's responsibility to comply at all times with all workplace health and safety policies, procedures and practices to ensure self and others are not put at risk

- enthusiasm, eg.
  - being energetic, positive and self-motivated to learn about and gain practical experience in working responsibly to OHS standards to ensure own safety and that of others

- reliability, eg.
  - building a reputation for being dependable by consistently following/complying with all workplace health and safety policies, procedures, practices and specific work instructions to ensure own safety and that of others

- personal presentation, eg.
  - using personal protective clothing and equipment correctly and at the right times (if applicable)

- common sense, eg.
  - avoid risk-taking behaviour which could jeopardise own safety and that of others
  - asking for help, guidance or advice when unsure of correct OHS procedure to follow

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - accepting and acting on advice and feedback from supervisor and team members to improve safe work practices

- a sense of humour, eg.
  - taking one's obligation to work safely seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity

- an ability to deal with pressure, eg.
  - staying calm when responding to or reporting hazardous situation, emergencies, fire, and/or accidents to designated person
  - asking for help or guidance immediately a workplace health and safety issue arises

- motivation, eg.
  - being willing to learn new knowledge and skills to perform work in a safe and competent manner
  - following instructions and seeking assistance when necessary to complete tasks in a safe and competent manner

- ▫ utilising feedback and advice to improve work performance in accordance with workplace health and safety procedures
- ▪ adaptability, eg.
  - ▫ displaying flexibility through willingness to work independently or as part of a team

CONTEXTS AND METHODS OF ASSESSMENT

For this unit, competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment. Assessing this unit as part of *GENSWL201B: Participate in structured workplace learning 2* provides the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- ▪ relevant authenticated correspondence or reports from employers, supervisors or team leaders
- ▪ demonstration
- ▪ observation
- ▪ simulation
- ▪ oral questioning
- ▪ written materials (eg. worksheets)

Products and processes that could be used as evidence

Products
- ▪ written responses provided on worksheets, from activities, completed project work
- ▪ portfolio of OHS documentation:
  - ▫ identified through classroom, induction/training activities (off-the-job)
  - ▫ collected during work experience (on-the-job)
- ▪ Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- ▪ how effectively knowledge gained in off-the-job training about OHS employee responsibilities and organisational OHS policies, procedures and instructions was applied to performing job role and tasks to workplace standards
- ▪ how hazardous situations were recognised and assessed
- ▪ how appropriate action was taken to minimise or eliminate risk consistent with level of responsibility and competence
- ▪ how hazardous situations were reported to delegated personnel in accordance with workplace procedures
- ▪ how emergency situations were responded to and reported to appropriate personnel in accordance with workplace procedures
- ▪ how OHS workplace procedures and work instructions were clarified and confirmed (eg. using active listening and questioning techniques)
- ▪ how OHS in the workplace was contributed to through:
  - ▫ participation in workplace health and safety induction program, a hazard inspection of own work area and in team meetings
  - ▫ consistent compliance with workplace OHS procedures and work instructions to ensure own safety and that of others

Resource implications

Access to appropriate resources needed to follow fundamental OHS principles and procedures is required. Resources may include:
- real or simulated work environment
- appropriate documentation, eg.
  - OHS legislation and guidelines and relevant industry codes of practice (ie. those that relate to industry area in which work experience is undertaken)
  - the specific OHS policies and workplace procedures of the organisation in which work experience is undertaken
  - specific work instructions, written and/or verbal, related to job role and/or tasks undertaken on-the-job under direct supervision
- organisational personnel (eg. Workplace Health and Safety (WHS) representative, First-aid Officer, Fire Warden)
- printed and electronic information sources relating to OHS
- relevant technology to access electronic information relating to OHS

CODE	GENPAS201B:
UNIT TITLE	**Project workplace behaviour and image**

DESCRIPTION

This unit covers the skills and knowledge required to create a positive impression in the workplace through standards of personal presentation, a good work ethic and interpersonal skills that facilitate harmonious and productive working relationships.

APPLICATION

Project workplace behaviour and image requires the ability to meet workplace standards of:
- personal presentation – personal hygiene, dress, grooming and deportment
- a good work ethic – a positive attitude towards work, effective work habits and high standards of personal values and effective personal attributes
- interpersonal skills – civility, effective two-way communication and collaboration.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIEW201B: Interact effectively in the workplace*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

Relationship to *GENSWL201B: Participate in structured workplace learning 2:*
- It is recommended that the following elements of competency be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment:
  - GENPAS201B/01: Identify essential employability skills required in the workplace
  - GENPAS201B/02: Define the importance of essential skills to employability
- The following element of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2*:
  - GENPAS201B/03: Demonstrate required level of essential employability skills

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENPAS201B/01   Identify essential employability skills required in the workplace

1.1 Identify *standards of personal presentation* expected of employees in any workplace.

1.2 Identify *key elements of a professional work ethic* expected of employees in any workplace.

1.3 Identify *essential interpersonal skills* expected of employees in any workplace.

GENPAS201B/02   Define the importance of essential skills to employability

2.1 Evaluate the *impact* that standards of personal presentation, work ethic and interpersonal skills have in the workplace.

2.2 Identify ways in which to demonstrate essential skills in the workplace to meet employer expectations.

GENPAS201B/03   Demonstrate required level of essential employability skills

3.1 Meet industry standards of personal presentation.

3.2 Demonstrate a professional work ethic by meeting industry standards of on-the-job behaviour and performance.

3.3 Demonstrate the ability to work with a range of people by meeting industry standards for personal interactions that contribute to harmonious and productive workplace relationships.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Standards of personal presentation must include:

Basic standards of personal presentation

- **personal hygiene or cleanliness** (both body and dental care)
  - shower or bathe daily
  - shampoo hair regularly
  - put on deodorant each day
  - brush teeth before going to work
  - keep nails clean (including toenails if open-toed shoes are worn)
- **clothes**
  - in good repair, clean and ironed
  - appropriate for:
    - workplace location, eg.
      - indoor/outdoor
      - city/regional
      - office/beach resort
      - front office/workshop
    - specific job role, eg.
      - office: receptionist, cleaner
      - restaurant: waiter, kitchen hand
      - golf course: gardener, caddy
- **shoes/footwear**
  - clean/polished (if not work boots for a construction site)
  - in good repair (ie. no holes in the soles and heels are not run-down)
  - 'sensible' in that they are practical and comfortable for the type of work done (eg. not wearing stiletto heels if one is waitressing and is on one's feet 'all day')
  - meet workplace health and safety (WHS) requirements, if applicable (eg. wearing steel-capped work boots on a construction site)
- **overall grooming**
  - hair: clean, combed, an appropriate length and style (eg. tied back if it is long)
  - nails: trimmed to a suitable length, nail polish should be a suitable colour and not chipped
  - make-up: conservative (ie. not overdone)
  - facial hair: clean shaven or beard or moustache trimmed
  - jewellery: kept to a minimum and in keeping with WHS policies relating to specific workplace/job role, if applicable
  - perfume/aftershave: used sparingly (ie. not too strong)
- **deportment** (good posture)
  - everyday posture: walk tall, stand tall and sit tall
  - working posture: use posture set down in WHS standards, if applicable (eg. working at a keyboard)

Additional standards of personal presentation

- specific dress code to suit work environment
    - meet a specific dress code for working in a particular industry, occupation or location, eg.
        - if employed as a mechanic in car service department of a dealership, dress standard may comprise the wearing of sturdy work boots
        - if employed to work in a large department store, dress standard for males may require the wearing of a tie as part of a business-like image

- uniform dress code
    - can range from a casual uniform suited for working outdoors (eg. a nursery attendant) to a more dressy corporate uniform (eg. a flight attendant)

- WHS dress code
    - wear personal protective clothing or equipment to meet WHS legal requirements, eg.
        - wear hair net and plastic gloves if involved in food preparation
        - wear steel-capped work boots and hard hat in a construction area
        - wear full protective clothing and equipment if handling hazardous chemicals
    - restrict type of or prohibit wearing of jewellery, eg.
        - in some trade areas, it is considered dangerous to wear rings and earrings which could become entangled with equipment/tools being used
        - in hospitality industry, it is considered unhygienic to wear rings if involved in food preparation

---

Key elements of a professional work ethic must include:

- a professional or good work ethic is a combination of:
    - a positive attitude towards work
    - effective work habits
    - high standards of personal values and effective personal attributes
- key elements include:
    - regular attendance
    - punctuality
    - following instructions consistently to contribute to:
        - the business meeting legal requirements (eg. WHS legislation, Company Law and Australian Taxation Office regulations for financial dealings)
        - the efficient operation of the business by complying with routine workplace policies and procedures to ensure that your job is done properly or safely, and routine work practices are complied with (eg. filling in a time sheet)
        - the success of the business by producing a quality product or providing a quality service
    - being willing to learn and improve by being prepared to accept feedback from others as to how tasks can be performed more efficiently and effectively
    - working productively in a team environment or on an individual basis to ensure allocated tasks are completed on time and meet quality standards
    - high standards of personal values that underpin a personal code of conduct, eg.
        - honesty and integrity: always truthful, do not steal from the employer/business, put in an honest day's work
        - dependability and reliability: attend work, be punctual, follow all lawful instructions, work safely, comply with routine workplace policies and procedures, follow through on work instructions, stay on task
        - loyalty: safeguard the reputation or 'good name' of the business, maintain business confidentiality

- personal attributes that underpin a positive attitude and effective work habits, eg.
  – commitment
  – enthusiasm
  – motivation
  – adaptability
  – common sense
  – positive self esteem
  – an ability to deal with pressure
  – a sense of humour

Essential interpersonal skills must include:

- the ability to get along well with others in the workplace is a combination of:
  - civility
  - effective communication
  - collaboration
- key elements include:
  - treat all people with integrity and respect
    – be polite in all interactions
    – show consideration for others
    – recognise, accept and value diversity
  - communicate well with others
    – communicate in a courteous, professional and friendly manner at all times
    – use two-way communication skills to achieve effective and purposeful exchange of information
  - work harmoniously and productively with others
    – understand, and work within, the structure and culture of the workplace
    – support and co-operate with co-workers
  - deal with conflict and negativity constructively
    – maintain a positive attitude
    – manage conflict in a calm, professional manner
    – understand win-win is the outcome to strive for

Evaluating the *impact* that standards of personal presentation, work ethic and interpersonal skills have in the workplace must include:

Personal presentation standards

- personal grooming and appearance provides an instantaneous projection of a person's self-esteem which communicates to others the estimate a person has of oneself and attitude about oneself
  - a positive image is considered to reflect a positive self-esteem
  - a poor image is considered to reflect a poor self
- first impressions play a critical role when applying for a job/attending an interview, when beginning one's career, or seeking a promotion in another organisation
  - high presentation standards denote a positive self-image/poor presentation standards denote a poor self-image
  - (rightly or wrongly) employers may equate:
    – a neat and tidy appearance with 'neat and tidy' work (ie. if one takes pride in how one looks then it may be anticipated that one takes pride in one's work - doing a job well)
    – a slovenly appearance with 'slovenly' work (ie. if one has a 'don't care' attitude about their appearance then it may be anticipated that one has a 'don't care' or slovenly attitude towards one's work)

- the image, culture and personality of an organisation is reflected in the clothes the people wear
  - employees projecting a professional and personal positive self-image through high standards of personal presentation promote and enhance an image as a professional business organisation
  - the professional-business image of an organisation can be diminished by employees whose personal presentation standards are poor
- complying willingly with WHS personal presentation standards/requirements for specific work contexts to protect own safety and that of others indicates a level of maturity and capacity for personal responsibility that are highly valued employee attributes in the workplace

Work ethic

- employers can teach employees technical skills, but they cannot 'train' employees to have a good work ethic expecting employees to 'bring to the job' a positive attitude, effective work habits and a high standard of personal values as part of being 'work ready'
  - a good work ethic is highly valued by employers and is essential for keeping a job and being promoted
- employers need employees with a good work ethic for a business to succeed and remain competitive by producing a quality product and/or providing a quality service on-time and cost-effectively
  - employees with a good work ethic are enthusiastic about their work, work conscientiously and effectively and produce quality work and/or provide a quality service
  - employees with a poor work ethic, may show little or no enthusiasm for work and may be lazy on-the-job demonstrating a 'don't care' attitude which can result in the production of 'sloppy' or second-rate work and/or providing poor service
- a good work ethic is essential for keeping a job as
  - employees who attend work unless genuinely ill, arrive at work on time, work hard, follow instructions, are willing to learn, take pride in doing their job to the best of their ability, are honest, reliable, etc. are highly valued by employers
  - a poor work ethic – a poor attitude towards work, ineffective work habits and a personal code of conduct that lacks integrity – is a major factor contributing to termination of employment

Interpersonal skills

- people with high levels of interpersonal skills have the ability to get along with others (from management to external customers or clients) in the workplace
- the ability to get along with others is often reliant on a realistic estimate of own value and worth (ie. self-esteem)
  - people who have positive self-esteem tend not to:
    – compare themselves with others but accept themselves for who they are and accept others as they are
    – put others down or belittle them to make themselves feel a 'better' person (eg. smarter, superior, more important)
  - people who have a low self-esteem compare themselves to others and, usually, believe they 'fall short' so need to put others down or belittle them to build themselves up (ie. make themselves feel a 'better' person)
- effective interpersonal skills underpin an employee's ability to work cooperatively and constructively with others
  - people with positive self-esteem are able to accept professional advice and constructive criticism to enhance workplace performance

- □ people with low self-esteem tend to react negatively to feedback from others, considering it to be a personal attack on themselves and often become defensive
- good people skills are highly valued by employers and assist in securing a job, retaining a job and being promoted
- a lack of interpersonal skills or the inability to get along well with others in the workplace is one of the key reasons people cannot retain a job or are overlooked for promotion

Ways in which to *demonstrate essential skills in the workplace* to meet employer expectations must include:

Personal presentation

- overall, present and promote a positive image by taking care of your personal appearance and meeting employers' expectations about standards of dress
- meet basic dress standards required in the workplace
  - □ maintain personal cleanliness and hygiene
  - □ be well-groomed
  - □ wear clothes that are clean, ironed and appropriate for the workplace
  - □ wear shoes that are appropriate for the workplace
  - □ maintain good posture when walking, standing and sitting
- meet additional standards of personal presentation if required
  - □ wearing specific clothing, footwear, etc. for working in a particular industry, occupation or location
  - □ wearing a uniform
- comply with WHS requirements that apply to the work being undertaken, eg.
  - □ wearing personal protective clothing or footwear
  - □ maintaining correct 'working posture' to avoid injury

Work ethic

- overall, 'bring to the job' a positive attitude towards work, effective work habits, high standards of personal values
- attend work regularly (unless there is an acceptable reason for not doing so, eg. genuinely ill or a family emergency)
  - □ regular attendance demonstrates:
    - – commitment: to work, job role and the business being successful
    - – dependability: one can be relied upon to meet work obligations
  - □ if unable to attend work, phone designated person (eg. supervisor) as soon as possible (particularly important if it is necessary to allow for another person to be contacted and asked to work)
- be punctual
  - □ by strictly observing starting and finishing times and the taking of meal breaks, employees demonstrate they can be relied upon to be at their work stations getting on with work
  - □ by being on time when attending meetings and keeping appointments, employees enhance their professional reputation, and, if representing the business, they promote the organisation/business/enterprise's reputation for reliability and professional service
  - □ if unavoidably delayed, phone the designated person
    - – explain the reason for 'running late'
    - – give expected time of arrival
    - – make up time missed at a time agreed to by employer/supervisor, if required
- follow all lawful instructions that apply to:
  - □ Workplace Health and Safety (to ensure own safety and that of others)
  - □ financial dealings (to protect personal reputation and the good name of the business)

- routine workplace policies and procedures (to contribute to the efficient day-to-day running of the business, eg. filling in daily time sheet, following specified procedure for calling in sick)
- undertaking allocated tasks (to ensure tasks are done to workplace standards)
- following lawful instructions demonstrates a professional attitude towards work by being:
  – co-operative: prepared to follow instructions
  – reliable: can be depended upon to comply with the business's and management's directives
  – responsible: take responsibility for meeting WHS and 'everyday' obligations
  – a 'team player': prepared to 'fit in' with how the business operates
- be willing to learn from others
  - particular ways of doing tasks to meet specific-business requirements
  - more efficient and effective ways of doing tasks to increase productivity by working
    – more quickly (saving time)
    – more meticulously (doing it properly in the first place to save having to do it again)
    – more 'professionally' (adding those extra 'finishing' touches that makes the difference between something being considered quality work or something being considered as just okay)
  - new ways of doing tasks by undertaking any training to keep skills/knowledge up-dated
  - a willingness to learn demonstrates:
    – commitment to ensuring work practices contribute to the productivity of the business by accepting and using feedback to improve work performance and undertaking any training required to keep professional knowledge and skills up-to-date
    – adaptability by being open to change, seeing change as new opportunities to learn and grow, both professionally and personally
- work productively and take responsibility for managing allocated tasks and completing them to workplace standards by
  - listening carefully to and clarifying work instructions (taking notes, if necessary) to identify *exactly: what* has to be done; *how* it has to be done; and *when* it has to be done
  - getting on with the job and staying on task so it is completed on-time by avoiding distractions and returning to a task promptly if work-flow is interrupted (eg. required to answer a telephone call)
  - working cooperatively with others
    – asking for help from an appropriate person to avoid work coming to a standstill
    – using feedback from others to learn to improve and increase level of productivity as experience is gained
    – working collaboratively with others on team tasks
  - putting in the effort to do *quality* work by
    – taking pride in work
    – constantly checking for errors or mistakes and making any necessary corrections or adjustments to avoid having to re-do a task
    – adding those 'finishing' or 'professional' touches to ensure a quality product is produced or a quality service is provided
  - using resources (eg. materials, equipment, tools, time) wisely in order that the product or service is cost-effective
    – following the correct procedures for the use of any equipment or tools to avoid breakages, damage or loss which results in increased business expenditure on unnecessary repairs or replacements
    – doing the task correctly the first time to avoid repeating the task which results in increased business expenditure on additional materials and/or resources (including time)
  - working productively demonstrates the ability to use effective task-related skills and to work conscientiously at producing a quality product or delivering a quality service that is cost-effective

- ensure personal conduct is exemplary by maintaining high standards of honesty by
  - *always* telling the truth, including:
    - owning up to mistakes
    - not taking 'credit' for work that someone else has done
  - not stealing from the business, hence employer:
    - money, either directly (eg. taking money from the till) or indirectly (eg. taking money from the business's profits through increased telecommunication bills as a result of any unauthorised personal phone calls, emails or Internet usage)
    - equipment and/or tools, materials or office supplies
  - putting in an honest day's work by working the full number of hours and working productively throughout the day
- be dependable by
  - maintaining a good attendance record
  - being punctual for meetings and appointments
  - following all *lawful* instructions about Workplace Health and Safety and handling money
  - complying with routine workplace policies and procedures
  - following through on instructions for a job or task, completing it on-time and to quality standards
- be loyal to the business, hence employer, by safeguarding the reputation or good name of the business by
  - keeping business dealings confidential (eg. 'trade secrets', sales projections, marketing strategies)
  - ensuring internal issues or problems remain in-house (eg. not running the business down or gossiping about personnel to others, especially clients or customers)
- be an effective employee by demonstrating the following personal attributes
  - commitment:
    - show commitment to work in general (eg. attend work, be punctual)
    - show commitment to performing job to the best of one's ability (stay focused on work, take responsibility for managing and completing allocated tasks)
  - enthusiasm
    - be willing to give 100% to the job
    - use initiative, energy and persistence to get the job done
  - motivation
    - be prepared to learn and improve work efficiency and effectiveness
    - work independently with minimal supervision
  - adaptability/flexibility
    - be open to new ideas and directions
    - consider and adopt other alternatives
    - adapt to changing conditions and work assignments
    - work well individually or in a team
  - common sense
    - show practical understanding of 'standard' or routine workplace practices by consistently complying with them
  - positive self esteem
    - be confident in self and abilities to take on new responsibilities and duties
    - take pride in producing high quality work
  - an ability to deal with pressure
    - stay calm in adverse situations
    - be willing to seek help or give assistance to complete urgent tasks
  - a sense of humour
    - have a serious attitude towards work, but find humour in a situation (ie. appropriate situations and at the right time) when recognise one is taking oneself too seriously

Interpersonal skills

- treat all people with respect and integrity
  - be polite – use good manners and common courtesies in all interactions, eg.
    - use "*please*", "*thank you*", "*excuse me*", etc.
    - use correct titles (Mr, Mrs, Ms, Miss or Doctor, Reverend, Father) when greeting or introducing people, unless asked to call them by their first name
    - use "*Sir*" or "*Madam*" when person's name is unknown
    - look at people when speaking or listening to them
    - do not swear
    - do not interrupt another person when speaking
    - knock and wait to be invited into a person's office or 'workspace'
    - practise appropriate 'social behaviour' at all times, such as covering coughs and sneezes and eating with mouth closed
    - use business etiquette in telephone and email interactions
  - show consideration for others, eg.
    - leave common work areas clean and tidy, clean up after oneself in the lunch room
    - return equipment to correct place for the next person to use
    - leave equipment in 'working condition' for the next person (eg. top-up paper supply in the photocopier, clear any paper jams)
    - replace any item if used last one, or tell appropriate person so new stock can be re-ordered
    - be on time for meetings or appointments
    - talk quietly if another person is working near you
  - recognise, accept and value diversity
    - respect individual diversity in terms of personal values, beliefs, customs and viewpoints
    - use culturally appropriate work practices
    - communicate sensitively and respectfully with persons of diverse backgrounds and cultures
- communicate well with all people
  - overall, ensure communication with all people in the workplace is courteous, professional and friendly
  - use two-way communication skills to achieve effective and purposeful exchange of information
    - use active listening and questioning techniques
      - when speaking to check the other person understands what one is saying
      - when listening to check own understanding of what the other person is saying
    - speak clearly, concisely and confidently using appropriate volume, tone and pace to convey information in a professional manner
    - use assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner)
    - listen attentively and use verbal cues to indicate understanding of what the other person is saying
    - use own and other person's body language cues
      - when speaking use congruent body language to avoid sending mixed messages
      - when listening use open body language to signal 'openness' to what the other person is saying
      - observe other person's body language when s/he is speaking and listening and respond appropriately
  - use communication strategies that reflect sensitivity to social and cultural diversity
- work harmoniously and productively with others
  - understand, and work within, the structure and culture of the business:

- understand the 'core business' of the workplace
- understand own job role, including expectations, and how it fits into 'core business'
- understand how personal performance supports the 'core business'
- understand the culture of the organisation, business or enterprise (ie. "how 'things' are done around here")
- understand and use common industry/business vocabulary (but avoid using 'jargon' if inappropriate when speaking with customers and clients)
- understand and use established communication structures and protocols in the workplace
  - support and co-operate with co-workers
    - work with others in a professional manner to achieve a common goal
    - respect, be open to and supportive of the thoughts, opinions and contributions of others
    - comply with reasonable requests, directions and instructions promptly, willingly and efficiently
    - understand impact of own work performance on others
      · assume responsibility and accountability for own work
      · use task-related skills to manage and complete allocated work on time and to quality standards
    - ask for advice and help when needed and assist others when asked
    - work productively individually, as a pair or in a team
    - work effectively with minimal supervision
    - accept and provide feedback in a constructive and considerate manner
    - participate in and contribute to meetings and briefings to exchange information and maintain understanding through identification and correction of contradictions, ambiguity, uncertainty or misunderstandings
    - show willingness to sort out disagreement or other problems
- deal with conflict and negativity constructively
  - maintain a positive attitude
    - difficulties provide an opportunity to learn about oneself, others and further develop professional qualities and skills
    - do not take criticism about work performance personally - it is part of learning about a new job and helping to improve work performance
  - manage conflict in a calm, professional manner
    - deal with it swiftly to prevent escalation (ie. do not ignore the situation)
    - do not complain about or run the person down to other co-workers
    - use a direct and tactful approach to identify the cause
      · maintain control and objectivity by focusing on the behaviour not the person
      · use effective verbal and non-verbal communication techniques
      · give feedback assertively and receive feedback non-defensively during negotiations
    - work together to find a solution and/or ways to correct the problem
    - if unable to resolve the issue, use established procedures to obtain resolution
  - understand win-win is the outcome to strive for
    - be respectful towards one another
    - recognise individual differences
    - change the conflict from an adversarial attack and defence to co-operation by identifying underlying needs or cause (eg. ask the other person to state his/her feelings about the problem from his/her perspective and express own feelings about the problem, using 'I' statements)
    - be open to adapting one's position in the light of shared information and attitude
    - brainstorm solutions together and choose a solution that satisfies both – a win-win solution

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- identify industry standards for personal presentation, a professional work ethic and interpersonal skills
- develop an understanding of the reasons why employers highly value a positive image, a professional work ethic and the ability to get along with all people in the workplace
- identify appropriate ways to demonstrate workplace standards of personal presentation, professional performance and behaviour, and management of relationships with others
- meet required workplace standards for personal presentation, a professional work ethic and interpersonal skills.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- personal presentation standards required in the workplace
  - basic standards of personal presentation
  - additional standards of personal presentation if applicable to specific workplaces or job roles
  - WHS standards for specific workplaces or job roles
- the composition of a good work ethic: a positive attitude towards work, effective work habits and high standards of personal values and effective personal attributes
- key elements of a good work ethic
  - regular attendance and punctuality
  - following instructions consistently and working productively, individually or in a team
  - willingness to learn
  - standards of personal values and personal attributes that underpin a personal code of conduct, a positive attitude and effective work habits
- the composition of essential interpersonal skills that underpin the ability to get along well with others in the workplace: civility, effective communication and collaboration
- the key elements of effective interpersonal skills
  - treating all people with integrity and respect
  - communicating effectively and purposefully with others
  - working harmoniously and productively to complete tasks, produce a quality product or provide a quality service
  - dealing with conflict and negativity constructively, should the need arise
- the various ways in which high and low standards of personal presentation, work ethic and interpersonal skills enhance or undermine the image and behaviour of a person in the workplace

- the various ways to demonstrate the capacity and ability to meet industry demands and expectations of personal presentation, work ethic and interpersonal skills

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- comply with industry standards of personal presentation in accordance with:
  - workplace requirements (ie. job role and work location)
  - WHS standards
- meet industry standards for a good work ethic
  - is punctual in observing working hours arrangements and in attending meetings, if applicable
  - meets attendance requirements
  - follows all lawful directions and work instructions and complies with relevant workplace policies and procedures
  - is willing to learn from others to improve ability to performing tasks more efficiently and effectively
  - works productively and takes responsibility for managing and completing tasks to workplace standards
  - maintains personal code of conduct that reflects high standards of honesty, loyalty and dependability/reliability
  - exhibits personal attributes that underpin the ability and capacity to successfully meet the demands and expectations that accompany working effectively, productively and co-operatively to produce a quality product or deliver a quality service (eg. commitment, enthusiasm, motivation, adaptability/flexibility, common sense, positive self-esteem, an ability to deal with pressure and a sense of humour)
- meet industry standards of interpersonal behaviour in interactions with management, co-workers, customers or clients
  - shows respect by:
    - using good manners and common courtesies in all interactions
    - showing consideration for others
    - respecting the personal values, beliefs, customs and viewpoints of others
    - using culturally appropriate work practices including sensitive and respectful communication with persons of diverse backgrounds and cultures
  - communicates in a professional and respectful manner
    - using two-way communication strategies when speaking and listening to ensure information exchanges are effective and purposeful
    - using appropriate communication strategies in interactions with people from socially and culturally diverse backgrounds
  - works harmoniously and productively with others in the workplace by:
    - understanding and working within the structure and culture of the organisation, business or enterprise
    - supporting and co-operating with colleagues to meet 'core business' requirements
  - deals with conflict and negativity constructively by:
    - maintaining a positive attitude
    - taking responsibility for managing situations or issues calmly and professionally and striving for a win-win outcome

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to project workplace behaviour and image.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- concepts of self-esteem and self-image and behaviour and attitudinal characteristics of high/poor self-esteem and self-image
- OHS/WHS principles and procedures
- principles of teamwork
- principles of effective communication (verbal and non-verbal), including assertiveness and negotiation skills
- principles of anti-discrimination and workplace harassment
- principles of effective customer/client service
- social conventions used in interactions with others
- personal code of conduct

Underpinning skills

Underpinning skills required by the learner includes:
- literacy skills, eg.
  - to read and understand information about workplace standards for personal presentation, work ethic and interpersonal skills
  - to read and understand workplace policies and procedures, if applicable
- numeracy skills, eg.
  - to comply with working hours arrangements
  - to manage timelines
- communication skills, eg.
  - to facilitate effective two-way communication in the exchange of information – requests, directions, instructions
  - to negotiate in a constructive manner in conflict situations
- planning skills, eg.
  - to plan, organise, manage and complete tasks
- problem-solving skills, eg.
  - to solve routine difficulties that may arise in the undertaking of tasks
  - to consider a variety of possible solutions to a problem or issue and arrive at a win-win solution
- teamwork skills, eg.
  - to work cooperatively and productively with others from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical and intellectual impairments
- evaluation skills, eg.
  - to evaluate personal work performance
- technology skills, eg.
  - to use IT to access and obtain information about workplace standards for personal presentation, work ethic and interpersonal skills
  - to use materials and equipment safely

Employability Skills

Projecting workplace behaviour and image provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to:
    - clarify and confirm with others (management, co-workers, customers/clients) understanding of request or requirements/instructions for undertaking tasks
    - facilitate effective two-way communication in workplace interactions
  - using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions
  - listening to the advice and feedback from management and experienced co-workers with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace in workplace interactions with management, co-workers, customers or clients
  - using work-related and job-specific terminology to explain or clarify ideas when communicating with colleagues

- writing to the needs of the audience, eg.
  - completing workplace documentation to meet required standards and functions (eg. timesheets, incident or accident reports)

- negotiating responsively, eg.
  - negotiating timelines with supervisor or relevant co-workers if unable to complete tasks on time due to emergent issues
  - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and applying information in workplace policies and procedures to performance on the job to meet workplace standards relating to:
    - personal presentation
    - routine workplace procedures (eg. working hours arrangements)
    - completing tasks to quality standards
    - communication standards and protocols

- empathising, eg.
  - using communication strategies that reflect sensitivity to individual, social and cultural diversity
  - dealing with negativity and conflict constructively by understanding other person's point of view to arrive at a win-win outcome to maintain harmonious and productive working relationships

- using numeracy, eg.
  - recording times of attendance (eg. time sheet)
  - monitoring timelines when undertaking tasks to complete tasks within given timeframes as part of working efficiently and effectively

- understanding the needs of internal and external customers, eg.
  - understanding employer expectations for employees to project a positive image of the organisation, business or enterprise through meeting:
    - personal presentation standards
    - bring a positive attitude and effective work habits to the job to provide a quality and cost-effective product or service to retain the business of customers or clients
    - standards of interaction and communication that show respect for all people in the workplace and that underpin harmonious and productive working relationships

- being assertive, eg.
  - using assertive skills as part of communicating in a professional manner with management, co-workers, customers/clients to ask directly and openly in an appropriate manner for clarification if meaning of information is not understood and ensuring that own understanding is correct to ensure purposeful and accurate exchange of information

- sharing information, eg.
  - participating in team processes to report progress of own and team work activities, identify any difficulties and solutions to ensure overall activity is completed successfully

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for own work, following instructions and working conscientiously to complete work within timelines and to workplace standards
  - working cooperatively and productively with others to complete collaborative tasks
  - seeking help and advice from others when needed and offering assistance to others when required or appropriate

- knowing how to define a role as part of a team, eg.
  - understanding the nature and purpose of the overall team activity and the roles and responsibilities of team members
  - understanding the interrelated and interdependent nature of the variety of tasks which make up the team activity
  - identifying, clarifying and confirming own responsibilities/tasks as part of the team

- identifying the strengths of team members, eg.
  - seeking advice and feedback from skilled co-workers to assist with completion of tasks when difficulties arise or advice is needed to perform tasks competently
  - emulating work practices of skilled co-workers to enhance own work performance

- coaching and mentoring skills including giving feedback, eg.
  - providing feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
  - identifying any difficulties or constraints that hinder the completion of allocated tasks and taking appropriate action to rectify the problem (within scope of responsibilities and level of competency)
  - recognising workplace hazards, assessing associated risk(s) and taking appropriate action to control risk(s) within scope of responsibilities and level of competency

- solving problems in teams, eg.
  - working cooperatively with others in a team environment to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
  - understanding and operating effectively within structure and culture of the workplace
  - considering other ideas and being open to make changes

▫ using feedback from supervisor and relevant co-workers to make improvements to work performance
▫ being flexible by working on a variety of tasks or working individually, in pairs, or in a team

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  ▫ identifying task requirements in terms of 'what' has to be done, 'how' it has to be done, 'when' it has to be done, and 'who' to report to
  ▫ assuming responsibility for own work by following through on instructions to provide a high-quality product and service cost-effectively
  ▫ monitoring own work performance to ensure task is completed to required standards

- being resourceful, eg.
  ▫ using workplace resources, including time, efficiently to eliminate waste and avoid repetition or delay ensuring a timely and cost-effective quality product or service is provided

- taking initiative and making decisions, eg.
  ▫ being a 'self-starter' and recognising tasks to be done without waiting to be told what to do
  ▫ taking appropriate action to control risk(s) within scope of responsibilities and competencies

- establishing clear project goals and deliverables, eg.
  ▫ identifying, clarifying and confirming allocated task requirements and deliverables in terms of quality standards and timelines to be met

- planning the use of resources including time management, eg.
  ▫ identifying required resources based on task to be completed
  ▫ estimating amount and variety of resources needed to complete a task, if applicable
  ▫ ascertaining most appropriate methods to use (ways to use and/or how to use) workplace resources, including time, effectively and efficiently to eliminate waste and avoid repetition, delay or damaging resources thereby contributing to the development and/or delivery of a cost-effective product or service

- participating in continuous improvement and planning processes, eg.
  ▫ planning activities/tasks with others and identifying most effective and efficient ways to undertake activity/task to meet workplace outcomes
  ▫ working efficiently and effectively to meet workplace standards to produce quality products or deliver quality services that are cost-effective
  ▫ accepting and using constructive criticism to meet workplace performance standards

- collecting, analysing and organising information, eg.
  ▫ locating, interpreting and applying information in workplace documents to meet workplace requirements for personal presentation (including OHS requirements), performing tasks to workplace standards, and communication protocols and standards
  ▫ compiling, organising and communicating information required (eg. time sheets, WHS reports)

- understanding basic business systems and their relationship, eg.
  ▫ learning about the specific organisation, business or enterprise: its mission, goals and products/services
  ▫ understanding and carrying out own role and responsibilities in developing a quality product or delivering a quality service to contribute to the overall/on-going success (ie. profitability) of the organisation, business or enterprise
  ▫ understanding industry/workplace standards and using standards for benchmarking own performance and improvement

▫ identifying and using communication structures (eg. chain of command) in the organisation

Self-management

- evaluating and monitoring own performance, eg.
  ▫ monitoring progress of tasks against timelines
  ▫ constantly checking for errors or mistakes and making any necessary corrections or adjustments to ensure quality product is produced or quality service is provided
  ▫ reviewing and reflecting on own performance identifying strengths and areas for improvement
  ▫ incorporating both positive and negative feedback to improve work practices against workplace standards

- having knowledge and confidence in own ideas and vision, eg.
  ▫ developing confidence in own ability to meet workplace standards relating to:
    – workplace health and safety
    – working hours arrangements
    – personal presentation
    – completion of allocated tasks to workplace standards
    – interacting effectively and working cooperatively and productively with management, co-workers, team members, customers/clients

- articulating own ideas and vision, eg.
  ▫ expressing own ideas and opinions clearly, concisely and in an appropriate manner in meetings

- taking responsibility, eg.
  ▫ acknowledging and accepting own responsibility for:
    – complying with all workplace health and safety instructions, working hours arrangements, and workplace standards of personal presentation
    – completing tasks without undue delay and to the required standard
    – developing positive working relationships with management, co-workers, customers or clients by:
      · communicating and behaving in a non-discriminatory manner, using communication protocols, courtesies and skills
      · working productively and cooperatively with relevant people

Learning

- managing own learning, eg.
  ▫ combining off-the-job learning with on-the-job experience to develop essential knowledge and skills that employers require in the workplace in relation to:
    – working in a responsible manner
    – completing tasks according to given instructions
    – using effective interpersonal and communication skills to establish and maintain positive working relationships with all people in the workplace

- contributing to the learning community in the workplace, eg.
  ▫ working with co-workers to apply new skills and knowledge on-the-job

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  ▫ observing and learning from supervisor and experienced co-workers on-the-job about :
    – working in a safe and competent manner at all times
    – complying with working hours arrangements and attendance requirements
    – conforming to dress code and maintaining personal care and good grooming standards

- – completing tasks according to given instructions without undue delay and to workplace standards
- – communicating in an effective, professional and courteous manner in all interactions with people in the workplace
- – working collaboratively and industriously in a team environment

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
    - learning about the organisation, business or enterprise's products and/or services and required workplace standards (including workplace health and safety standards) to ensure effective contribution to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs
    - applying principles of anti-discrimination legislation, effective ways of communicating and interacting with others to establish and maintain harmonious and productive working relationships:
        - – using courteous and non-discriminatory communication/behaviour
        - – working collaboratively and industriously to complete tasks to meet workplace standards

- having enthusiasm for ongoing learning, eg.
    - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness
    - using satisfaction gained through seeing improvement in own ability and capacity to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on and off the job, eg.
    - utilising on-the-job experience to:
        - – define and comply with workplace policies and procedures relating to workplace health and safety, routine work practices (eg. starting time), dress code and communication protocols and standards
        - – learn new or specific application of knowledge, skills, behaviours and attitudes to complete allocated tasks to workplace standards
        - – learn to get along with others in the workplace through effective interaction/communication and developing positive working relationships based on co-operation and productive work habits

- being open to new ideas and techniques, eg.
    - being receptive to learning and applying workplace policies, procedures and practices relating to personal presentation, working hours arrangements, performing tasks (including WHS) and communication protocols and standards
    - being willing to learn new or different methods for undertaking individual or team tasks to meet workplace standards
    - being receptive to learning and applying new or different ways to communicate effectively in the workplace

- being prepared to invest time and effort in learning new skills, eg.
    - observing and listening to supervisor and experienced co-workers to learn effective ways of working safely, completing allocated tasks to workplace standards, interacting and working cooperatively and productively
    - learning from experience/mistakes, accepting and using feedback to improve effectiveness and efficiency of work performance and interpersonal skills

- acknowledging the need to learn in order to accommodate change, eg.
    - being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:

– meet the specific requirements/standards of the workplace
– improve productivity
▫ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills to remain proficient in the workplace

Technology

- having a range of basic IT skills, eg.
  ▫ using IT to:
    – obtain information about skills and knowledge needed to project workplace behaviour and image in workplace environment prior to workplacement
    – undertake tasks or elements of tasks (if applicable to job role and responsibilities)

- being willing to learn new IT skills, eg.
  ▫ learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)

- having the OHS knowledge to apply technology, eg.
  ▫ using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  ▫ keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  ▫ safeguarding the reputation or good name of an organisation by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)

- commitment, eg.
  ▫ fulfilling responsibilities as an employee by:
    – being punctual for work, maintaining regular attendance, working the correct number of hours
    – dressing appropriately for job role/function
    – working safely at all times
    – interacting and communicating with all people according to communication protocols and in a courteous, helpful and non-discriminatory manner
    – working harmoniously and industriously with relevant people to complete individual or team tasks to workplace standards

- honesty and integrity, eg.
  ▫ maintaining high standards of honesty by:
    – always being truthful (eg. admitting mistakes)
    – handling money or any financial transactions ethically to protect personal and the good name of the organisation, business or enterprise
  ▫ honoring one's responsibility to:
    – meet routine employment obligations (eg. being punctual in arriving for work, dressing appropriately)
    – interact and communicate with all people in a courteous, helpful and non-discriminatory manner
    – co-operate and work industriously with others by following through on work instructions to complete allocated individual or team tasks to workplace standards

- enthusiasm, eg.
  ▫ being energetic, positive and self-motivated towards work and job role/tasks undertaken

- reliability, eg.
    - building a reputation for being dependable by:
        - being punctual in observing working schedules and meeting attendance requirements
        - complying with work instructions particularly those that relate to safe work practices
        - following through on work instructions
        - working cooperatively and conscientiously to complete allocated tasks in a timely manner and to the required standards
        - communicating effectively and interacting positively with management, co-workers, customers or clients at all times

- personal presentation, eg.
    - presenting a confident personal and professional image:
        - through appropriate dress standards
        - by using appropriate social skills, communication protocols, courtesies and verbal and non-verbal skills to facilitate effective two-way communication and support positive working relationships

- common sense, eg.
    - avoiding risk-taking behaviour which could jeopardise own safety and that of others
    - using common sense when deciding what to wear to work if there is no 'uniform' dress code
    - ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following the instructions
    - asking for help and guidance when unsure of what method to use or unable to complete a task

- positive self-esteem, eg.
    - having confidence in own ability to learn, grow and achieve
    - reflecting positive self-worth through:
        - maintaining appropriate dress standards
        - working in a safe and competent manner to ensure own safety and that of others
        - meeting routine employment responsibilities (eg. being punctual, keeping record of hours of work)
        - taking pride in producing quality work or providing a quality service
        - interacting, communicating and working with others in a courteous, helpful and non-discriminatory manner
    - accepting and acting on feedback and advice to improve performance efficiency and effectiveness

- a sense of humour, eg.
    - taking one's responsibility seriously to project a professional image and behaviour in the workplace, but not taking oneself too seriously
    - ability to maintain sense of humour in adversity

- ability to deal with pressure, eg.
    - staying calm in adverse situations
    - remaining positive, maintaining focus, energy and persistence to achieve required outcome
    - seeking help or giving assistance to complete urgent tasks

- motivation, eg.
    - complying with an workplace policies, procedures and practices relating to workplace health and safety, working hours arrangements, personal presentation, and communication protocols
    - being willing to learn new knowledge and skills to:
        - complete tasks to workplace standards
        - foster positive working relationships through effective interaction and co-operative and productive work practices

       ▫ utilising feedback and advice to improve work performance
- adaptability, eg.
  - ▫ displaying flexibility through willingness to work individually, in pairs, or as part of a team
  - ▫ managing multiple tasks
  - ▫ being open to new ideas and responding constructively to change
  - ▫ learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

For the following competencies, competence is to be demonstrated off-the-job:
- GENPAS201B/01: Identify essential employability skills required in the workplace
- GENPAS201B/02: Define the importance of essential skills to employability

For GENPAS201B/03: Demonstrate required level of essential employability skills competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment. Assessing this element as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products
- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about strategies for projecting workplace behaviour and image:
  - ▫ identified through classroom activities (off-the-job)
  - ▫ collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- how pertinent sources of information were used to identify key information to develop knowledge and understanding of projecting workplace behaviour and image through appropriate personal presentation standards, a good work ethic and effective interpersonal skills
- how preparation to project workplace behaviour and image was informed by knowledge and understanding of:

- the impact that personal presentation, work habits and interpersonal skills have on employer perception and expectations of 'work readiness'
- various ways to demonstrate the ability and capacity to meet appropriate standards of personal presentation, work ethic and interpersonal skills expected of a 'work ready' employee
- how knowledge and understanding of appropriate personal presentation, a good work ethic and effective interpersonal skills were applied to performance in the workplace

Resource implications

Access to appropriate resources needed to project workplace behaviour and image is required. Resources may include:
- relevant sources of print and electronic information on workplace standards for personal presentation, work ethic and interpersonal skills
- relevant technology to access electronic information
- guest speakers (eg. employers, management personnel)
- real or simulated work environment

CODE	GENPMG201B:
UNIT TITLE	**Manage personal work performance**

DESCRIPTION

This unit covers the skills and knowledge required to undertake and complete tasks to meet required workplace standards.

APPLICATION

Managing personal work performance requires the ability to identify and use appropriate organisational skills to:
- define, clarify and confirm requirements of tasks
- plan, organise, manage and complete tasks to meet workplace standards
- use feedback constructively to enhance further undertaking of tasks to meet workplace standards.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIEW201B: Interact effectively in the workplace*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENTEM201A: Work effectively in a team*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

Relationship to *GENSWL201B: Participate in structured workplace learning 2*:
- It is recommended that the element of competency <u>GENPMG201B/01: Identify strategies to perform tasks to workplace standards</u> be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment.
- The elements of competency <u>GENPMG201B/02: Plan and organise work activities</u> and <u>GENPMG201B/03: Undertake tasks and review personal work performance</u> must be assessed in a real or simulated work environment. These elements, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2.*

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENPMG201B/01   **Identify strategies to perform tasks to workplace standards**

   1.1   Identify *essential requirements* of a task.

   1.2   Identify *strategies to clarify and confirm task requirements*.

   1.3   Identify *strategies to plan and prioritise workload*.

   1.4   Identify *strategies to manage and complete tasks* to required standards.

GENPMG201B/02   **Plan work activities**

   2.1   Identify daily work activity requirements.

   2.2   Plan and prioritise workload.

GENPMG201B/03   **Undertake work activities and review personal work performance**

   3.1   Manage and complete tasks to required standards.

   3.2   Use *feedback* to enhance ability to manage and complete tasks to workplace standards.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Essential requirements must include:

- 'what' has to be done
  - objectives/outcomes of task
  - elements/requirements of task
- 'how' it is to be done
  - steps to undertake task
  - resources required, if applicable
  - any workplace procedures/practices to follow to ensure task meets workplace standards, eg.
    – OHS/WHS standards
    – quality criteria
- 'when' it has to be done
  - timeline (and milestones to be achieved, if applicable)
- 'who' to:
  - report progress and completion of task to
  - seek assistance from
- if a team task, identify:
  - other members of the team
  - overall team task
  - individual task in terms of 'what', 'when', 'how', 'who'
  - designated person to report to
  - any meetings to attend

Strategies to clarify and confirm task requirements must include:

- use active listening and questioning techniques
  active listening:
  - give speaker 100% attention
    – stop whatever work is being done
    – face the other person
  - concentrate on what the speaker is saying
  - listen for major points, not minor details
  - do not interrupt the speaker
  - use verbal/non-verbal cues to show that speaker has listener's full attention, eg.
    – saying "yes" at appropriate time to show an important point or request is understood
    – using appropriate gestures to show that what is being said is understood (eg. nodding head to show 'yes')
    – using open body language (eg. facing the speaker, leaning towards the speaker if seated, arms not folded across chest, legs not crossed)
    – maintain eye-contact (unless note-taking or looking at equipment that the speaker is describing/demonstrating; or if it is culturally inappropriate to do so)

- active questioning:
  - ask for clarification of a point: do not pretend to understand, eg.
    - *I'm not quite sure what you mean by ... Would you explain that point to me, please.*
    - *I didn't understand what you said about ... Would you repeat that, please.*
    - *I've never used a photocopier* (or other piece of equipment) *before. Would you mind running through the steps again so I'll feel more confident about using it, please.*
  - check for understanding at end by paraphrasing or summarising key points, eg.
    - *Let me check if I've got that right. First, I have to ...*
    - *Let me check to see if I got the whole message. ...*
    - *If I understand you correctly, you want me to ...*
    - *So what you want me to do is ...*

- use note-taking techniques
  - develop/use own shorthand and abbreviated words
  - miss out unnecessary word, eg. the, a, which is, and, etc.
  - use symbols to draw attention to important words, eg. underline, CAPITALS, circle the word, put an * next to it
  - don't rub out or scribble over mistakes; draw a line through mistakes – saves time
  - leave spaces between important points; information can be added later
  - write on one side of the paper; other side can be used for references, links, etc.
  - start a new line for each new point
  - draw diagrams if required

Strategies to plan and prioritise workload must include:

- identify daily and/or weekly tasks to be undertaken
  - identify and note all tasks to be undertaken
  - clarify and confirm essential requirements of tasks in terms of
    - 'what'
    - 'when'
    - 'how'
    - 'who'
  - for complex tasks:
    - break task down into steps with assistance of supervisor or experienced co-worker
    - list (ie. make written notes) the steps in the order in which they need to be performed

- prioritise tasks
  daily:
  - make a list of tasks to be done
  - list 'deadline for completion' beside each task
  - re-order the list of tasks taking into consideration:
    - size/level of complexity of task to be undertaken (ie. it can be performed quickly/easily or it will require 'x' amount of time due to its complexity/degree of difficulty)
    - timeline/deadline requirements
  - cross-off tasks as completed
  weekly:
  - use a diary
  - prepare a 'daily timetable' identifying key tasks to be undertaken
  - keep diary and timetable up-dated (ie. fill in request as it is made – do not leave until later as it may be forgotten)

Strategies to manage and complete tasks must include:

- **organise a task before commencing**, eg.
  - identify all resources/equipment that are required to complete a task
  - collect pertinent resources/equipment prior to commencing the task (ie. what is needed is at fingertips), if resources/equipment can be used at your workstation
  - if resources/equipment cannot be utilised at personal workstation, know where they are kept and conditions for use (eg. need to 'book' use)

- **manage time when undertaking task**, eg.
  - deal with unnecessary interruptions promptly and politely (eg. use assertiveness skills to inform 'chatty' co-worker that you have a timeline to meet and can't afford to be interrupted so lunch time will prove the ideal opportunity to talk)
  - if difficulty with a task is encountered, ask for help/assistance immediately to resolve difficulty and maintain forward momentum
  - if timelines are unrealistic or if given an urgent task, re-negotiate timelines with supervisor

- **monitor progress**
  - refer to task outcomes/objectives to ensure the task is achieving/will achieve final outcome
  - check progress regularly against milestones/timelines
  - meet with designated personnel, if required, to check that work is proceeding satisfactorily
  - if there are no prescribed meetings, ask superior or experienced co-worker to check if the work is proceeding satisfactorily if unsure that task is being completed according to requirements

- **check task to ensure quality standard(s) achieved**
  - during the undertaking of the task:
    - check for errors or mistakes as task is being done
    - make necessary corrections/adjustments
  - when task is completed:
    - check task has met specified outcome
    - check task meets required standard and make corrections/adjustments, if required

Feedback must include:

- seeking feedback from supervisor and/or experienced co-worker as to the quality of completed work
- identifying elements of the task that were performed well/competently to required standards
  - identify specific ways in which performance enhanced the management and completion of the task to ensure replication of performance in future activities
- identifying elements of the task that could be performed more competently to meet workplace standards
  - identify any problems that hindered the attainment of desired quality
  - identify strategies for correcting problems when undertaking future tasks (eg. further training may be needed or observing more experienced co-worker)

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
▪ define, clarify and confirm the essential requirements of given tasks
▪ identify, plan and prioritise daily work activities
▪ manage and complete designated tasks in-keeping with specified requirements to meet workplace standards.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
▪ the essential requirements of any task in terms of
  ▫ 'what' has to be done
  ▫ 'how' it is to be done, including any
    – OHS requirements
    – quality criteria
  ▫ 'when' it has to be done by
  ▫ 'who' to report to and seek assistance from
▪ strategies to use to clarify and confirm tasks
  ▫ active listening and questioning techniques
  ▫ note-taking
▪ strategies to use to plan, manage and complete tasks to workplace standards
  ▫ prioritising daily or weekly tasks
  ▫ sequencing the steps of a complex task
  ▫ organisational and time-management skills
  ▫ monitoring progressing
  ▫ checking completed task against quality standards
  ▫ using feedback to improve future management of own work

Specific skill requirements

Look for evidence of the learner's skills and ability to:
▪ identify, clarify and confirm the essential requirements of a task through:
  ▫ using active listening and questioning techniques
  ▫ using note-taking techniques
▪ plan and prioritise work activities on a daily and/or weekly basis by:
  ▫ listing tasks to be undertaken and timeline for completion
  ▫ re-ordering tasks in keeping with priority of timelines
  ▫ crossing off tasks as completed

- manage and complete given tasks to the specified/required standards by:
  - organising necessary resources/equipment to do the task
  - using time-management skills to ensure tasks are completed on time
  - monitoring progress against specified outcome, timeline, quality criteria
  - checking completed task against specified standards
- use feedback from supervisor and/or experienced co-worker(s) to improve future management of own work performance through:
  - identifying 'what worked well' and replicating performance when undertaking future tasks
  - identifying any problems that hindered the attainment of desired standards
  - identifying strategies for correcting those problems when undertaking future tasks

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to manage personal work performance.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- purpose of work goals, plans and priorities
- time management
- relevant workplace policies and procedures, including those relating to OHS/WHS
- how to seek, acknowledge and interpret feedback
- principles of effective two-way communication skills (verbal and non-verbal)
- quality assurance standards in workplace policies and procedures or government legislation

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to record weekly and/or daily tasks
  - to record notes of requirements of tasks
- numeracy skills, eg.
  - to plan timelines
- communication skills
  - to define, clarify and confirm task requirements
- planning skills, eg.
  - to plan and organise weekly and/or daily schedule of tasks
  - to plan and organise complex tasks
  - to manage timelines
- problem-solving skills, eg.
  - to prioritise tasks to avoid conflicting schedules
- evaluation skills, eg.
  - to evaluate personal work performance
- technology skills, eg.
  - to use IT to access information off-the-job about strategies to manage personal work performance
  - to use materials and equipment safely while on-the-job

Employability Skills

Managing personal work performance provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to clarify and confirm with others requirements/instructions for undertaking tasks
  - using congruent verbal and non-verbal cues to indicate active listening and understanding
  - listening to the advice and feedback from supervisor and experienced co-workers with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace, when clarifying and confirming task requirements
  - using work-related and job-specific terminology to clarify requirements or explain ideas

- writing to the needs of the audience, eg.
  - completing workplace documentation to meet required standards and functions (eg. time sheets, incident or accident reports)

- negotiating responsively, eg.
  - negotiating timelines with supervisor or relevant co-workers if unable to complete tasks on time due to emergent issues
  - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and applying information in workplace policies and procedures to performance on the job to complete tasks to workplace standards

- empathising, eg.
  - using communication strategies that reflect sensitivity to individual, social and cultural diversity

- using numeracy, eg.
  - monitoring timelines when undertaking tasks are completed within given timeframes as part of managing personal performance

- understanding the needs of internal and external customers, eg.
  - understanding employer expectations for employees to effectively manage personal work performance to ensure the undertaking of tasks contributes to efficiency/productivity of workplace activities

- being assertive, eg.
  - using assertiveness skills as part of communicating in a professional manner to ask supervisor and co-workers directly and openly in an appropriate manner to clarify task requirements if meaning is not understood and to confirm own understanding is correct to ensure tasks will be completed to the required standards and on time

- sharing information, eg.
  - participating in meetings to discuss issues, share information and ideas, and report on individual or team tasks

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for own work, following instructions and working conscientiously to complete work within timelines and to workplace standards
  - working cooperatively and productively with others to complete collaborative tasks
  - seeking help and advice from others when needed and offering assistance to others when required or appropriate

- coaching and mentoring skills including giving feedback, eg.
  - providing feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
  - identifying any difficulties or constraints that hinder the completion of allocated tasks and taking appropriate action to rectify the problem (within scope of responsibilities and level of competency)

- solving problems in teams, eg.
  - working cooperatively with supervisor and relevant co-workers to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
  - understanding and operating effectively within structure and culture of the workplace
  - considering other ideas and being open to make changes
  - using feedback from supervisor and relevant co-workers to make improvements to work performance
  - being flexible by working on a variety of tasks or working individually, in pairs, or in a team

- translating ideas into action, eg.
  - planning and organising steps to be undertaken to complete allocated tasks
  - managing and completing tasks to required outcomes and workplace standards

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - planning and following a daily or weekly schedule of tasks
  - identifying priorities and re-organising schedule/time when necessary
  - identifying task requirements in terms of 'what' has to be done, 'how' it has to be done, 'when' it has to be done, and 'who' to report to
  - monitoring own work performance to ensure tasks are completed on time and to specified requirements

- being resourceful, eg.
    - organising and using material resources, including time, efficiently to minimise waste, avoid repetition and/or delay to complete tasks cost-effectively

- taking initiative and making decisions, eg.
    - responding to emergent problems or constraints, considering alternatives and making decision as to how to modify task or method of operation to ensure task is completed to required outcomes

- establishing clear project goals and deliverables, eg.
    - identifying, clarifying and confirming allocated task requirements and deliverables in terms of quality standards and timelines to be met

- planning the use of resources including time management, eg.
    - identifying resource requirements (materials, equipment, tools, time) for specific tasks
    - identifying, clarifying and confirming methods for using (way to use and/or how to use) resources, including time, effectively and efficiently to eliminate waste, avoid repetition, delay or damaging resources in order to ensure own work is cost-effective

- participating in continuous improvement and planning processes, eg.
    - planning tasks with others and identifying most effective and efficient ways to undertake tasks to meet workplace outcomes
    - using advice and feedback to improve:
        – own performance
        – the standard/quality of the product or service or activity being produced
        – own knowledge and skills about planning, organising, managing and completing tasks to workplace standards

- collecting, analysing and organising information, eg.
    - locating, interpreting and applying information in workplace documents to meet workplace requirements for performing tasks to workplace standards

- understanding basic business systems and their relationship, eg.
    - learning about the specific organisation, business or enterprise: its mission, goals and products/services
    - understanding own job role, including expectations, and how it fits into 'core business'
    - understanding how personal performance supports or impacts on the 'core business'
    - carrying out tasks to develop a quality product or delivering a quality service to contribute to the overall/on-going success (ie. profitability) of the organisation, business or enterprise
    - understanding industry/workplace standards and using standards for benchmarking own performance and improvement
    - identifying and using communication structures (eg. chain of command) in the workplace

Self-management

- evaluating and monitoring own performance, eg.
    - monitoring progress of tasks against timelines
    - constantly checking for errors or mistakes and making any necessary corrections or adjustments to ensure quality product is produced or quality service is provided
    - reviewing and reflecting on own performance identifying strengths and areas for improvement
    - incorporating both positive and negative feedback to improve work practices against workplace standards

- having knowledge and confidence in own ideas and vision, eg.
    - developing confidence in own ability to manage personal work performance to complete allocated tasks to workplace standards

- articulating own ideas and vision, eg.
  - expressing own ideas and opinions clearly, concisely and in an appropriate manner when discussing tasks being undertaken

- taking responsibility, eg.
  - acknowledging and accepting responsibility for completing tasks to required standards and within given timeframe

Learning

- managing own learning, eg.
  - combining off-the-job learning with on-the-job experience to develop essential knowledge and skills to:
    - work cooperatively and productively with others
    - plan, organise and complete tasks to meet specified requirements
    - exercise personal initiative within defined workplace parameters
    - evaluate own performance with relevant persons to identify strengths and areas for improvement
    - use feedback and advice from others to improve own performance

- contributing to the learning community in the workplace, eg.
  - working with co-workers to apply new skills and knowledge to manage personal work performance

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - observing and learning from supervisor and experienced co-workers on-the-job about :
    - working in a safe and competent manner at all times
    - completing tasks according to given instructions without undue delay and to workplace standards
    - working collaboratively and industriously on tasks in a team environment

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - learning about the organisation, business or enterprise's products and/or services and required workplace standards (including workplace health and safety standards) to ensure own work contributes to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs
  - learning to develop positive working relationships with others by working collaboratively and industriously to complete tasks to meet workplace standards

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness
  - using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on and off the job, eg.
  - off-the-job: recognising the importance of :
    - acquiring requisite knowledge and skills to manage personal work performance prior to workplacement
    - identifying specific knowledge, skills, behaviours and attitudes about managing personal work performance effectively that have transferability/applicability in a workplace environment

- □ on-the-job: utilising on-the-job experience to:
  – define and comply with workplace policies and procedures relating to managing personal work performance
  – learn new or specific application of knowledge, skills, behaviours and attitudes to complete allocated tasks to workplace standards

- being open to new ideas and techniques, eg.
  - □ being receptive to learning and applying workplace policies, procedures and practices relating to managing personal work performance
  - □ being willing to learn new or different methods for undertaking individual or team tasks to meet workplace standards

- being prepared to invest time and effort in learning new skills, eg.
  - □ observing and listening to supervisor and experienced co-workers to learn effective ways of managing personal work performance
  - □ learning from experience/mistakes, accepting and using feedback to improve effectiveness and efficiency of work performance

- acknowledging the need to learn in order to accommodate change, eg.
  - □ being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:
    – meet the specific requirements/standards of the workplace
    – improve productivity
  - □ understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills to remain proficient in the workplace

Technology

- having a range of basic IT skills, eg.
  - □ using IT to:
    – obtain information about skills and knowledge needed to manage personal work performance in a workplace environment
    – undertake tasks or elements of tasks (if applicable to job role and responsibilities)

- being willing to learn new IT skills, eg.
  - □ learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)

- having the OHS knowledge to apply technology, eg.
  - □ using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - □ keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - □ safeguarding the reputation or good name of the organisation, business or enterprise by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)

- commitment, eg.
  - □ fulfilling responsibilities as an employee by:
    – working safely at all times
    – working harmoniously and industriously with relevant people to complete individual or team tasks to workplace standards

- honesty and integrity, eg.
  - maintaining high standards of honesty by always being truthful (eg. admitting mistakes)
  - honoring one's responsibility to work co-operatively and industriously by following through on work instructions to complete allocated individual or team tasks to workplace standards

- enthusiasm, eg.
  - being energetic, positive and self-motivated towards work and job role/tasks undertaken

- reliability, eg.
  - building a reputation for being dependable by:
    – complying with work instructions particularly those that relate to safe work practices
    – following through on work instructions
    – working cooperatively and conscientiously to complete allocated tasks in a timely manner and to the required standards

- personal presentation, eg.
  - presenting a confident personal and professional image by managing personal work performance in a professional manner and taking pride in completing tasks to meet quality standards

- common sense, eg.
  - avoiding risk-taking behaviour which could jeopardise own safety and that of others
  - ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then correctly following the instructions
  - asking for help and guidance when unsure of what method to use or unable to complete a task

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth through:
    – working in a safe and competent manner to ensure own safety and that of others
    – taking pride in producing quality work or providing a quality service
    – accepting and acting on feedback and advice to improve performance efficiency and effectiveness

- a sense of humour, eg.
  - taking one's task seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity

- ability to deal with pressure, eg.
  - staying calm in adverse situations
  - remaining positive, maintaining focus, energy and persistence to achieve required outcome
  - seeking help or giving assistance to complete urgent tasks

- motivation, eg.
  - complying with workplace policies, procedures and practices relating to managing personal performance
  - being willing to learn new knowledge and skills to complete tasks to workplace standards
  - utilising feedback and advice to improve work performance

- adaptability, eg.
  - displaying flexibility through willingness to work individually, in pairs, or in a team
  - undertaking new or different roles and responsibilities (activities/tasks)
  - managing multiple tasks
  - being open to new ideas and responding constructively to change
  - learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

For <u>GENPMG201B/01: Identify strategies to perform tasks to workplace standards</u> competence is to be demonstrated off-the-job.

For <u>GENPMG201B/02: Plan and organise work activities</u> and <u>GENPMG201B/03: Undertake tasks and review personal work performance</u> competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment. Other elements will need to be assessed off-the-job. Assessing this element as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products
- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about strategies for managing personal work performance:
  - identified through classroom activities (off-the-job)
  - collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- how pertinent sources of information were used to identify key information to develop basic knowledge and understanding of strategies that could be used to define, clarify, confirm, manage and complete tasks to workplace standards
- how knowledge and understanding of strategies for managing personal work performance informed preparation to perform tasks to workplace standards
- how effectively personal work performance was managed in the workplace

Resource implications

Access to appropriate resources needed to manage personal work performance is required. Resources may include:
- print and electronic information sources relating to planning, organising and completing tasks to workplace standards
- relevant technology to access electronic sources of information
- guest speaker(s)
- real or simulated work environment

CODE	GENTEM201A:
UNIT TITLE	**Work effectively in a team**

DESCRIPTION

This unit covers the skills and knowledge required to effectively contribute to and participate in a work-based team environment.

APPLICATION

Working effectively in a team requires the ability to:
- identify and meet expectations of team members in a workplace setting through demonstrating basic characteristics of an effective team member
- identify overall team task, team roles and responsibilities, as well as reporting relationships
- identify own tasks, role and responsibilities, and reporting relationship
- accept responsibility for allocated tasks by planning, organising and completing tasks to required standards to contribute to the achievement of the overall team task
- establish and maintain harmonious and productive working relationships with team members.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIEW201B: Interact effectively in the workplace*
- *GENIWR201B: Demonstrate knowledge of workplace relations*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPMG201B: Manage personal work performance*
- *GENSWL201B: Participate in structured workplace learning 2.*

SPECIAL NOTE

Relationship to *GENSWL201B: Participate in structured workplace learning 2*:
- It is recommended that the following element of competency be undertaken prior to structured workplace learning to prepare learners for participation in a workplace environment:
  - GENTEM201A/01: Develop knowledge of teamwork in an industry setting
- The following elements of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of *GENSWL201B: Participate in structured workplace learning 2*:
  - GENTEM201A/02: Identify team work activity
  - GENTEM201A/03: Organise and accept responsibility for allocated tasks
  - GENTEM201A/04: Establish and maintain effective working relationships with team members

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENTEM201A/01 Develop knowledge of teamwork in an industry setting

1.1 Identify *expectations of team members* in a workplace.

1.2 Identify *basic characteristics of effective team members*.

GENTEM201A/02 Identify team work activity

2.1 Identify *overall task* of the team.

2.2 Identify the overall team structure, including roles and responsibilities of team members and team reporting relationships.

2.3 Identify own role and responsibility within the team, including reporting relationship.

GENTEM201A/03 Organise and accept responsibility for allocated tasks

3.1 Identify individual tasks that are allocated as part of the overall team activity.

3.2 Identify and confirm *requirements of tasks* including relevant *workplace policies, procedures and practices* that are integral to the undertaking of the task.

3.3 *Manage and complete tasks* according to work instructions.

3.4 *Negotiate* responsibilities should the need arise.

3.5 Seek assistance from other team members to ensure successful completion of tasks, if required.

GENTEM201A/04 Establish and maintain effective working relationships with team members

4.1 Demonstrate a courteous and helpful manner at all times.

4.2 Demonstrate sensitivity to the diversity of team members to ensure efficient work operations.

4.3 Complete allocated tasks willingly without undue delay.

4.4 Give and receive assistance when *difficulties* arise.

4.5 Use *communication and interpersonal techniques* to participate effectively in *team processes*.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Expectations of team members must include:

- openness, eg.
  - offers facts, opinions, ideas, suggestions, relevant information in team discussions
  - prepared to learn from others
  - prepared to receive feedback to improve team performance
- responsibility, eg.
  - accepts individual responsibility for one's own task
  - contributes to team effectiveness by accepting team-member responsibility for ensuring successful completion of overall task
- sharing, eg.
  - willing to share information/materials/resources in order to help team move towards goal accomplishment
  - willing to share success/failure
- acceptance, eg.
  - respects opinions and contributions of others
  - respects social and cultural differences
  - respects varying skills and abilities of others
- communication, eg.
  - uses active listening/questioning to ensure two-way communication
  - conveys information clearly and concisely
  - uses appropriate non-verbal communication skills conveyed via manner and body language
  - deals with conflict constructively should the need arise
- co-operative intentions, eg.
  - willing to assist whenever possible
  - willing to ask for assistance
  - meeting reasonable requests from team members promptly and willingly
- trustworthy, eg.
  - professionally
    - meets individual task responsibilities
    - meets team-member responsibilities
    - attends to detail to ensure own task will be of a high quality to support the overall quality/success of team task
  - personally
    - consistent in demonstrating acceptance of and openness to other team members ideas without ridicule, rejection, etc.

Basic characteristics of effective team members may include but not be limited to:

- are team players – think in terms of 'we' not 'I' helping to create an environment of 'team members' rather than an environment of 'individual members' of a team
- are collaborative – appreciate the inter-related nature of the team work activities and work *with* others to accomplish the task

- are proactive – take action to 'get the ball rolling' and move forward to make things happen for the team's benefit
- are committed to the success of the team – care about their work and the team's work and are willing to do what it takes to help the team reach its goals
- are good communicators – communicate constructively and listen actively; openly share opinions, suggestions, feedback with other team members; and listen to other team members' feedback, concerns, ideas and suggestions
- are supportive and respectful – help others; have a positive outlook; treat fellow team members with courtesy and consideration at all times; trust and respect other team members and their views
- are flexible – deal with changing situations and consider different points of view
- are competent – do own work to the best of their ability
- are reliable – can be counted on to get work done; do fair share of work; work hard and meet commitments
- are professional – encourage and appreciate the development and achievements of other team members; acknowledge other team members' contributions
- are learners – about tasks and work processes; about individuals on the team and team dynamics

---

The *overall task* for the team must include:

- nature of task
- purpose of the task
  - goal(s)
  - objective(s)
  - outcome(s)
- overall performance plan to undertake team task
  - the variety and sequence of tasks that need to be undertaken
  - the interdependent nature of tasks
  - timeline(s)

Workplace policies, procedures and practices must include:

- workplace operations and practices
  - job procedures and work instructions
  - quality assurance procedures
  - use of resources to maximise efficiency
  - work area housekeeping requirements
  - issue resolution procedures
  - reporting procedures, including recording procedures if applicable
  - team processes
- WHS policies and procedures
  - safe operating procedures for performing tasks requiring the use of tools, equipment, machinery, hazardous materials
  - personal protective equipment, including clothing, required for performing tasks
  - hazard policies and procedures
- anti-discrimination policies and procedures
  - non-discriminatory behaviour and communication appropriate to working in socially and culturally diverse team environment

Requirements must include:

- 'what' has to be done: objectives/outcomes and elements of task
- 'how' it is to be done: steps to follow, required resources (if applicable), and any workplace procedures/practices to follow to ensure task meets workplace standards, eg. OHS/WHS standards, quality criteria
- 'when' it has to be done: the timeline (and milestones to be achieved, if applicable)
- 'who' to report progress and completion of task to and seek assistance from
- any meetings to attend

Manage and complete tasks must include:

- planning and prioritising workload
- identifying and organising required resources before commencing
- managing time by:
  - dealing promptly and politely with unnecessary interruptions
  - asking for help/assistance immediately if difficulty with a task is encountered
- monitoring progress by:
  - referring to task outcomes/objectives to ensure the task is achieving/will achieve final outcome
  - checking progress regularly against milestones/timelines
  - attending team meetings to report on progress of tasks, raise any difficulties being encountered, discuss ideas and share information
- checking tasks to ensure quality standard(s) are achieved
  - during the undertaking of tasks to check for errors or mistakes and making necessary corrections/adjustments
  - when tasks are completed by checking that specified outcomes have been met and required outcomes achieved and making corrections/adjustments, if required

Negotiate responsibilities may include but not be limited to:

- re-negotiating timelines with other team members, if timelines prove unrealistic and/or difficulties are encountered
- recognising limitations and asking for further training to undertake a task or to be given other tasks
- recommending that a task would be more efficiently undertaken by working in a pair
- recognising strengths and recommending self to undertake specific task(s)

Difficulties may include but not be limited to:

- difficulty in meeting timelines
- unsure of best method to use to complete task
- need to comply with WHS requirements (eg. two people needed to pick up a box)
- need to maximise efficiency (eg. redefine timeline, reallocate tasks, reconsider use of resources)

Communication and interpersonal techniques may include but not be limited to:

- using two-way communication skills to achieve accurate and purposeful exchange of information
  - active listening and questioning techniques
  - body language and verbal cues
- using correct task-related terminology (ie. specific terms used in the workplace, technical terms, etc.)
- using assertiveness skills
- communicating sensitively and respectfully with persons of diverse backgrounds and cultures
- respecting individual diversity in terms of personal values, beliefs, customs and viewpoints
- using good manners and common courtesies in all interactions
- showing consideration for others
- supporting and co-operating with team members
- working competently and industriously on allocated tasks
- accepting and providing feedback in a constructive and considerate manner
- dealing with conflict and negativity constructively in a professional and calm manner to achieve a win-win outcome, should the need arise

Team processes may include but not be limited to:

- formal team meetings
- informal group discussions
- monitoring and reviewing team performance
- identifying, discussing and resolving problems and conflicts through agreed and accepted processes
- communicating progress of tasks
  - providing essential information relating to daily work schedules
  - sharing knowledge and information relevant to own and team activity to enable efficient completion of the team task to meet workplace standards
- receiving, acknowledging and accepting feedback from other team members and acting upon it to enhance individual and team performance
- celebrating successful completion of overall project

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- demonstrate effective characteristics of a team member to meet workplace expectations and standards when working in a team environment
- define overall team task, team structure, team member roles and responsibilities, and required reporting relationships
- identify, clarify and confirm own tasks, role and responsibilities, and required reporting relationship
- manage and complete own task to required standards in order to contribute to the successful completion of the overall team task
- seek assistance from other team members and offer assistance to other team members to ensure successful completion of overall team task
- contribute to positive working relationships within a team situation through interacting and working effectively with other team members.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- expectations, role and function of workplace teams
- characteristics of effective team members
- composition of teams in terms of diversity
- goal and objectives of overall team task
- goal and objective of own tasks, essential requirements of tasks, including timeline and quality standards to be met
- inter-related nature of overall team task, other team members' tasks and own work task(s)
- effective communication and interpersonal skills to facilitative positive two-way interaction with other team members

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- identify and apply effective characteristics of a team member when working in a team environment to meet workplace expectations and standards
- identify:
  - the overall team activity and team structure
  - the roles and responsibilities of the various team members
  - the reporting relationships to be observed within the team (eg. team meetings)
  - own team role and responsibility and reporting relationship to be observed

- take responsibility for defining, organising, managing and completing own tasks to meet specified requirements
  - identify, clarify and confirm essential requirements of allocated tasks including:
    - 'what' has to be done: objective, outcomes, elements and requirements of tasks
    - 'how' it is to be done: steps to follow, required resources (ie. equipment, tools, materials), relevant workplace policies and procedures, including any OHS/WHS standards to be complied with and quality criteria to be met
    - 'when' it has to be done by: timeline for completion and any milestones to be achieved
    - 'who' to report to and seek assistance from should the need arise
  - plan and organise own workload
    - list and prioritise tasks
    - organise resources to undertake tasks
    - manage time effectively when undertaking tasks
    - monitor progress against timelines seeking assistance should difficulties be encountered
  - complete tasks to specified standards
- establish and maintain positive working relationships with other team members by:
  - communicating and interacting effectively through
    - using non-discriminatory language and respecting the social and cultural diversity of team members
    - using effective verbal and non-verbal (ie. body language cues) communication techniques
  - working co-operatively, productively and harmoniously by
    - being courteous and helpful at all times and maintaining appropriate standards of decorum, good manners and social behaviour
    - assisting other team members when required
    - making a positive contribution to team processes including
      - being punctual in arriving for team meetings
      - participating in the monitoring and review of the team's performance
      - reporting on own progress of work
      - using feedback from other team members to enhance ability to work in a team environment
      - resolving difficulties and conflicts in accordance with agreed process should they arise

Underpinning knowledge and skills

The following knowledge and skills underpin the specific knowledge and skills the learner requires to work effectively in a team.

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- relevant workplace policies and procedures, including those relating to OHS/WHS, anti-discrimination, quality assurance
- principles of effective verbal and non-verbal communication
- group dynamics
- time management
- how to seek, acknowledge and interpret feedback
- concepts of positive self-esteem and self-image
- ways in which self-esteem and self-image may influence work performance as an individual and as a team member

Underpinning skills

Underpinning skills required by the learner includes:

- literacy skills, eg.
  - to read and understand information about working in a team
  - to record information, if applicable
- numeracy skills, eg.
  - to plan timelines
- communication skills, eg.
  - to ascertain own task requirements
  - to facilitate effective two-way communication in interactions with team members
  - to work cooperatively, productively and harmoniously with others from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical and intellectual impairments
- planning skills, eg.
  - to plan, organise and prioritise schedule of tasks
  - to plan timelines
- problem-solving skills, eg.
  - to solve routine difficulties that may arise in the undertaking of tasks
- evaluation skills, eg.
  - to evaluate personal work performance
- technology skills, eg.
  - to use IT to access and obtain information about working in a team
  - to use materials and equipment safely, if applicable to allocated tasks

Employability Skills

Working effectively in a team provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace.**

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to:
    - facilitate effective two-way communication with other team members
    - clarify and confirm own responsibilities and tasks to be undertaken
  - using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions
  - listening to the ideas of team members with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely using appropriate language, volume, tone and pace, in interactions with other team members
  - using work-related and job-specific terminology to explain or clarify ideas when communicating with colleagues

- writing to the needs of the audience, eg.
  - completing documentation required as part of own activity when undertaking a team task to workplace standards (eg. details of a diner's meal order to give to the chef, incident or accident reports)

- negotiating responsively, eg.
  - negotiating timelines, roles and responsibilities with other team members
  - dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- reading independently, eg.
  - locating, understanding and applying information in workplace policies and procedures to performance on-the-job to meet workplace expectations for working effectively in a team environment

- empathising, eg.
  - using communication strategies that reflect sensitivity to individual, social and cultural diversity within the team
  - understanding conflict situations or team disagreements from other team members' points of view to arrive at a win-win outcome to maintain harmonious and productive working relationship

- using numeracy, eg.
  - monitoring timelines when undertaking tasks to ensure own task is completed on time to meet inter-related operating processes and timelines for the overall team activity to be completed within given timeframe

- understanding the needs of internal and external customers, eg.
  - understanding the contribution the overall team activity makes to 'core business'
  - understanding the need for a team member to meet the exact requirements of own role and responsibilities to make a positive contribution to the team successfully meeting workplace outcomes

- being assertive, eg.
  - asking directly and openly in an appropriate manner for clarification if meaning of information, own role and responsibilities in contributing to team activity is not understood and ensuring that own understanding is correct to make an effective contribution to all phases of the team activity
  - using assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner) to resolve disagreements or conflicts with other team members to avoid disruption to the team's schedule for completing the activity

- sharing information, eg.
  - participating in team meetings to:
    – report on the progress of the overall team task, and/or discuss ideas, identify problems and find solutions to ensure workplace outcome is achieved
    – report progress of own tasks, identify any difficulties and discuss solutions to ensure work is completed successfully
    – share information, knowledge and experiences as part of monitoring the progress of the task and to make any adjustments to operating procedures
    – participate in de-briefing sessions to share information, knowledge, experiences and insights gained

Teamwork

- working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - working harmoniously and communicating/interacting with other team members in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- working as an individual and as a member of a team, eg.
  - taking responsibility for own work, working conscientiously and completing work on time and to quality standards

   ▫ working cooperatively and productively with other team members throughout all phases
     and activities of the team task
   ▫ seeking help and advice when needed and offering assistance to support other team
     members when required

- knowing how to define a role as part of a team, eg.
   ▫ understanding the nature and purpose of the overall task, roles and responsibilities
     (activities/tasks) of the team as a whole
   ▫ understanding the interrelated and interdependent nature of:
     – the roles and responsibilities (activities/tasks) of the team as a whole
     – own role and responsibility in contributing to the successful completion of the team
       activity
   ▫ identifying, clarifying and confirming understanding of own role/responsibilities (details
     of activity/task including timelines, resources required, etc.) to ensure effective
     contribution is made to the overall team activity

- identifying the strengths of team members, eg.
   ▫ observing team members' abilities and capacities to complete task requirements and
     seeking their advice when specific difficulties arise or advice is needed to perform work
     competently
   ▫ emulating specific work practices of relevant team member(s) to enhance own skill level
     with specific tasks
   ▫ gaining further insights into individual strengths of team members in team meetings

- coaching and mentoring skills including giving feedback, eg.
   ▫ sharing knowledge to show/help other team members undertake specific tasks, if
     applicable
   ▫ providing feedback to team members in a constructive and considerate manner, when
     required and when appropriate

Problem solving

- developing practical solutions, eg.
   ▫ identifying perceived difficulties or constraints to achieving team goals and objectives and
     suggesting possible strategies to resolve issues/dilemmas

- showing independence and initiative in identifying problems and solving them, eg.
   ▫ identifying any difficulties or constraints that hinder the completion of own task
   ▫ determining appropriate action to take to rectify the problem to continue with the task
     (within scope of responsibilities and level of competency)

- solving problems in teams, eg.
   ▫ working cooperatively with other team members to assess situations, identify problems,
     explore possible solutions, evaluate solutions, decide on solution, implement solution
   ▫ using a consensus approach to decision making and supporting the team's decision

Initiative and enterprise

- adapting to new situations, eg.
   ▫ understanding and operating effectively within team structure and culture
   ▫ considering other ideas and being open to make changes
   ▫ using feedback from team members to make improvements to own work performance
   ▫ being flexible by working on a variety of tasks individually, in pairs, or with the whole
     team

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - organising own task in terms of overall requirements, steps to take, resources needed and timeline for completion
  - gathering required resources to undertake tasks, as required
  - following instructions to perform tasks efficiently to avoid having to repeat work
  - monitoring own performance to ensure tasks are completed on time and to specified requirements

- being resourceful, eg.
  - organising and using material resources, including time, efficiently to minimise waste, avoid repetition and/or delay to complete tasks cost-effectively

- taking initiative and making decisions, eg.
  - responding to emergent problems or constraints, considering alternatives and making decision as to how to modify activity/task or method of operation to ensure activity/task is competed to required outcomes

- planning the use of resources including time management, eg.
  - identifying with other team members resource requirements (materials, equipment, tools, time) for specific tasks
  - identifying, clarifying and confirming with other team members methods for using (way to use and/or how to use) resources, including time, effectively and efficiently to eliminate waste, avoid repetition, delay or damaging resources in order to ensure own work is cost-effective

- participating in continuous improvement and planning processes, eg.
  - using advice and feedback from other team members to improve:
    - own and team performance
    - the standard/quality of the product or service or activity being produced
    - own knowledge and skills about planning, organising and undertaking tasks
    - working effectively as a member of a team

- understanding basic business systems and their relationship, eg.
  - learning about the specific organisation, business or enterprise: its mission, goals and products/services
  - understanding and carrying out own role and responsibilities in developing a quality product or delivering a quality service to contribute to the overall/on-going success (ie. profitability) of the organisation, business or enterprise
  - understanding industry/workplace standards and using standards for benchmarking own performance and improvement
  - identifying and using communication structures (eg. chain of command) in the team and the workplace

Self-management

- evaluating and monitoring own performance, eg.
  - monitoring progress of tasks against timelines
  - constantly checking for errors or mistakes and making any necessary corrections or adjustments to ensure tasks are completed to quality standards
  - reviewing and reflecting on own performance identifying strengths and areas for improvement
  - incorporating both positive and negative feedback to improve work practices against workplace standards for team performance

- having knowledge and confidence in own ideas and vision, eg.
  - developing confidence in own ability to plan and organise tasks, evaluate own performance, and organise and communicate ideas and information within a team environment

- articulating own ideas and vision, eg.
  - expressing own ideas and opinions clearly, concisely and in an appropriate manner in team meetings

- taking responsibility, eg.
  - acknowledging and accepting responsibility for:
    - contributing to the overall success of the team activity
    - completing own activity/task to required standards and within given timeframe

Learning

- managing own learning, eg.
  - combining off-the-job learning with on-the-job experience to develop essential knowledge and skills to:
    - work cooperatively and productively with others
    - plan, organise and complete own or team activity/task to meet specified requirements
    - exercise personal initiative within defined team parameters
    - evaluate own performance with other team members to identify strengths and areas for improvement
    - use feedback and advice from others to improve own performance

- contributing to the learning community in the workplace, eg.
  - participating in and sharing information in team meetings
  - assisting other team members to undertake tasks when required
  - working with other team members to apply new skills and knowledge on-the-job

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - using IT to obtain information about effective characteristics of team members and teamwork skills to inform preparation for the workplace
  - learning from teacher/tutor and peers engaged in part-time employment about working effectively in a team
  - observing and learning from other team members about :
    - working in a safe and competent manner at all times
    - completing tasks according to given instructions without undue delay and to workplace standards
    - communicating in an effective, professional and courteous manner in all interactions with team members
    - working collaboratively and industriously in a team environment

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - learning about the organisation, business or enterprise's products and/or services and required workplace standards (including workplace health and safety standards) to ensure effective contribution is made to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs
  - learning about and applying skills and knowledge to develop positive working relationships with all people in a team by:
    - using effective two-way communication skills to ensure purposeful and accurate exchange of information
    - using courteous and non-discriminatory communication/behaviour
    - working collaboratively and industriously to complete tasks in a timely manner and to workplace standards

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness in terms of:
    – working with others
    – planning, organising, implementing, evaluating and reporting on individual and team activities
  - using satisfaction gained through seeing improvement in own ability and capacity to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation

- being willing to learn in any setting – on and off the job, eg.
  - off-the-job: recognising the importance of :
    – acquiring pre-requisite knowledge and skills to work effectively in a team prior to workplacement
    – identifying specific knowledge, skills, behaviours and attitudes about working effectively in a team that have transferability/applicability in a workplace environment
  - on-the-job: utilising on-the-job experience to:
    – define and comply with workplace policies and procedures relating to working safely and effectively in a team environment
    – learn new or specific application of knowledge, skills, behaviours and attitudes to complete allocated tasks to workplace standards
    – learn to get along with others in the workplace through effective interaction/communication and developing positive working relationships based on co-operation and productive work habits

- being open to new ideas and techniques, eg.
  - being receptive to learning and applying workplace policies, procedures and practices to work effectively in a team environment
  - being willing to learn new or different methods for undertaking individual or team tasks to meet workplace standards
  - being receptive to learning and applying new or different ways to working effectively in a team environment

- being prepared to invest time and effort in learning new skills, eg.
  - observing and listening to other team members to learn effective ways of interacting and working cooperatively and productively
  - learning from experience/mistakes, accepting and using feedback to improve effectiveness and efficiency of working in a team environment

- acknowledging the need to learn in order to accommodate change, eg.
  - being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:
    – meet the specific requirements/standards of the workplace
    – improve productivity
  - understanding that the way jobs are performed is constantly changing as new technologies are introduced in the workplace which requires employees to engage in on-going learning to acquire latest knowledge and skills to remain proficient in the workplace

Technology

- having a range of basic IT skills, eg.
  - using IT to:
    – obtain information about skills and knowledge needed to work effectively in a team environment and its application in a workplace environment
    – undertake tasks or elements of tasks (if applicable to job role and responsibilities)

- being willing to learn new IT skills, eg.
  - learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)

- having the OHS knowledge to apply technology, eg.
  - using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - showing trust in and respect for other team members

- commitment, eg.
  - fulfilling responsibilities to ensure individual and team tasks achieve the required outcomes:
    – persevering with individual and/or team activities/tasks until completed to achieve a successful outcome
    – contributing to all phases of the team activity
    – interacting and communicating will other team members in a courteous, helpful and non-discriminatory manner
    – working safely at all times to ensure own safety and that of other team members
    – working harmoniously and industriously with other team members to complete individual or team tasks to workplace standards

- honesty and integrity, eg.
  - maintaining high standards of honesty by always being truthful (eg. admitting mistakes)
  - honoring one's responsibility to work with other team members:
    – co-operatively and industriously by following through on work instructions to complete allocated individual or team tasks to workplace standards
    – harmoniously by interacting and communicating at all times in a courteous, helpful and non-discriminatory manner

- enthusiasm, eg.
  - being energetic, positive and self-motivated towards work, in general, and job role/tasks undertaken, in particular

- reliability, eg.
  - building a reputation for being dependable by:
    – complying with work instructions particularly those that relate to safe work practices
    – following through on work instructions
    – working cooperatively and conscientiously to complete individual and team tasks in a timely manner and to the required standards
    – communicating effectively and interacting positively with other team members at all times

- personal presentation, eg.
  - presenting a confident personal and professional image:
    – through complying with WHS dress codes when undertaking tasks (if applicable)
    – by using appropriate social skills, communication protocols, courtesies and verbal and non-verbal skills to facilitate effective two-way communication and support positive working relationships

- common sense, eg.
  - avoiding risk-taking behaviour which could jeopardise own safety and that of other team members

- ▫ ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following the instructions
  - ▫ asking for help and guidance when unsure of what method to use or unable to complete a task

- ■ positive self-esteem, eg.
  - ▫ having confidence in own ability to learn, grow and achieve
  - ▫ reflecting positive self-worth through:
    - working in a safe and competent manner to ensure own safety and that of others
    - taking pride in producing quality work or providing a quality service to contribute to overall success of the team activity
    - interacting, communicating and working with other team members in a courteous, helpful and non-discriminatory manner
    - being willing to express own ideas and opinions and share information with team members
    - accepting and acting on feedback and advice to improve performance efficiency and effectiveness

- ■ a sense of humour, eg.
  - ▫ taking one's task seriously, but not taking oneself too seriously
  - ▫ ability to maintain sense of humour in adversity

- ■ ability to deal with pressure, eg.
  - ▫ staying calm in adverse situations
  - ▫ remaining positive, maintaining focus, energy and persistence to achieve required outcome
  - ▫ seeking help or giving assistance to complete urgent tasks

- ■ motivation, eg.
  - ▫ complying with workplace policies, procedures and practices pertinent to working safely and effectively in a team
  - ▫ being willing to learn new knowledge and skills to:
    - complete tasks to workplace standards
    - foster positive working relationships through effective interaction and co-operative and productive work practices
  - ▫ utilising feedback and advice to improve capacity to work effectively in a team

- ■ adaptability, eg.
  - ▫ displaying flexibility through willingness to work individually, in pairs, or as part of the team
  - ▫ undertaking new or different roles and responsibilities (activities/tasks)
  - ▫ managing multiple tasks
  - ▫ being open to new ideas and responding constructively to change
  - ▫ learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

For the following element competence is to be demonstrated off-the-job:
- ■ GENTEM201/01: Develop knowledge of teamwork in an industry setting

For the following elements competence is to be demonstrated either on-the-job under the typical range of workplace conditions or in a simulated work environment:
- ■ GENTEM201/02: Identify team work activity
- ■ GENTEM201/03: Organise and accept responsibility for allocated tasks
- ■ GENTEM201/04: Establish and maintain effective working relationships with team members

Assessing these elements as part of *GENSWL201B: Participate in structured workplace learning 2* would provide the opportunity for the learner to gain competency and obtain feedback from a workplace supervisor.

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- simulation
- oral questioning
- role play
- written material (eg. worksheets)

Products and processes that could be used as evidence

Products
- written responses provided on worksheets, from activities, completed project work
- portfolio of documentation about strategies for working effectively in a team:
  - identified through classroom activities (off-the-job)
  - collected during work experience (on-the-job)
- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes
- how pertinent sources of information were used to identify key information to develop knowledge and understanding of characteristics of effective team members and workplace expectations and standards for working in a team environment
- how knowledge and understanding of being an effective team member in a team-based work environment informed preparation for working effectively in a workplace team
- how accurately the overall team task was identified and understood
- how accurately team and own roles and responsibilities and reporting relationships were identified and understood
- how competently own tasks were clarified and confirmed, planned, organised, managed and completed to meet specified work instructions and workplace standards
- how co-operative, productive and harmonious working relationships were established and maintained with other team members

Resource implications

Access to appropriate resources needed to interact effectively in the workplace is required. Resources may include:
- print and electronic information sources relating to team work
- relevant technology to access electronic sources of information
- guest speaker(s)
- real or simulated work environment

CODE	GENSWL201B:
UNIT TITLE	**Participate in structured workplace learning 2**

DESCRIPTION

This unit covers the skills and knowledge required to make a positive and effective contribution to a workplace environment.

APPLICATION

Participate in structured workplace learning 2 requires the ability to:
- consistently meet standards for employees set down in workplace policies and procedures relating to:
  - working hours and attendance
  - workplace health and safety
  - anti-discrimination and workplace harassment
  - personal presentation
- apply effective work practices to complete tasks to workplace standards
- establish and maintain productive and harmonious working relationships with management, customers, co-workers or clients.

EMPLOYABILITY SKILLS

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. Examples of Employability Skills and their specific facets addressed in this unit are listed in the Evidence Guide and will assist in identifying Employability Skills requirements.

RELATED UNITS

This unit is related to:
- *GENENP201B: Demonstrate an enterprising approach in an approved project*
- *GENIEW201B: Interact effectively in the workplace*
- *GRNIWR201B: Demonstrate knowledge of workplace relations*
- *GENJAS201B: Develop job acquisition strategies*
- *GENOHS201B: Work safely according to OHS principles and procedures*
- *GENPAS201B: Project workplace behaviour and image*
- *GENPCD201B: Access employment and training options*
- *GENPMG201B: Manage personal work performance*
- *GENTEM201A: Work effectively in a team*

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
	Elements describe the essential outcomes of a unit of competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

GENSWL201B/01   **Comply with workplace policies and procedures**

    1.1   Comply with *routine workplace practices*.

    1.2   Work safely in accordance with *workplace health and safety policies and procedures* at all times.

    1.3   Interact with others in the workplace in accordance with *anti-discrimination and workplace harassment policies and procedures*.

    1.4   Maintain an *appropriate standard of personal presentation*.

GENSWL201B/02   **Work effectively to complete allocated tasks**

    2.1   *Demonstrate a positive attitude* towards undertaking and completing work-related tasks.

    2.2   *Apply organisation skills to manage and complete tasks* within designated timelines and to workplace standards.

    2.3   *React positively to advice and feedback* to improve workplace performance.

GENSWL201B/03   **Work harmoniously and productively with others**

    3.1   Interact with management, co-workers, customers or clients in accordance with *workplace communication standards* to achieve effective and purposeful exchange of information.

    3.2   Work effectively in a *team environment*.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It elaborates on the italicised words in the performance criteria by defining an appropriate context or providing possible variations to assist application/implementation of the unit and/or to provide a focus for the assessment of the performance and knowledge requirements of the competency.

Routine workplace practices must include:

- working hours arrangements
  - is punctual in observing starting time and finishing time
  - observes time allocated for meal and rest breaks
  - is punctual in attending meetings
- attendance requirements
  - maintains regular attendance
  - keeps record of hours worked (eg. time sheet)
  - knows correct procedure for notifying workplace if unable to attend work
    - knows designated person to telephone and the acceptable timeframe for calling in sick
    - knows procedure for recording absence (eg. completing a sick leave form)

Workplace health and safety policies and procedures must include:

- participates in and contributes to WHS arrangements in the workplace by:
  - undertaking WHS induction and training program
  - participating in hazard inspection of own work area
  - raising WHS issues with designated person in accordance with workplace procedures for participative arrangements, if applicable
- knows the identity and role of designated WHS personnel (the number of personnel may vary depending on the size of the workplace), eg.
  - WHS representative
  - first aid officer
  - fire warden
- <u>consistently</u> complies with WHS procedures and work instructions, within scope of responsibility and level of competence, in order to:
  - ensure own safety and that of others by
    - recognising and obeying safety signs and symbols
    - wearing personal protective clothing and using personal protective equipment, if applicable
    - observing personal hygiene requirements
  - identify, assess, report and control hazards
  - respond to emergency situations should they arise

Anti-discrimination and workplace harassment policies and procedures must include:

- understands and follows workplace procedures and practices:
  - to interact and work with others in a non-discriminatory manner
    - respects individual diversity
    - uses culturally appropriate work practices
    - communicates sensitively/respectfully with persons of diverse backgrounds and cultures
  - in the event of discrimination or harassment occurring

Appropriate standards of personal presentation must include:

- projects a positive self-image by maintaining basic standards of personal presentation expected in the workplace:
  - maintains personal cleanliness and hygiene
  - is well-groomed
  - wears clothes that are clean, ironed and appropriate for the workplace location and/or job role
  - wears shoes that are appropriate for the workplace location and/or job role
  - maintains good posture when walking, standing and sitting
- meets additional standards of personal presentation, if applicable:
  - wears specific clothing, footwear, etc. for working in a particular industry, occupation or location
  - wears required uniform
- complies with WHS requirements that apply to the work being undertaken:
  - wears personal protective clothing or footwear, if applicable
  - maintains correct 'working posture' to avoid injury

Demonstrate a positive attitude must include:

- willing to follow instructions
- willing to learn
- taking responsibility for own work
- taking pride in the quality of work
- working enthusiastically and conscientiously with minimal supervision

---

Apply organisation skills to manage and complete tasks must include but may not be limited to:

- defining and confirming requirements
  - uses active listening and questioning techniques (and note-taking techniques, if applicable) to identify and confirm accurately the essential requirements of tasks:
    - *'what'* has to be done: purpose and nature of the task
    - *'how'* it is to be done: steps to follow, including any WHS instructions/procedures to follow; resources required; and workplace standards to meet, eg. quality criteria to produce a quality product or deliver a quality service

      Note:
      For complex tasks:
      - tasks should be broken down into steps with the assistance of the supervisor or a experienced co-worker
      - the order of the steps should be written down, if appropriate

    - *'when'* it has to be done: timeline (and milestones to be achieved, if applicable)
    - *'who'* to: report progress and completion of task to and seek assistance from, if required
- scheduling tasks
  - plans daily and/or weekly schedule of tasks to be undertaken by
    - listing all tasks to be undertaken
    - prioritising tasks by taking into consideration:
      - size/level of complexity of task to be undertaken (ie. it can be performed quickly/easily or it will require 'x' amount of time due to its complexity/degree of difficulty)
      - timeline/deadline for completion

- managing and completing tasks
  - organises tasks before commencing by:
    - identifying any resources/equipment needed to undertake a task
    - collecting the resources/equipment
    - following correct procedures relating to use of resources, if applicable
  - manages time when undertaking task by:
    - staying on task (ie. works conscientiously)
    - asking for help/assistance should difficulties arise
    - re-negotiating timelines with supervisor, if required
  - monitors progress by:
    - referring to instructions/directions to ensure task is being done as required (ie. following through on instructions/directions)
    - checking progress regularly against given timeline/deadline
    - reporting on progress of work as directed, if applicable
  - checks work for errors or mistakes to ensure quality of product or service meets workplace standards:
    - as task is being done and when it is completed
    - making 'corrections/adjustments', if required

React positively to advice and feedback must include but not be limited to:

- understands that advice and feedback, often given as constructive criticism, is part of learning how to do a job (particularly a new job) efficiently and effectively to meet workplace standards, ie.
  - does not consider advice or criticism about workplace performance to be personal
  - does not become defensive
- seeks, acknowledges, accepts and acts on advice and constructive criticism to improve efficiency and effectiveness of work performance
  - identifies 'what worked well' to ensure replication of performance in further activities
  - identifies 'what could be done better' to enhance performance in further activities
- willingly learns from others how to perform tasks to:
  - meet specific organisation, business or enterprise requirements
  - increase productivity (ie. efficiency and effectiveness) by working:
    - more quickly (saving time)
    - more meticulously (doing it properly the first time to avoid having to repeat work)
    - more 'professionally' (adding those 'finishing' touches to ensure a quality product is produced or a quality service is provided)

Workplace communication standards must include but not be limited to:

- all communication is conducted in a professional, polite and friendly manner
  - uses common courtesies, eg. "*please*", "*thank you*", "*excuse me*", etc.
  - uses appropriate forms of address (eg. Mr/Mrs/Ms/Miss) unless asked to use first names
  - demonstrates appropriate social behaviour (eg. covers coughs and sneezes)
  - shows consideration for others using same work areas
- all communication shows respect for position in the organisation, individual social and cultural differences
- appropriate communication channels are used
- two-way communication skills are used to receive and convey information accurately and concisely

- uses active listening and questioning techniques to ensure own and others' understanding is correct
- speaks clearly, concisely and confidently using appropriate volume, tone and pace to convey information in a professional manner
- uses assertiveness skills to communicate own point clearly and positively (ie. in a non-threatening manner)
- ensures own body language and verbal cues indicate attentive listening and understanding of what the other person is saying
- observes other person's body language and responds appropriately
- judgement and discretion are used in conducting workplace communications
  - client confidentiality is maintained
  - information about personnel or business matters is not disclosed
- correct forms of greeting are used when making or receiving telephone calls (if using telephone is part of job role)
- formal written communication, including email and faxes, is in appropriate format and style (if communicating formally in writing is part of job role)

Team environment must include but may not be limited to:

- understands, and works within, the structure and culture of the organisation, business or enterprise
  - understands own job role, including expectations, and how it fits into 'core business'
  - understands how personal performance supports 'core business'
- works co-operatively and collaboratively with others to accomplish team tasks
  - understands the inter-related nature of the team work activities
  - knows overall team task, roles and responsibilities, and reporting relationships
  - confirms own tasks, role and responsibilities, and reporting relationship
  - contributes to successful completion of overall team task by:
    – completing allocated tasks to workplace standards
    – asking for and giving assistance as required
  - participates in team processes to:
    – share information
    – monitor progress and review performance
    – resolve issues, problems and conflicts through agreed and accepted processes
- contributes to positive working relationships within a team environment
  - respects individual social and cultural differences and varying skills and abilities of others
  - uses two-way communication skills effectively to communicate constructively
    – openly shares opinions, suggestions, feedback with others
    – listens to others' feedback, concerns, ideas and suggestions
  - uses good manners and common courtesies in all interactions

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It identifies the critical aspects of evidence and the specific knowledge and skills to be demonstrated to confirm competency for this unit. The Evidence Guide is an integral part of the assessment of competence and should be read in conjunction with the Performance Criteria and the Range Statement.

CRITICAL ASPECTS OF EVIDENCE

Overall competence in this unit requires that the learner:
- comply with workplace policies and procedures for:
  - working hours and attendance
  - workplace health and safety
  - anti-discrimination and workplace harassment
  - personal presentation
- undertake and complete work-related tasks in a positive manner
- uses effective organisational skills to define, schedule, manage and complete tasks to workplace standards
- use interpersonal, communication and teamwork skills effectively to establish and maintain harmonious and productive working relationships with all people in the workplace.

Specific knowledge and skills required to achieve the performance criteria

In addition to integrated demonstration of the elements of competency and their related performance criteria, the following **specific knowledge and skills** are required to achieve the performance criteria and must be assessed as part of this unit.

Specific knowledge requirements

Look for evidence of the learner's knowledge and understanding of:
- workplace policies and procedures relating to:
  - working hours arrangements and attendance requirements
  - workplace health and safety
  - anti-discrimination and workplace harassment
  - standards of personal presentation
  - communication protocols
- structure and culture of the organisation, business or enterprise
- expectations of own job role and responsibilities

Specific skill requirements

Look for evidence of the learner's skills and ability to:
- comply with working hours arrangements
- meet attendance requirements
- consistently follow all WHS policies, procedures, instructions and directives within scope of responsibility and level of competence to ensure own safety and that of others by:
  - working within established safe systems of work
  - meet employee obligations in relation to workplace harassment (bullying) under WHS legislation
- consistently comply with standards of personal presentation appropriate for work location and job role

- communicate and interact with others from diverse social and cultural backgrounds in a non-discriminatory manner in accordance with workplace anti-discrimination policies and procedures
- willingly meet workplace demands and expectations, under minimal supervision, by:
  - following through on instructions promptly and efficiently
  - learning from others to enhance on-the-job performance
  - working enthusiastically and conscientiously to produce products and provide services that meet quality standards
- assume responsibility for defining, planning, organising, managing and completing allocated tasks within appropriate timeframes and to quality standards under minimal supervision
- use advice and feedback constructively to improve ability and capacity to work effectively and efficiently to meet workplace standards
- meet essential communication standards in the workplace by:
  - ensuring common courtesies and appropriate forms of address are used
  - using appropriate communication channels
  - using effective verbal and non-verbal communication skills to ensure clear, concise and accurate exchange of information
  - exercising discretion and maintaining confidentiality in relation to clients and business matters
  - ensuring written communication is appropriate for the situation, purpose and audience
- support and contribute to the team environment of the workplace by:
  - understanding the 'core business' of the organisation, business or enterprise and how own job role and responsibilities contribute to achieving workplace goals and outcomes
  - working co-operatively and collaboratively with others to make constructive contribution to team goals and workplace activities in accordance with own roles and responsibilities
  - developing and maintaining positive working relationships with management, co-workers, customers or clients

Underpinning knowledge

Underpinning knowledge required by the learner includes:
- employee rights and responsibilities in the workplace under OHS legislation and relevant industry code of practice
- principles of Equal Employment Opportunity (EEO), anti-discrimination and workplace harassment (bullying) in the workplace
- personal presentation standards required in the workplace
- effective work habits and personal attributes that constitute a good work ethic
- principles of effective two-way communication
- essential interpersonal skills
- characteristics of effective team members and principles of team work

Underpinning skills

Underpinning skills required by the learner include:
- literacy skills, eg.
  - to read and understand relevant workplace policies, procedures, practices and/or work instructions
- numeracy skills, eg.
  - to comply with working hours arrangements
  - to schedule/prioritise work activities against timelines
- communication skills, eg.
  - to facilitate effective two-way communication in interactions with management, co-workers, customers or clients
  - to achieve purposeful and effective exchange of information in the workplace
  - to negotiate in a constructive manner in conflict situations, should they arise

- planning skills, eg.
  - to plan and organise weekly and/or daily schedule of tasks
  - to plan, organise, manage and complete tasks
  - problem-solving skills, eg.
  - to prioritise tasks to avoid conflicting schedules
  - to solve simple, routine problems while under direct supervision related to:
    - hazards in the workplace
    - allocated tasks
- evaluation skills, eg.
  - to evaluate personal work performance
- team work skills, eg.
  - to work co-operatively and productively with others:
    - in applying safe work practices
    - from a range of social, cultural, religious, and ethnic backgrounds and with a range of physical and intellectual impairments
- technology skills, eg.
  - to use materials, tools and equipment safely while on-the-job
  - to use IT to undertake workplace tasks, if applicable

Employability Skills

Participating in structured workplace learning 2 provides the learner with the opportunity to identify, learn about and develop generic skills and personal attributes <u>employers consider essential</u> for **gaining employment** and **participating effectively in the workplace**.

Examples of the way in which employability skills and their facets are applied in this unit and how a learner can demonstrate these generic skills and personal attributes, in both off- and on-the job contexts, include:

Communication

- listening and understanding, eg.
  - using active listening and questioning techniques to:
    - clarify and confirm with others (management, co-workers, customers/clients) understanding of request or requirements/instructions for undertaking tasks
    - facilitate effective two-way communication in workplace interactions
  - using congruent verbal and non-verbal cues to indicate active listening and understanding in face-to-face interactions
  - listening to the advice and feedback from management and experienced co-workers with an open mind

- speaking clearly and directly, eg.
  - organising and communicating ideas and information clearly and concisely, using appropriate language, volume, tone and pace, in workplace interactions with management, co-workers, customers or clients
  - using work-related and job-specific terminology to explain or clarify ideas when communicating with colleagues

- writing to the needs of the audience, eg.
  - completing workplace documentation to meet required standards and functions (eg. time sheets, incident or accident reports)

- negotiating responsively, eg.
  - negotiating timelines with supervisor or relevant co-workers if unable to complete a task on time due to emergent issues

- ▫ dealing with difficult issues, conflict or disagreements constructively to strive for a win-win outcome to avoid disruption to workplace outcomes, should the need arise

- ▪ reading independently, eg.
  - ▫ locating, understanding and applying information in workplace policies and procedures to performance on-the-job to meet employer expectations

- ▪ empathising, eg.
  - ▫ using communication strategies that reflect sensitivity to individual, social and cultural diversity
  - ▫ reacting positively to constructive feedback by understanding the situation from management's point of view for efficient and effective work performance to maintain the profitability, hence viability of the organisation, business or enterprise

- ▪ using numeracy, eg.
  - ▫ recording times of attendance (eg. time sheet)
  - ▫ monitoring timelines when undertaking tasks to ensure tasks are completed promptly to contribute to overall efficiency of the 'core business' of the workplace

- ▪ understanding the needs of internal and external customers, eg.
  - ▫ understanding employer expectation for employees to follow workplace policies and procedures, work instructions, including requests, to contribute to efficiency/productivity of workplace activities undertaken individually or as a member of a team

- ▪ being assertive, eg.
  - ▫ using assertiveness skills to ensure clarification and confirmation of expectations of job role and responsibilities in the interests of managing personal performance on-the-job and working harmoniously and productively with in a team environment to make a positive contribution to workplace outcomes

- ▪ sharing information, eg.
  - ▫ participating in workplace meeting to discuss ideas and information about team or individual tasks, report own progress and identify any difficulties encountered in performing work activities and seeking information form others that will assist in carrying out tasks more efficiently and effectively

Teamwork

- ▪ working across different ages and irrespective of gender, race, religion or political persuasion, eg.
  - ▫ working harmoniously and communicating/interacting with all people in the workplace in a non-discriminatory manner showing respect for individual differences and the ideas, opinions, values and beliefs of others

- ▪ working as an individual and as a member of a team, eg.
  - ▫ taking responsibility for own work, following instructions and working conscientiously to complete work within timelines and to workplace standards
  - ▫ working cooperatively and productively with others to complete collaborative tasks
  - ▫ seeking help and advice from others when needed and offering assistance to others when required or appropriate

- ▪ knowing how to define a role as part of a team, eg.
  - ▫ understanding the nature and purpose of the overall team activity and the roles and responsibilities of team members
  - ▫ understanding the interrelated and interdependent nature of the variety of tasks which make up the team activity
  - ▫ identifying, clarifying and confirming own responsibilities/tasks as part of the team

- identifying the strengths of team members, eg.
  - seeking advice and feedback from skilled co-workers to assist with completion of tasks when difficulties arise
  - emulating work practices of skilled co-workers to enhance own work performance
- coaching and mentoring skills including giving feedback, eg.
  - providing feedback in a constructive and considerate manner to team members when required and when appropriate

Problem solving

- showing independence and initiative in identifying problems and solving them, eg.
  - identifying any difficulties or constraints that hinder the completion of allocated tasks and taking appropriate action to rectify the problem (within scope of responsibilities and level of competency)
  - recognising workplace hazards, assessing associated risk(s) and taking appropriate action to control risk(s) within scope of responsibilities and level of competency
- solving problems in teams, eg.
  - working cooperatively with supervisor and relevant co-workers to assess situations, identify problems, explore possible solutions, evaluate solutions, decide on solution, implement solution

Initiative and enterprise

- adapting to new situations, eg.
  - understanding and operating effectively within structure and culture of the workplace
  - considering other ideas and being open to make changes
  - using feedback from supervisor and relevant co-workers to make improvements to work performance
  - being flexible by working on a variety of tasks or working individually, in pairs, or in a team

Planning and organising

- managing time and priorities – setting timelines, coordinating tasks for self, eg.
  - planning and following a daily or weekly schedule of tasks
  - identifying priorities and re-organising schedule/time when necessary
  - identifying task requirements in terms of 'what' has to be done, 'how' it has to be done, 'when' it has to be done, and 'who' to report to
  - monitoring own work performance to ensure tasks are completed on time and to specified requirements
- being resourceful, eg.
  - using workplace resources, including time, efficiently to eliminate waste and avoid repetition or delay
- taking initiative and making decisions, eg.
  - recognising workplace hazards, assessing associated risk(s) and taking appropriate action to control risk(s) within scope of responsibilities and competencies
- establishing clear project goals and deliverables, eg.
  - identifying, clarifying and confirming allocated task requirements and deliverables in terms of quality standards and timelines to be met
- planning the use of resources including time management, eg.
  - identifying required resources based on task to be completed
  - estimating amount and variety of resources needed to complete a task, if applicable

□ ascertaining most appropriate methods to use (ways to use and/or how to use) workplace resources, including time, effectively and efficiently to eliminate waste and avoid repetition, delay or damaging resources, thereby contributing to the development and/or delivery of a cost-effective product or service

- participating in continuous improvement and planning processes, eg.
  □ participating in workplace induction program (including workplace health and safety)
  □ working efficiently and effectively to meet workplace standards required for the production of quality products or delivery of quality services that are cost-effective
  □ accepting and using constructive criticism to meet workplace performance standards

- collecting, analysing and organising information, eg.
  □ locating, interpreting and applying information in workplace documents to meet routine workplace requirements
  □ compiles, organises and communicates information to meet workplace requirements (eg. time sheets, WHS reports)

- understanding basic business systems and their relationships, eg.
  □ learning about the specific organisation, business or enterprise: its mission, goals and products/services
  □ understanding and carrying out own role and responsibilities in developing a quality product or delivering a quality service to contribute to the overall/on-going success (ie. profitability) of the organisation, business or enterprise
  □ understanding industry/workplace standards and using standards for benchmarking own performance and improvement
  □ identifying and using communication structures (eg. chain of command) in the organisation

Self-management

- having a personal vision and goals, eg.
  □ using workplacement to:
    – identify, confirm and/or revise personal employment preferences, vocational aspirations and future employment opportunities
    – gain skills and knowledge to enhance employability

- evaluating and monitoring own performance, eg.
  □ monitoring progress of tasks against timelines
  □ constantly checking for errors or mistakes and making any necessary corrections or adjustments to ensure quality product is produced or quality service is provided
  □ reviewing and reflecting on own performance identifying strengths and areas for improvement
  □ incorporating both positive and negative feedback to improve work practices against workplace standards

- having knowledge and confidence in own ideas and vision, eg.
  □ developing confidence in own ability meet workplace standards relating to:
    – workplace health and safety
    – working hours arrangements
    – personal presentation
    – completion of allocated tasks to workplace standards
    – interacting effectively and working cooperatively and productively with management, co-workers, team members, customers/clients

- articulating own ideas and vision, eg.
  □ expressing own ideas and opinions clearly, concisely and in an appropriate manner in meetings

- taking responsibility, eg.
  - acknowledging and accepting own responsibility for:
    - complying with all workplace health and safety instructions, working hours arrangements, and workplace standards of personal presentation
    - completing tasks without undue delay and to the required standard
    - developing and maintaining positive working relationships with management, co-workers, customers or clients by:
      - communicating and behaving in a non-discriminatory manner, using communication protocols, courtesies and skills
      - working productively and cooperatively with relevant people

Learning

- managing own learning, eg.
  - combining off-the-job learning with on-the-job experience to develop essential knowledge and skills that employers require in the workplace in relation to:
    - working in a responsible manner
    - completing tasks according to given instructions
    - using effective interpersonal and communication skills to establish and maintain positive working relationships with all people in the workplace

- contributing to the learning community in the workplace, eg.
  - works with co-workers to apply new skills and knowledge on-the-job

- using a range of mediums to learn – mentoring, peer support, networking, information technology (IT), courses, eg.
  - observing and learning from supervisor and experienced co-workers on-the-job about :
    - working in a safe and competent manner at all times
    - complying with working hours arrangements and attendance requirements
    - conforming to dress code and maintaining personal care and good grooming standards
    - completing tasks according to given instructions without undue delay and to workplace standards
    - communicating in an effective, professional and courteous manner in all interactions with people in the workplace
    - working collaboratively and industriously in a team environment

- applying learning to 'technical' issues (eg. learning about 'products') and 'people' issues (eg. interpersonal and cultural aspects of work), eg.
  - learning about the organisation, business or enterprise's products and/or services and required workplace standards (including workplace health and safety standards) to ensure effective contribution to the development of a quality product and/or delivery of a quality service that meets employer and/or customer/client expectations or needs
  - learning to develop positive working relationships by using courteous and non-discriminatory communication/behaviour and working collaboratively and industriously to complete tasks to meet workplace standards

- having enthusiasm for ongoing learning, eg.
  - seeing values and benefits of using on-the-job experience to learn new or specific knowledge, skills, workplace procedures and practices to progress employment readiness
  - using satisfaction gained through seeing improvement in own level of ability to be an efficient and effective employee as motivation to engage in further education and training to acquire the knowledge and skills required to gain employment in preferred industry area/occupation
  - progressing with (or modifying) identified education and training pathway (ie. career plan) to acquire the required knowledge and skills to gain employment in preferred industry area/occupation and using this focus as motivation for further learning

- being willing to learn in any setting – on and off the job, eg.
  - utilising on-the-job experience to:
    - define and comply with workplace policies and procedures relating to workplace health and safety, routine work practices (eg. starting time), dress code and communication protocols (eg. following 'chain of command')
    - learn new or specific application of knowledge, skills, behaviours and attitudes to complete allocated tasks to workplace standards
    - learn to get along with others in the workplace through effective interaction/communication and developing positive working relationships based on co-operation and productive work habits

- being open to new ideas and techniques, eg.
  - being receptive to learning and applying workplace policies, procedures and practices relating to workplace health and safety, working hours arrangements, personal presentation
  - being willing to learn new or different methods for undertaking individual or team tasks to meet workplace standards
  - being receptive to learning and applying new or different ways to communicate effectively in the workplace

- being prepared to invest time and effort in learning new skills, eg.
  - observing and listening to supervisor and experienced co-workers to learn effective ways of working safely, completing allocated tasks to workplace standards, interacting and working cooperatively and productively
  - learning from experience/mistakes, accepting and using feedback to improve effectiveness and efficiency of work performance and interpersonal skills

- acknowledging the need to learn in order to accommodate change, eg.
  - being willing to learn new knowledge and skills on-the-job or adapt/modify knowledge and skills learned off-the-job to:
    - meet the specific requirements/standards of the workplace
    - improve productivity
  - recognising the need to engage in-ongoing learning to continue to develop knowledge and skills to gain employment and then to remain employed (ie. being prepared to learn new knowledge and skills throughout working life)

Technology

- having a range of basic IT skills, eg.
  - using IT to undertake tasks or elements of tasks (if applicable to job role and responsibilities)

- being willing to learn new IT skills, eg.
  - learning new computer-related skills to perform tasks or elements of tasks (if applicable to job role and responsibilities)

- having the OHS knowledge to apply technology, eg.
  - using equipment, tools, machinery, etc, safely and competently in accordance with prescribed workplace health and safety procedures and practices
  - keeping work area tidy to avoid hazardous situations

Personal attributes

Indicators of underpinning personal attributes as they apply in this unit include:

- loyalty, eg.
  - safeguarding the reputation or good name of an organisation by acting professionally in all interactions (eg. not 'bad mouthing' the place of work especially to clients or customers, maintaining confidentiality about client details)

- commitment, eg.
  - fulfilling responsibilities as an employee by:
    - being punctual for work, maintaining regular attendance, working the correct number of hours
    - dressing appropriately for job role/function
    - working safely at all times
    - interacting and communicating with all people according to communication protocols and in a courteous, helpful and non-discriminatory manner
    - working harmoniously and industriously with relevant people to complete individual or team tasks to workplace standards

- honesty and integrity, eg.
  - maintaining high standards of honesty by:
    - always being truthful (eg. admitting mistakes)
    - handling money or any financial transactions ethically to protect personal reputation and the good name of the organisation, business or enterprise
  - honoring one's responsibility to:
    - meet routine employment obligations (eg. being punctual in arriving for work, dressing appropriately)
    - interact and communicate with all people in a courteous, helpful and non-discriminatory manner
    - co-operate and work industriously with others by following through on work instructions to complete allocated individual or team tasks to workplace standards

- enthusiasm, eg.
  - being energetic, positive and self-motivated towards work and job role/tasks undertaken

- reliability, eg.
  - building a reputation for being dependable by:
    - being punctual in observing working schedules and meeting attendance requirements
    - complying with work instructions particularly those that relate to safe work practices
    - following through on work instructions
    - working cooperatively and conscientiously to complete allocated tasks in a timely manner and to the required standards
    - communicating effectively and interacting positively with management, co-workers, customers or clients

- personal presentation, eg.
  - presenting a confident personal and professional image:
    - through appropriate dress standards
    - by using appropriate social skills
    - by using communication protocols, courtesies and verbal and non-verbal skills to facilitate effective two-way communication and support positive working relationships

- common sense, eg.
  - avoiding risk-taking behaviour which could jeopardise own safety and that of others
  - using common sense when deciding what to wear to work if there is no 'uniform' dress code
  - ensuring understanding of allocated task by clarifying and confirming requirements before beginning and then following the instructions
  - asking for help and guidance when unsure of what method to use or unable to complete a task

- positive self-esteem, eg.
  - having confidence in own ability to learn, grow and achieve
  - reflecting positive self-worth through:
    - maintaining appropriate dress standards

- working in a safe and competent manner to ensure own safety and that of others
- meeting routine employment responsibilities (eg. being punctual, keeping record of hours of work)
- taking pride in producing quality work or providing a quality service
- interacting, communicating and working with others in a courteous, helpful and non-discriminatory manner
  - accepting and acting on feedback and advice to improve performance efficiency and effectiveness

- a sense of humour, eg.
  - taking one's task seriously, but not taking oneself too seriously
  - ability to maintain sense of humour in adversity

- ability to deal with pressure, eg.
  - staying calm in adverse situations
  - remaining positive, maintaining focus, energy and persistence to achieve required outcome
  - seeking help or giving assistance to complete urgent tasks

- motivation, eg.
  - complying with an organisation's policies, procedures and practices relating to workplace health and safety, working hours arrangements, personal presentation, and communication protocols
  - being willing to learn new knowledge and skills to:
    - complete tasks to workplace standards
    - foster positive working relationships through effective interaction and co-operative and productive work practices
    - utilising feedback and advice to improve work performance

- adaptability, eg.
  - displaying flexibility through willingness to work individually, in pairs, or as part of a team
  - managing multiple tasks
  - being open to new ideas and responding constructively to change
  - learning from mistakes and accepting feedback to improve performance efficiency and effectiveness

CONTEXTS AND METHODS OF ASSESSMENT

Competence is to be demonstrated in a workplace environment either on-the-job under the typical range of workplace conditions or in a simulated work environment.

Evidence of theoretical and practical skills may be collected through a number of ways, including but not limited to:
- relevant authenticated correspondence or reports from employers, supervisors or team leaders
- demonstration
- observation
- oral questioning
- simulation

Evidence will need to be collected across a range of events and over a period of time to ensure that consistency of performance is achieved.

Products and processes that could be used as evidence

Products

- Student Log Book for *GENSWL201B: Participate in structured workplace learning 2*

Processes

- how effectively workplace policies and procedures were complied with in the areas of:
- working hours arrangements and attendance
- workplace health and safety
- anti-discrimination and workplace harassment
- personal presentation appropriate for work location and job role
- how consistently the approach to and undertaking of tasks demonstrated a positive attitude towards meeting expectations and demands of the workplace, in general, and job role, in particular
- how effectively tasks were organised and completed to workplace standards
- how positive reaction was to feedback and advice
- how effectively communication and interpersonal skills were in developing and maintaining harmonious and productive working relationships in a team environment

Resource implications

Access to appropriate resources needed to participate in structured workplace learning 2 is required. Resources may include:
- real or simulated work environment
- appropriate personal protective equipment (if applicable)
- relevant documentation relating to:
  - workplace policies and procedures
  - job role and functions

Appendix A

Employability Skills Statement