

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 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 employers consider essential 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:
 - off-the-job: correct understanding of concepts, processes and factual information to develop knowledge and understanding of industrial/workplace relations
 - 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)
 - 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
 - off-the-job: 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
 - on-the-job: 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.
 - off-the-job: recognising the importance of acquiring knowledge and skills, appropriate behaviour and attitude to contribute to positive workplace relations prior to entering the workplace
 - on-the-job: 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.
 - off-the-job: 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
 - on-the-job: 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.
 - off-the-job: putting in the effort to learn skills and knowledge about workplace relations as part of preparing self to become an effective employee
 - on-the-job: 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 GENIRW201B/09: Demonstrate effective workplace relations. 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
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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	<p>Developing job acquisition strategies requires the ability to:</p> <ul style="list-style-type: none"> ▪ 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	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPCD201B: Access employment and training options</i> ▪ <i>GENSWL201B Participate in structured workplace learning 2.</i>
SPECIAL NOTE	<ul style="list-style-type: none"> ▪ The element of competency <u>GENJAS201B/03.2: Undertake a job interview</u> 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	<p>Develop knowledge of job search strategies</p> <p>1.1 Develop knowledge of <i>‘open’ and ‘hidden’ job markets</i>.</p> <p>1.2 Identify <i>job-search methods</i> for each type of market.</p> <p>1.3 Acquire knowledge of <i>job-search processes</i>.</p>
GENJAS201B/02	<p>Develop effective written job application skills</p> <p>2.1 Identify employment opportunities in area(s) of interest.</p> <p>2.2 Determine <i>suitability of employment opportunities</i> in relation to personal career aspirations.</p> <p>2.3 Develop knowledge of <i>job application process</i>.</p> <p>2.4 Plan and prepare job applications for <i>three advertised positions</i>.</p>
GENJAS201B/03	<p>Develop effective interview skills</p> <p>3.1 Develop knowledge of the <i>interview process</i> including the <i>application of equal employment opportunity and anti-discrimination legislative requirements</i> in an interview situation.</p> <p>3.2 Undertake a job interview.</p> <p>3.3 Evaluate <i>personal performance</i>.</p>
GENJAS201B/04	<p>Develop personal job search strategy</p> <p>4.1 Develop <i>personal reference guide</i> for further job-search activities.</p>

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:

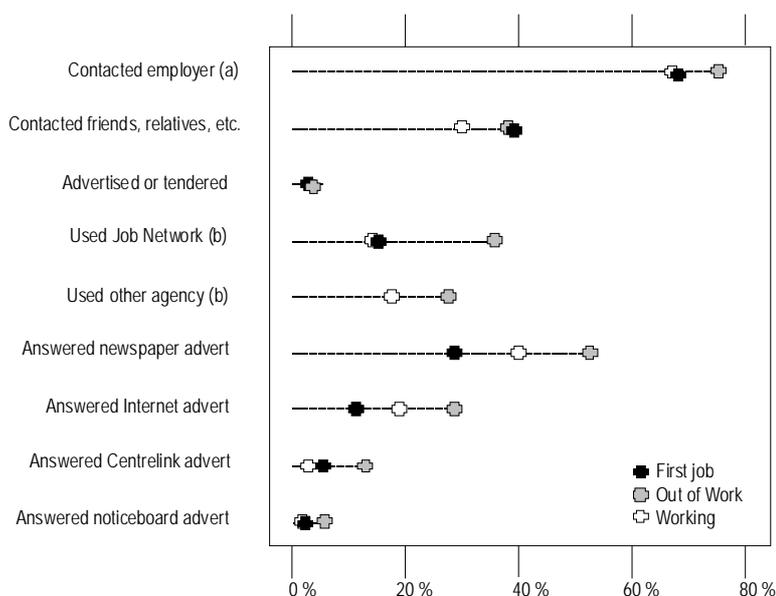
- 'open' job market – 'the employer looks for you'
 - positions advertised
 - government jobs, in particular, are routinely announced
 - private sector jobs tend to be linked to high demand and low supply of workers or where there is high demand and high turnover
 - research indicates that only a small 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 *suitability 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 not 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
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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 requirements 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

Undertaking interview

- 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

Evaluating performance

- 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 employers consider essential 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/organisations, 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 GENJAS201B/03.2: Undertake an interview 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 GENOHS201B/01.1: Identify employer and employee legal responsibilities prescribed in OHS legislation 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	<p>Identify OHS requirements for a safe working environment</p> <p>1.1 Identify <i>employer and employee legal responsibilities</i> prescribed in OHS legislation.</p> <p>1.2 Undertake <i>OHS training</i> as directed.</p>
GENOHS201B/02	<p>Follow workplace procedures for hazard identification and risk control</p> <p>2.1 Recognise <i>hazardous situations</i> in the workplace.</p> <p>2.2 Follow <i>workplace procedures (including signage)</i> and <i>work instructions</i> for <i>identifying hazards</i> and <i>assessing and controlling risks</i> within <i>scope of responsibilities and competencies</i>.</p> <p>2.3 <i>Report hazards</i> to <i>designated personnel</i> according to workplace procedures.</p>
GENOHS201B/03	<p>Follow emergency procedures</p> <p>3.1 Respond to <i>emergency situations</i> according to workplace procedures.</p> <p>3.2 Report details of emergencies to <i>appropriate personnel</i> according to workplace procedures.</p>
GENOHS201B/04	<p>Participate in maintaining a safe workplace</p> <p>4.1 Raise task and/or job specific <i>OHS issues</i> through <i>participative arrangements</i> for OHS management in the workplace.</p> <p>4.2 <i>Contribute</i> to OHS in the workplace within organisational procedures and scope of responsibilities and competencies.</p>

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** - Circle: white background, red border and cross bar and black symbol, eg.



- **Caution (warning) signs** - Triangle: yellow background, black border and black symbol, eg.



- **Emergency information signs** - Rectangle: green background with white symbol, eg.



- **Mandatory signs** - Circle: 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 *contribute* 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 employers consider essential 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 health 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
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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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENTEM201A: Work effectively in a team</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>
SPECIAL NOTE	Relationship to <i>GENSWL201B: Participate in structured workplace learning 2:</i> <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▫ <u>GENPAS201B/01: Identify essential employability skills required in the workplace</u> ▫ <u>GENPAS201B/02: Define the importance of essential skills to employability</u> ▪ The following element of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of <i>GENSWL201B: Participate in structured workplace learning 2:</i> <ul style="list-style-type: none"> ▫ <u>GENPAS201B/03: Demonstrate required level of essential employability skills</u>

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
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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	<p>Identify essential employability skills required in the workplace</p> <ol style="list-style-type: none"> 1.1 Identify <i>standards of personal presentation</i> expected of employees in any workplace. 1.2 Identify <i>key elements of a professional work ethic</i> expected of employees in any workplace. 1.3 Identify <i>essential interpersonal skills</i> expected of employees in any workplace.
GENPAS201B/02	<p>Define the importance of essential skills to employability</p> <ol style="list-style-type: none"> 2.1 Evaluate the <i>impact</i> that standards of personal presentation, work ethic and interpersonal skills have in the workplace. 2.2 Identify ways in which to <i>demonstrate essential skills in the workplace</i> to meet employer expectations.
GENPAS201B/03	<p>Demonstrate required level of essential employability skills</p> <ol style="list-style-type: none"> 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 employers consider essential 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
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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	<p>Managing personal work performance requires the ability to identify and use appropriate organisational skills to:</p> <ul style="list-style-type: none"> ▪ 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	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENTEM201A: Work effectively in a team</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>
SPECIAL NOTE	<p>Relationship to <i>GENSWL201B: Participate in structured workplace learning 2</i>:</p> <ul style="list-style-type: none"> ▪ 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 <i>GENSWL201B: Participate in structured workplace learning 2</i>.

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
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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	<p>Identify strategies to perform tasks to workplace standards</p> <p>1.1 Identify <i>essential requirements</i> of a task.</p> <p>1.2 Identify <i>strategies to clarify and confirm task requirements</i>.</p> <p>1.3 Identify <i>strategies to plan and prioritise workload</i>.</p> <p>1.4 Identify <i>strategies to manage and complete tasks</i> to required standards.</p>
GENPMG201B/02	<p>Plan work activities</p> <p>2.1 Identify daily work activity requirements.</p> <p>2.2 Plan and prioritise workload.</p>
GENPMG201B/03	<p>Undertake work activities and review personal work performance</p> <p>3.1 Manage and complete tasks to required standards.</p> <p>3.2 Use <i>feedback</i> to enhance ability to manage and complete tasks to workplace standards.</p>

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 employers consider essential 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 GENPMG201B/01: Identify strategies to perform tasks to workplace standards competence is to be demonstrated off-the-job.

For GENPMG201B/02: Plan and organise work activities and GENPMG201B/03: Undertake tasks and review personal work performance 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	<p>Working effectively in a team requires the ability to:</p> <ul style="list-style-type: none"> ▪ 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	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GENIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENSWL201B: Participate in structured workplace learning 2.</i>
SPECIAL NOTE	<p>Relationship to <i>GENSWL201B: Participate in structured workplace learning 2:</i></p> <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▫ <u>GENTEM201A/01: Develop knowledge of teamwork in an industry setting</u> ▪ The following elements of competency must be assessed in a real or simulated work environment and, therefore, could be assessed as part of <i>GENSWL201B: Participate in structured workplace learning 2:</i> <ul style="list-style-type: none"> ▫ <u>GENTEM201A/02: Identify team work activity</u> ▫ <u>GENTEM201A/03: Organise and accept responsibility for allocated tasks</u> ▫ <u>GENTEM201A/04: Establish and maintain effective working relationships with team members</u>

CODE	ELEMENT OF COMPETENCY and PERFORMANCE CRITERIA
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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	<p>Develop knowledge of teamwork in an industry setting</p> <p>1.1 Identify <i>expectations of team members</i> in a workplace.</p> <p>1.2 Identify <i>basic characteristics of effective team members</i>.</p>
GENTEM201A/02	<p>Identify team work activity</p> <p>2.1 Identify <i>overall task</i> of the team.</p> <p>2.2 Identify the overall team structure, including roles and responsibilities of team members and team reporting relationships.</p> <p>2.3 Identify own role and responsibility within the team, including reporting relationship.</p>
GENTEM201A/03	<p>Organise and accept responsibility for allocated tasks</p> <p>3.1 Identify individual tasks that are allocated as part of the overall team activity.</p> <p>3.2 Identify and confirm <i>requirements of tasks</i> including relevant <i>workplace policies, procedures and practices</i> that are integral to the undertaking of the task.</p> <p>3.3 <i>Manage and complete tasks</i> according to work instructions.</p> <p>3.4 <i>Negotiate</i> responsibilities should the need arise.</p> <p>3.5 Seek assistance from other team members to ensure successful completion of tasks, if required.</p>
GENTEM201A/04	<p>Establish and maintain effective working relationships with team members</p> <p>4.1 Demonstrate a courteous and helpful manner at all times.</p> <p>4.2 Demonstrate sensitivity to the diversity of team members to ensure efficient work operations.</p> <p>4.3 Complete allocated tasks willingly without undue delay.</p> <p>4.4 Give and receive assistance when <i>difficulties</i> arise.</p> <p>4.5 Use <i>communication and interpersonal techniques</i> to participate effectively in <i>team processes</i>.</p>

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 facilitate 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/WHIS 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/WHIS, 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 employers consider essential 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 completed 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 with 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	<p>Participate in structured workplace learning 2 requires the ability to:</p> <ul style="list-style-type: none"> ▪ consistently meet standards for employees set down in workplace policies and procedures relating to: <ul style="list-style-type: none"> ▫ 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	<p>This unit is related to:</p> <ul style="list-style-type: none"> ▪ <i>GENENP201B: Demonstrate an enterprising approach in an approved project</i> ▪ <i>GENIEW201B: Interact effectively in the workplace</i> ▪ <i>GRNIWR201B: Demonstrate knowledge of workplace relations</i> ▪ <i>GENJAS201B: Develop job acquisition strategies</i> ▪ <i>GENOHS201B: Work safely according to OHS principles and procedures</i> ▪ <i>GENPAS201B: Project workplace behaviour and image</i> ▪ <i>GENPCD201B: Access employment and training options</i> ▪ <i>GENPMG201B: Manage personal work performance</i> ▪ <i>GENTEM201A: Work effectively in a team</i>

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	<p>Comply with workplace policies and procedures</p> <p>1.1 Comply with <i>routine workplace practices</i>.</p> <p>1.2 Work safely in accordance with <i>workplace health and safety policies and procedures</i> at all times.</p> <p>1.3 Interact with others in the workplace in accordance with <i>anti-discrimination and workplace harassment policies and procedures</i>.</p> <p>1.4 Maintain an <i>appropriate standard of personal presentation</i>.</p>
GENSWL201B/02	<p>Work effectively to complete allocated tasks</p> <p>2.1 <i>Demonstrate a positive attitude</i> towards undertaking and completing work-related tasks.</p> <p>2.2 <i>Apply organisation skills to manage and complete tasks</i> within designated timelines and to workplace standards.</p> <p>2.3 <i>React positively to advice and feedback</i> to improve workplace performance.</p>
GENSWL201B/03	<p>Work harmoniously and productively with others</p> <p>3.1 Interact with management, co-workers, customers or clients in accordance with <i>workplace communication standards</i> to achieve effective and purposeful exchange of information.</p> <p>3.2 Work effectively in a <i>team environment</i>.</p>

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
- consistently 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 employers consider essential 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 from 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
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Appendix A

Employability Skills Statement