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International Labour Organization

Regional Model Competency Standards:

Core competencies

Regional Office for Asia and the Pacific

Regional Model Competency Standards: Core competencies

Regional Skills Programme

Regional Office for Asia and the Pacific

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Preface

Core competencies are the collection of skills, knowledge and attitudes that is needed for all workplaces to operate effectively. These competencies, also known as soft competencies, or soft skills, are in high demand in workplaces worldwide, as industry adapts to the changes brought about by globalization, increased competition and international mobility.

In 2013, Asia and the Pacific accounted for 56.2 per cent of the world labour force or around 1,766 million people (ILO, 2014b). The skills of workers are critical to enterprises' productivity and competitiveness, as well as workers' own employability. Much effort has been made to improve the relevance of the training systems, to ensure that the skills that workers possess meet the needs of the workplace.

The establishment of the ASEAN Economic Community (AEC 2015), with the goal of creating economic integration, a single market production base, and the freer flow of skilled labour in the region, has increased the importance of recognizing the skills of migrant workers by both sending and receiving countries. Skills development and recognition will play a critical role in meeting the challenges of implementing the AEC 2015, enhancing labour mobility and improving outcomes for workers.

According to the Survey of ASEAN employers on skills and competitiveness in 2014, employers report that, rather than apply cost-cutting measures to enhance productivity, they are more likely to invest in programmes to build capacity around management and leadership skills (ILO, 2014c). These types of skills are parts of core competencies, reflecting the needs and cruciality of the recognition and reference for core competencies in this region.

To help accelerate the improvement of training systems and the mutual recognition of skills (MRS), the ILO has developed, in consultation with employers, governments and workers, the Regional Model Competency Standards (RMCS). These have been developed in identified priority areas and in a simplified format.

Competency standards are a set of benchmarks that define the skills, knowledge and attributes people need to perform a work role. They are developed in consultation with industry, in order to ensure they reflect the needs of the workplace. Competency standards form the basis upon which training and assessment can be implemented to a standard that the industry recognises and trusts. Competency standards are primarily used to develop and implement training, to assess the outcomes of training, and to assess the level of a person's existing skills and competencies.

These RMCS are designed to be used as a basis for developing national standards and as a regional reference point. The RMCS will benefit those countries that are in the process of developing standards or reviewing existing national standards in light of similar standards available in the region. As the RMCS provide a basis for developing national competency standards, countries can avoid the duplication of effort in developing standards from scratch. By providing a regional reference for the competency standards, I also hope that the RMCS will be used for ASEAN regional integration, through the facilitation of the mutual recognition of skills of workers across borders. These RMCS include a wide range of core competencies,

including three “green” or environmental competencies. These important competencies relate to working sustainably and with environmental consciousness.

Tomoko Nishimoto
Assistant Director-General and
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The Regional Model Competency Standards (RMCS) for core competencies were produced as a result of a collaborative effort between a number of dedicated individuals who contributed their time and expertise through a consultative process.

Ms. Carmela Torres, ILO Senior Specialist on Skills and Employability, provided the overall technical supervision in development of the RMCS. Mr Arnauld de Nadaillac, ILO consultant, took on the challenge of drafting the document by synthesizing the contents of several existing national skills standards of countries in the Asia-Pacific region (namely Australia, the Philippines, Pakistan, Cambodia, Indonesia, and Singapore). ILO previous work on core skills, green skills and competency systems in companies; along with ILO specialists and consultants' experiences on these subjects were also synthesized and included in the RMCS. RMCS core competencies provide larger choice of competencies for countries to apply to their own context and area of coverage.

Three workshops on pilot-testing and validation of generic sets of core competencies/skills standards in Cambodia were conducted to fine tune the RMCS to meet actual demands of all constituents; workers, employers, government, and in particular youths/young workers. We are thankful to Mr. Nuon Rithy's work in developing all the pilot tests and organizing these workshops.

In addition, Mr. Paul Comyn, ILO Senior Vocational Skills and Development Specialist, had provided technical input. The RMCS also makes the reference to ILO Skills and Employability Specialist, Ms. Laura Brewer's work in *Enhancing youth employability: What? Why? and How? Guide to core work skills*. Ms. Camilla Roman, ILO Regional Project Coordinator for Greener Business Asia, provided her inputs and comments on the green and environment component.

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Glossary

Active listening
Active listening is a communication technique used in counseling, training and conflict resolution, which requires the listener to feed back what they hear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm what they have heard and to confirm the understanding of both parties.

Attainment of competency
Competencies may be gained in a number of ways including through:
- formal or informal education and training;
- experiences in the workplace;
- general life experience; and/or
- any combination of the above.

Attribute
A quality or characteristic.

Competency
The ability to perform particular tasks and duties to the standard of performance expected in the workplace, applying all relevant skills, knowledge and attitudes consistently over time in the required workplace situations.

Competency standards
Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation.

Core competencies
Core competencies are capabilities that are important for success in employment and in life. They are transferable ─ in other words, they can be used in other contexts or jobs. Examples of core skills include interpersonal communication skills, working in teams, negotiation skills, problem solving, and enterprise skills.

Corporate social responsibility
Corporate social responsibility is the corporate belief that a company needs to be responsible for its actions – socially, ethically, and environmentally.

Critical skills and essential knowledge
Critical skills and essential knowledge are brief statements that outline key skills and required knowledge for the job function covered by this unit. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe how the knowledge is converted to a workplace outcome.

Elements of competency
Elements of competency are the major functions and tasks that make up the competency.

Evidence guide
The evidence guide provides information to the assessor about how the competency may be demonstrated, such as conditions and context of assessment, suitable methods of assessment and resource implications.

Generic competencies/generic skills
See core competencies.

Green competencies
Green competencies are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community.

Harassment
Harassment is the act of systematic and/or continued unwanted and offensive actions aimed at a person or a group of people, including threats and demands. It is commonly understood as behaviour intended to disturb or upset, and it is characteristically repetitive.

Hard skills
Hard skills are capabilities that are job or occupation specific, for example computer programming, welding skills, carpentry skills.

Harm
The harm is term used in occupational health and safety and refers to a negative safety and health consequence (e.g. injury, or ill health).

Hazard
A hazard is anything that can cause harm (e.g. work materials, equipment, work methods and practices).

Hierarchy of risk controls
The hierarchy of risk controls is a list of ways health and safety issues should be dealt with at work.

Performance criteria
The performance criteria lists the standard expected of tasks that are involved in each of the relevant job functions. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Risk
This is a term used in occupational health and safety. It refers to the chance of harm being done (likelihood and the extent of harm).

Soft skills
Refer to core competencies.

Unit descriptor
A short statement giving a more detailed description of the job function covered by the unit.

Unit details
A short title that summarises the main job function covered by the unit, accompanied by an alphanumeric code that follows ILO guidelines.

Unit of competency
An agreed statement of the skills and knowledge required for effective performance of a particular job or job function.

Waste
Waste is unwanted material.

Wastage
Wastage is the action or process of losing or destroying something by using it carelessly or extravagantly.

Workplace harassment
Offensive, belittling or threatening behaviour directed at an individual worker or a group of workers. Harassment is usually related to an issue of difference, such as gender, culture, race or religion.

5 why technique
5 why technique is a technique is to determine the root cause of a defect or problem. The "5" in the name derives from an observation on the number of iterations typically required to resolve the problem.

5S technique
5S is the name of a workplace organization method that uses a list of 5 words beginning with S. The list describes how to organize a work space for efficiency and effectiveness by identifying and storing the items used, maintaining the area and items, and sustaining the new order. In English, the list words are sort, straighten, shine standardize and sustain.

Introduction

National competency standards play an important and increasing role in skills development and recognition in the Asia-Pacific region, as they do in many other parts of the world. They are a guide to the range of skills and knowledge required for a whole industry. Competency standards can be flexibly combined into jobs and occupations. They are the common basis for training programmes, skills assessment and certification in many countries.

Competency standards, when recognized nationally, or across a cluster of nations, can form a key component in assisting the mobility of skilled labour. As part of a quality assurance system, the assessment of a person's skills against accepted benchmarks means those skills can be applied in other, similar, work. Potential employers can feel confident in the level of competencies workers claim to have. Workers returning from employment in other countries can have the skills they gained working there formally recognized. The Regional Model Competency Standards (RMCS) are the reference standards at the regional level that can be used in various ways to underpin efficient and effective skill development. In addition, they are considered to be essential tools to protect migrant workers and their rights and to ensure their better reintegration.

Labour mobility and the need for skills recognition

The labour market in Asia is characterised by a high level of worker migration, within the region and to external countries. In 2013, Asia accounted for 31 per cent of the global international migrant stock (UN, 2013). Many developing countries have come to rely heavily on remittances sent from individuals working abroad to their families at home. Remittances in the 2010s are currently nearly three times the size of official development assistance, and larger than private debt and portfolio equity flows to developing countries. The importance of remittances as a source of foreign currency earnings is increasing, particularly in South Asia (World Bank, 2013).

As the number of migrant workers is growing, many migrants have skills that were acquired in their home country but not all of their skills are necessarily formally certified. This reduces their prospects for finding employment and better working conditions that correspond with their skills. Upon their return there is little opportunity to have their newly-acquired skills and work experience formally acknowledged. These are missed opportunities in capitalizing on the wealth of new learning and skills the workers bring back. This scenario impacts negatively on the individual worker's future employment prospects both within the region and outside. It also impedes their country's capacity to build a skilled and qualified workforce.

Training systems and the need for improvement

Training systems in the Asia-Pacific region are often criticized on the basis that there is a mismatch between the skills offered and the needs of workers and employers. This means that some people are learning skills that are not needed by industry and training organizations are wasting their limited resources providing training that is not used. This is a serious problem for any country, as it holds back development and growth in productivity and employment.

These RMCS were developed in a simplified format so that they could be used in discussions between stakeholders to eliminate this mismatch. The competencies are designed so that they can be modified to meet the specific requirements of an employer, job or workplace. Some competency elements will need to be added or deleted depending on the local requirements. This review process must take place to ensure the relevancy of any learning, training or assessment strategy based on the standards.

Purpose of the RMCS

These core skills competency standards were developed as a basis to integrate with specific skills needed in the workplace, so that training and assessment resources can be developed and individuals tested against the standards. Training resources might include a curriculum, test projects, learner guides, texts, references, teaching strategies, group activities and an assessment system that can be used to determine competence in each unit of competency.

The standards can also be used in many other ways as a reference material, for example, for recruitment and development of job descriptions. Different countries will have different customs and any training provided should reflect these different customs and expectations. Similarly, there will be different legislation and government regulations that apply in different countries and regions and these also must be taken into account in designing training programmes. It is, therefore, important that the effort in developing and updating national competency standards form not only a part of skills development initiatives but also a part of the broader effort in promoting their decent work and reducing the prevailing skills mismatch problem.

Definition of core competencies

Core competencies are capabilities that are important for success in employment and in life. They are transferable; in other words, they can be used in other contexts or jobs. Other terms used for core competencies can be key competencies, essential skills, transferable competencies, employability skills, core skills or soft skills. They are increasingly highly prized and sought by employers. Core employability skills are built through basic education, such as reading and writing, acquiring the technical skills needed to perform specific duties, and professional/personal attributes such as honestly, reliability, punctuality, attendance and loyalty. The skills are categorized under four broad headings: learning to learn, communication, teamwork and problem-solving (Brewer, 2013: p.10-11).

Core competencies enable an individual's potential to be realised in all aspects of life. They are required to perform all kinds of tasks, at various levels, depending on the task. They are transferable from context to context and they are developed over a lifetime.

In different countries, core competencies or skills are known by different terminology, and contain some variation in content, however, despite the differences, all employability skills share some common elements:

- basic/fundamental skills such as literacy, using numbers, using technology;
- conceptual/thinking skills such as collecting and organising information, problem-solving;
- learning-to-learn skills such as thinking innovatively and creatively, systems thinking; and

- people-related skills such as communication and teamwork skills.

To be considered "core" the competencies have to:

- be able to be learned and be assessable;
- be essential to preparation for employment;
- be core to the kinds of work and work organization in a range of entry level occupations, rather than being occupation- or industry-specific;
- equip individuals to participate effectively in a wide range of social settings, including workplaces and adult life more generally; and
- involve the application of knowledge and skills.

The importance of core competencies

The world is changing in ways that require potential employees hold a range of core skills as well as job-specific skills (hard skills). These include:

- Globalization and increased competition, which are driving the need for workers to be able to share information, work in teams, make appropriate decisions and show enterprise and initiative – with the ultimate goal of improving productivity.
- Globalization and international mobility are highlighting the need for employers to respect social, cultural and religious diversity.
- Increased complexity of economic, social and technical issues, leading to the need for critical thinking and problem-solving skills.
- The pace of change is intensifying, driving the need for workers to be adaptive and have capacity for lifelong learning.
- The shift to knowledge-based economies has led to requirements for information management and communication skills.

Core competencies increase the employability of individuals across all industry areas. They are a principal component of occupational skills standards, can be integrated into any skills standards and contribute to:

- creating an innovative environment;
- improving productivity and competitiveness; and
- minimizing unemployment though creating an adaptable and qualified workforce.

The RMCS include a wide range of core competencies, including three "green" or environmental competencies which are related to working sustainably and with environmental consciousness. Green competencies are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. The green RMCS were developed following a review of the large amount of research conducted in recent years on defining green jobs and skills.

Content

The Core Competencies RMCS define a general framework that can be used by all enterprises and individuals, regardless of location or business size.

Choices have been made on the vocabulary and grouping of elements and units of competencies. But these RMCS can be tailored to each local context as well as local vocabulary.

The structure has deliberately been made simple, but precise, so the competencies can be understood easily by workers and employers. They do not cover every possible skill that could be needed, however, additional elements can be added as required.

In all cases, it is expected that there will be different enterprise methods and standards and that any training provided should reflect those different standards. Similarly, there will be different legislation and government regulations that apply in different countries and regions and these also must be taken into account in designing training and assessment programmes.

The following table provides a summary of the core units of competency.

Table 1: Core and green competencies

Functional area		Code	Unit title
A	Core competencies	CC-A1	Maintain professionalism in the workplace
		CC-A2	Receive and respond to workplace communication
		CC-A3	Communicate effectively with team members and customers
		CC-A4	Apply workplace safety practices and procedures
		CC-A5	Work sustainably and effectively
		CC-A6	Manage personal finances
		CC-A7	Address workplace harassment
B	Core competencies	CC-B1	Maintain professional development and career professionalism
		CC-B2	Lead workplace communication
		CC-B3	Prepare and report workplace information
		CC-B4	Lead small teams
		CC-B5	Prepare and implement negotiation
		CC-B6	Solve problems related to work activities
		CC-B7	Work sustainably and effectively
		CC-B8	Train or mentor others on a one-to-one basis
		CC-B9	Apply environmental principles and advocate awareness
C	Core competencies	CC-C1	Use special communication and management skills
		CC-C2	Develop teams and individuals
		CC-C3	Apply problem solving techniques in the workplace using critical thinking
		CC-C4	Plan and organize the work
		CC-C5	Manage own performance and workload
		CC-C6	Promote environmental management and safeguard environmental assets
		CC-C7	Assess and manage workplace health and safety

Functional area A – Core competencies A

CC-A1 Maintain professionalism in the workplace

Unit details	
Functional area A	**Core competencies A**
Unit title	**Maintain professionalism in the workplace**
Unit code	**CC-A1**

Description

This unit of competency describes the outcomes required maintain a professional image in the workplace, including behaving ethically, demonstrating motivation, respecting timeframes and maintaining personal appearance.

Elements of competency	**Performance criteria**
1. Respect work timeframes	1.1 Punctuality is demonstrated in meeting set **working hours and times.**
	1.2 Working hours are used for working and following company regulations.
	1.3 Work tasks are completed within deadlines according to order of priority.
	1.4 Supervisors are informed of any potential delays in work times or projects.
2. Maintain personal appearance and **hygiene**	2.1 Hair, body and nails are cleaned regularly.
	2.2 Clothes worn are **suitable for the workplace,** and respect local and cultural contexts.
	2.3 Dress meets any specific company dress code requirements.
3. Maintain adequate distance with colleagues and clients	3.1 Personal space of colleagues and clients is respected with reference to local customs and cultural contexts.
	3.2 Sufficient distance from others was kept avoided cross transmission of infections (especially through respiration).
4. Work in an ethical manner	4.1 **Company values/ethics** codes of ethics and/or conduct, policies and guidelines are identified and followed.
	4.2 **Company resources** are used in accordance with company ethical standards.
	4.3 Personal behavior and relationships are conducted in accord with ethical standards and company policies.
	4.4 **Work practices** are undertaken in compliance with company ethical standards, organizational policy and guidelines.
	4.5 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.

4.6 Company values/practices are shared with co-workers using appropriate behaviour and language.

4.7 Work **incidents/situations** are reported and/or resolved in accordance with company protocol/guidelines.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- clarified and affirmed work values/ethics/concepts consistently in the workplace;
- complied with required working times;
- conducted work practices satisfactorily and consistently, in compliance with work ethical standards, organizational policy and guidelines;
- had suitable hygiene and clothes; and
- kept adequate distance while interacting with colleagues and clients.

Critical skills and essential knowledge

- Application of good manners and right conduct
- Basic practices for oral hygiene
- Basic practices for personal hygiene
- Basics of personal grooming
- Common products used for oral and personal hygiene
- Communication skills
- Company code of conduct/values
- Company regulations, performance and ethical standards
- How to maintain neat and decent attire
- Self-awareness
- Work responsibilities/job functions
- Workplace hygiene standards

Range statement

Working hours and times may be:

- Days of work
- Leaves of absence
- Meal and toilet break times
- Meeting times
- Start and finish times

Hygiene may be:

- Avoidance of unpleasant odours
- Cleanliness of body, hair and nails
- Cleanliness of clothes

Suitable for the workplace may be:

- Not offensive or likely to invite harassment
- Respectful of local cultural expectations (e.g. bodily and or covering, fabric used, fit of clothes, dimensions, cultural gender dressing expectations)

Company values/ethics may be:

- Balancing between family and work
- Commitment/dedication
- Compassion/caring attitude
- Flexibility in adapting to change
- Goal-oriented
- High motivation

- Honesty
- Loyalty to work/company

Company resources may be:

- Consumable materials
- Equipment/machineries
- Financial resources
- Human
- Time

Work practices may be:

- Attention to details
- Cost consciousness
- Discipline
- Effectiveness
- Efficiency
- Punctuality
- Quality of work

Incidents/situations may be:

- Blackmail
- Bribery
- Damage to person or property
- Falsification
- Gambling
- Sexual harassment
- Use of prohibited substances
- Vandalism
- Violent/intense dispute or argument

The following resources must be provided:

- Any company dress codes
- Case studies/scenarios
- Company codes of conduct/ethical behavior
- Company regulations

Competency must be assessed through:

- Direct observation
- Oral interview
- Third party report

Competency may be assessed individually in the actual workplace or simulated environment in accredited institutions.

CC-A2: Receive and respond to workplace communication

Unit details	
Functional area A	**Core competencies A**
Unit title	**Receive and respond to workplace communication**
Unit code	**CC-A2**

Description

This unit describes the outcomes required to receive, respond and act on verbal and written communication, mainly from supervisors in a workplace environment.

Elements of competency	**Performance criteria**
1. Follow routine verbal instructions	1.1 **Verbal** workplace instructions are listened to attentively and interpreted accurately.
	1.2 Questions are used effectively, to gain additional information and to clarify understanding.
	1.3 Instructions are acted upon immediately in accordance with information received.
	1.4 Feedback is clearly expressed verbally and non-verbally (hand or head signals).
2. Follow routine written instructions	2.1 **Written notices and instructions** are read and interpreted correctly, with clarification sought as needed.
	2.2 Routine written instructions are followed correctly and in sequence.
	2.3 Feedback is given based on the instructions/information received.
	2.4 Verbal and written simple notes, memos or reports are made, when required, clearly, concisely and accurately.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- received, clarified and acted on verbal and written messages and instruction.

Critical skills and essential knowledge

- Advantages and disadvantages of different modes of communication (e.g. written and non-verbal)
- Communication technology relevant to the workplace and the candidate's work role
- Conciseness in receiving and clarifying messages/information/communication
- Effective communication including the role of body language
- Questioning techniques
- Understand and process basic workplace documentation
- Workplace communication procedures and systems
- Workplace documentation requirements
- Written rules on how to write memos, notes, messages

Range Statement

Verbal communication may include:

- Informal discussions
- One to one communication
- Small group e.g. work team
- Use of two-way radios
- Use of the telephone and voice mail

Written notices and instructions may include:

- Briefing notes
- Electronic mail received
- External communications
- Facsimile
- General correspondence
- Handwritten and printed material
- Internal memos
- Journal articles
- Marketing materials
- Signage

The following resources must be provided:

- Documents to review
- Materials relevant to the proposed activity or task

Competency must be assessed through:

- Direct observation
- Oral interview
- Portfolio
- Third party report
- Written evaluation

Competency may be assessed individually in the actual workplace or in a simulated environment in accredited institutions.

CC-A3 Communicate effectively with team members and customers

Unit details	
Functional area A	**Core competencies A**
Unit title	**Communicate effectively with team members and customers**
Unit code	**CC-A3**

Description

This unit describes the outcomes required to develop positive workplace relationships with team members and effectively respond to customer requests.

Elements of competency	**Performance criteria**
1. Develop effective workplace relationships	1.1 **Duties and responsibilities** are conducted in a positive manner to promote cooperation and good relationships with colleagues.
	1.2 Assistance is sought from **workgroup** when difficulties arise and addressed through discussions.
	1.3 Feedback provided by others in the team is encouraged, acknowledged and acted upon.
	1.4 Differences in personal values and beliefs are acknowledged and respected.
	1.5 Any **workplace harassment** noticed is reported to the team leader or supervisor.
2. Communicate and work with team members	2.1 Individual role and responsibilities within the team environment are identified.
	2.2 Roles and responsibility of other team members are identified and recognized.
	2.3 Reporting relationships within team and external to team are identified.
	2.4 Team meetings, interviews and brainstorming sessions are attended as required.
	2.5 Various means of communication are used to ensure self and all team members contribute to team effectiveness and quality outcomes.
	2.6 **Support is provided to team members** where needed.
	2.7 Constructive **feedback** is provided to and accepted from team members to encourage individual and team efforts and contributions.
	2.8 Any issues, concerns and problems, affecting the team are addressed within the team or referred to relevant persons as required.
3. Respond effectively to customer requests	3.1 Requests from **customers** are acknowledged in a polite, clear manner, using appropriate workplace language.

3.2 Information is transferred to the suitable person in written or oral form.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirement. The candidate must be able to demonstrate they have:

- acted on feedback from clients and colleagues;
- demonstrated appropriate communication skills (verbal and non–verbal);
- demonstrated politeness, respect and cultural sensitivity;
- facilitated good relationships with, and, between team members; and
- provided support to team members to ensure goals are met.

Critical skills and Essential Knowledge

- Ability to read and understand the organisation's policies and work procedures
- Ability to relate to people from a range of social, cultural and ethnic backgrounds
- Communication skills to request advice, receive feedback and work with a team
- Interpersonal skills to listen, question, and share with team members and resolve conflict
- Interpersonal skills to relate effectively to customers from a range of backgrounds
- Write simple instructions for particular routine tasks

Essential knowledge

- Importance of demonstrating respect and empathy in dealings with colleagues
- Knowledge of workgroup member's responsibilities and duties
- Reasons why cooperation and good relationships are important
- **Risks of workplace harassment**
- Understanding how to elicit and interpret feedback
- Understanding of group dynamics
- Understanding of the importance of body language, voice, appearance and attitude in greeting customers
- Workplace policies and procedures in relation to team meetings, communication, reporting and responsibilities

Range statement

Duties and responsibilities as defined by:

- Code of conduct
- Handwritten and printed material
- Job description and employment arrangements
- Organisation's policy relevant to work role
- Organisational structures
- Supervision and accountability requirements including OHS

Work group

- Other members of the organisation
- Peers/work colleagues/team members
- Supervisor or manager

Workplace harassment may include:

- Compelling the person to perform tasks that are inferior to his/her competencies that demean or belittle him/her, setting the person up for failure, name calling in private or in front of others
- Discrediting the person by spreading malicious gossip or rumours, ridiculing them, calling into question their convictions or private life
- Isolating the person by no longer talking to him or her, denying or ignoring their presence, distancing him or her from others
- Making fun of the person's beliefs, values, political and/or religious choices, and mocking his or her weak points
- Making gestures that seek to intimidate
- Making rude, degrading or offensive remarks
- Preventing a person from expressing themselves by threatening, constantly interrupting, ridiculing, or prohibiting the person from speaking to others
- Shouting abuse at the person
- Unwanted sexual advances which may or may not be accompanied by threats or explicit or implicit promises

Support provided to team members may include:

- Explaining/clarifying
- Helping colleagues
- Providing encouragement
- Providing feedback to another team member
- Undertaking extra tasks if necessary

Feedback on performance

- Formal/Informal performance appraisal
- Obtaining feedback from supervisors and colleagues and clients
- Personal, reflective behaviour strategies
- Routine organisational methods for monitoring service delivery

Customers may be:

- Clients
- External
- Internal
- Partners
- Suppliers

Risks of workplace harassment may include:

- Communication problems and breakdowns
- Failure to meet work goals
- Poor team and workplace morale
- Stress and illness

The following resources must be provided:

- Job descriptions, policy, objectives of the company
- Materials relevant to the proposed activity or task

Competency must be assessed through:

- Case studies and scenarios as a basis for discussion of issues and strategies
- Direct observations of work activities of the individual member in relation to the work activities of the group
- Observation of simulation and/or role play involving the participation of individual member to the attainment of organisational goal

Competency assessment may occur in workplace or any appropriately simulated environment, assessment shall be observed while task are being undertaken whether individually or in groups.

CC-A4 Apply workplace safety practices and procedures

Unit details	
Functional area A	**Core competencies A**
Unit title	**Apply workplace safety practices and procedures**
Unit code	**CC-A4**

Description

This unit of competency describes the outcomes required to understand and apply workplace safety requirements for prevention of injury and illness to self and others.

Elements of competency	**Performance criteria**
1. Plan and prepare for safe work practices.	1.1 Safety requirements of own work role are identified, including duty of care and own responsibility to comply with safe work practices.
	1.2 Current workplace emergency and evacuation procedures, for **incidents and emergencies** are identified.
	1.3 Appropriate **protective clothing and equipment** are correctly selected and used in accordance with requirements.
2. Use safe work practices in work.	2.1 Safety instructions and safety signs and symbols are followed.
	2.2 **Hazards** in the work area are identified and controls identified.
	2.3 Workplace procedures for reporting hazards, incidents and injuries are followed.
3. Perform safe handling of tools, equipment and materials	3.1 Tools, equipment and materials are handled safely in accordance with OHS requirements and industry/company policies.
	3.2 Safety procedures for pre-use check and operation of tools and equipment followed in accordance requirements.
4. Use fire extinguisher	4.1 Fire extinguisher is selected and operated correctly, according to **type of fire**.
5. Perform basic first aid	5.1 Implement **basic first aid procedures** to **work injuries**.
6. Maintain safe work area	6.1 Site area is maintained to prevent incidents and accidents and protect self and others.
	6.2 Work area is cleared following activity, and materials disposed of, reused or recycled according to workplace procedures.
	6.3 Tools and equipment are cleaned, checked, maintained and stored as required and any repairs reported or completed.
	6.4 Feedback on health, safety, and security is provided to appropriate personnel as required in a sufficiently detailed manner for action to be taken.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- handled tools, equipment and materials properly;
- identified hazardous areas and risks;
- located, interpreted and applied relevant information, standards and specifications for applying safe work practices following company;
- used fire extinguisher correctly; and
- used protective clothing and devices.

Critical skills

- Basic first aid procedures.
- Communicating with superiors and co-workers
- Housekeeping
- Interpreting instructions
- Machine risks
- Procedures for handling hazardous materials
- Recognise and report hazards, risks and faults in equipment
- Understand and interpret work safety instructions
- **Use of fire extinguishers**

Essential knowledge

- Major causes of workplace accidents relevant to the work environment
- Manual handling techniques
- Relevant national and local occupational health and safety legislations in relation to obligations of employers and employees
- Safety precautionary measures of the building and equipment used
- Techniques to handle emergency situations in different forms and contexts
- Workplace and equipment safety requirements
- Workplace hazards and their precautions and reduction
- Workplace requirements relating to safety
- Workplace response to emergencies

Range statement

Incidents and emergencies may include:

- Chemical spills
- Equipment/vehicle accidents
- Explosion
- Fire
- Gas leak
- Injury to personnel
- Structural collapse
- Toxic and/or flammable vapours emission.

Protective clothing and equipment may include:

- Arm guards
- Eye protection
- Gloves
- Hard hat
- Hearing protection
- High-visibility retro-reflective vest
- Protective, well-fitting clothing

- Respiratory protection
- Safety footwear
- UV protective clothing and sunscreen

Hazards may include:

- Confined work spaces
- Dust and air pollutants
- Excavations
- Falling objects
- Hazardous substances and dangerous goods
- Hot and cold working environments
- Lighting, gases, electricity and water
- Manual handling/lifting practices
- Noise
- Plant and equipment
- Poor storage of materials and waste
- Smoking in off-limited areas
- Spillage, waste and debris
- Substance and alcohol abuse at work
- Toxic substances
- Traffic and mobile plant
- Trenches
- Ultraviolet (UV) radiation
- Working at heights or in confined spaces

Types of fires may involve or be or caused by:

- Combustible metals (magnesium, sodium, etc.)
- Common combustibles (wood, cloth, paper, rubber and plastic)
- Energized electrical equipment (wiring, fuse boxes, circuit breakers, appliances, etc.)
- Flammable liquids (gasoline, oil, solvents, paints, etc.)

Basic first aid procedures:

- Application of water to wash wounds/burns
- Identify injuries and level of assistance needed
- Seek professional assistance if required
- Stemming blood flow as needed
- Use available resources and equipment to make the casualty as comfortable as possible

Work injuries

- Burns/scalds
- Concussion
- Cuts and abrasions
- Foreign bodies in the eye
- Fractures
- Poisoning
- Shock

The following resources must be provided:

- Materials relevant to the proposed activity
- Safety documents and equipment
- Tools, equipment and facilities appropriate to processes or activity

Competency must be assessed through:

- Demonstrations
- Practical exercises
- Written or oral short answer questions

Competency may be assessed in the workplace or in simulated workplace environment.

CC-A5 Work sustainably and effectively

Unit details	
Functional area A	**Core competencies A**
Unit title	**Work sustainably and effectively**
Unit code	**CC-A5**

Description

This unit describes the outcomes required to practice basic housekeeping procedures and conserve resources in the workplace.

Elements of competency	**Performance criteria**
1. Organize work area	1.1 Items are arranged in accordance with company housekeeping procedures.
	1.2 Work area is arranged according to job requirements.
	1.3 Activities are prioritized based on instructions.
	1.4 Where required, items are provided with clear **identification marks** based on procedure.
2. Maintain work area, tools and equipment	2.1 Cleanliness and orderliness of work area is maintained in accordance with company procedures.
	2.2 Tools and equipment are cleaned and stored in accordance with manufacturer's instructions/manual.
	2.3 **Minor repairs** are performed on tools and equipment in accordance with manufacturer's instruction/manual.
	2.4 Defective tools and equipment are reported to immediate supervisor.
3. Sort and remove unnecessary items	3.1 Reusable, recyclable materials are sorted in accordance with company/office procedures.
	3.2 **Unnecessary items** are removed and disposed in accordance with work procedures and with awareness of the **environmental considerations of disposal**.
4. Follow environmental workplace practices	4.1 Workplace environmental practices are recognized and followed.
	4.2 Key environmental hazards in different workplaces are identified and strategies for minimizing these described.
	4.3 The purpose of waste prevention and recycling is described.
	4.4 Identify various strategies for minimizing waste in different types of workplaces.
	4.5 Work is implemented in a manner that avoids **wastage**, using the appropriate quantities of water, energy and material inputs.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- demonstrate knowledge of workplace practices and work instructions;
- follow workplace environmental practices and regulations; and
- practice the basic procedures of 5S (sorting, set in order, systematic cleaning, standardising, and sustaining).

Critical skills and essential knowledge

- Environmental and resource hazards/risks
- Environmental or sustainability workplace regulations applicable to own work role
- Hazard reporting procedures
- **Non-renewable resources**
- Principles of 5s
- Recycling processes and recyclable materials
- Relevant environmental and resource efficiency systems and procedures
- Relevant environmental policies and workplace/industry practices and procedures
- Reporting channels and procedures
- Sustainability principles and measures in the workplace

Range statement

Identification marks

- Colour coding
- Labels
- Standardised items
- Tags

Minor repairs

- Application of lubricants
- Replacement of parts
- Sharpening of tools
- Tightening of nuts, bolts and screws

Unnecessary items

- Non-recyclable materials
- Pictures, posters and other materials not related to work activity
- Unserviceable tools and equipment
- Waste material

Environmental considerations of disposal may include awareness of the impacts of:

- Incineration on air pollution and toxicity
- Infectious potential of diseased animals or plants
- Landfill
- Pollution of waterways and water toxicity through rubbish, chemical dumping or leaching

Environmental impacts of work materials and practices may include degradation of:

- Air quality by gases, chemicals, smoke, dust, carbon and emissions
- Ecosystems, leading to loss or reduction of species and disruption of food chains
- Human population health through air/water contamination and spread of disease
- Land quality through overproduction, erosion, overuse of chemicals
- Physical environments through landfill, chemical leaching from medical materials, batteries, electronic materials etc.
- Waterways by effluents, chemical residues, pesticides, herbicides, oils, heavy metals and other toxins
- World climate through carbon emissions

Wastage may include the loss of:

- Energy
- Equipment
- Materials
- Water

Non-renewable resources include:

- Air
- Fossil fuels (such as coal petroleum and natural gas)
- Metals
- Old growth wood
- Water

The following resources must be provided:

- Facilities, materials tools and equipment necessary for the activity
- Materials for keeping documents like cabinets, drawers

The competency must be assessed through:

- Demonstration with questioning
- Interview
- Observation
- Third party report

Competency may be assessed individually in the actual workplace or simulated environment.

CC-A6 Manage personal finances

Unit details	
Functional area A	**Core competencies A**
Unit title	**Manage personal finances**
Unit code	**CC-A6**

Description

This unit of competency describes the outcomes required to develop, implement and monitor a personal budget in order to plan regular savings and manage debt effectively.

Elements of competency	**Performance criteria**
1. Develop a personal budget	1.1 Current **living expenses** are calculated, using available information to prepare a personal budget.
	1.2 A record is kept of all income and expenses for a short period of time to help estimate ongoing expenses.
	1.3 Total expenses are subtracted from total income to determine a surplus or deficit budget for the specified period.
	1.4 Reasons for a deficit budget are explored and ways to reduce expenditure identified.
	1.5 **Ways to increase income**, if possible, are identified.
2. Develop longer term personal budget	2.1 Income and expenditure are analyzed, and longer term personal, work and financial goals are set.
	2.2 A longer-term budget is developed, based on the outcomes of short-term budgeting, and adjusted to meet living, work and future career requirements.
	2.3 **Obstacles that might affect finances** are identified, such as job loss, sickness or unexpected expenses contingency savings determined.
	2.4 A regular savings plan is developed, based on budget, using secure savings products and services.
	2.5 Expenditure is monitored against budget and areas of possible expenditure saving are identified.
3. Identify ways to maximize future finances	3.1 Determine sources and ways to maximize personal income, including from work, investments or available government payments/allowances.
	3.2 Consider further education or training to maintain or improve future income.
	3.3 Identify the need for debt to finance living and other expenses, and determine the appropriate levels of debt and repayment.

3.4 Consolidate existing debt, where possible, to minimize interest costs and fees.

3.5 Seek professional money management services, where available, to ensure financial plans are effective and achievable.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- develop a personal budget based on analysis of expenditure and income;
- formulate goals and identify financial contingency plans; and
- monitor expenditure for a period of up to 2 weeks.

Critical skills and essential knowledge

- Ability to plan and organize to keep records and monitor a personal budget
- Ability to set and review goals
- Basic financial management and record keeping to enable development and management of a personal budget
- Benefits of financial goal setting and personal budgeting to enable effective management of personal finances
- Numeracy skills to compare income and expenditure

Range statement

Living expenses may include:

- Accommodation (rent, mortgage)
- Clothing
- Education
- Entertainment
- Food
- Insurance
- Medical
- Support to family members
- Telephone
- Transport (car, public transport)
- Utilities (electricity, gas, water)

Ways to increase income may include:

- Reduce credit card debt to reduce interest payments
- Sharing accommodation
- Sharing transport
- Working longer

Obstacles that might affect finances may include

- Job loss
- Sickness
- Unexpected expenses

The competency must be assessed through:

- Demonstration with questioning
- Interview
- Observation
- Third party report.

Competency may be assessed individually in the actual workplace or simulated environment.

CC-A7 Deal with workplace harassment

Unit details	
Functional area A	**Core competencies A**
Unit title	**Deal with workplace harassment**
Unit code	**CC-A7**

Description
This unit describes the outcomes required to develop strategies to deal with harassment in the workplace

Elements of competency	**Performance criteria**
1. Define and identify workplace harassment	1.1. Identify the difference between acceptable behaviour and **unacceptable behaviour** and define **workplace harassment**.
	1.2. Define the various **types of harassment**.
	1.3. Describe the negative consequences of harassment (for the individual the workplace).
2. Identify strategies to protect self from workplace harassment	2.1 Identify preventative strategies to protect self and deal with workplace harassment.
	2.2 Support colleagues who (don't engage in bullying yourself).
	2.3 Be able to assist in creating a harassment policy (Core competencies B).
	2.4 Identify appropriate solutions for a harassment incident Level B.
	2.5 Be able to help your workplace return to normal after a harassment incident Core competencies B and C**.**

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements.

Critical skills and essential knowledge

- **Risks of workplace harassment**
- Workplace policies and procedures in relation to workplace harassment

Range statement

Workplace harassment may include:

- compelling the person to perform tasks that are inferior to his/her competencies that demean or belittle him/her, setting the person up for failure, name calling in private or in front of others;
- discrediting the person by spreading malicious gossip or rumours, ridiculing them, calling into question their convictions or private life;
- isolating the person by no longer talking to him or her, denying or ignoring their presence, distancing him or her from others;

- making fun of the person's beliefs, values, political and/or religious choices, and mocking his or her weak points;
- making gestures that seek to intimidate;
- making rude, degrading or offensive remarks;
- preventing a person from expressing themselves by threatening, constantly interrupting, ridiculing, or prohibiting the person from speaking to others;
- shouting abuse at the person; and
- unwanted sexual advances which may or may not be accompanied by threats or explicit or implicit promises.

Unacceptable behaviour

- Displaying posters or distributing information of a sexual or offensive nature
- Inappropriate or unwelcome touching
- Inappropriate or unwelcome sexual invitations
- Name calling

Types of harassment include:

- Race, gender, preference, economic situation, socio-economic differences, sexual, age

Support provided to team members may include:

- Explaining/clarifying
- Helping colleagues
- Providing encouragement
- Providing feedback to another team member
- Undertaking extra tasks if necessary

Risks of workplace harassment may include:

- Communication problems and breakdowns
- Failure to meet work goals
- Poor team and workplace morale
- Stress and illness

The following resources must be provided:

- Job descriptions, policy, objectives of the company
- Materials relevant to the proposed activity or task

Competency must be assessed through:

- Case studies and scenarios as a basis for discussion of issues and strategies
- Direct observations of work activities of the individual member in relation to the work activities of the group
- Observation of simulation and/or role play involving the participation of individual members to the attainment of organisational goal

Competency assessment may occur in workplace or any appropriately simulated environment, assessment shall be observed while task are being undertaken whether individually or in groups.

Functional area B – Core competencies B

CC-B1 Maintain professional development and career professionalism

Unit details	
Functional area B	**Core competencies B**
Unit title	**Maintain professional development and career professionalism**
Unit code	**CC-B1**

Description

This unit describes the outcomes required to promote own learning career growth and advancement.

Elements of competency	**Performance criteria**
1. Identify own learning needs	1.1 Learning needs are identified through **evaluation** of existing skills and knowledge against job and career progression requirements.
	1.2 Feedback and appraisal is gathered from supervisors, colleagues and clients and used to identify learning needs and skill gaps.
	1.3 Advice is provided to relevant personnel regarding identified professional needs.
2. Manage own learning	2.1 **Opportunities** are sought for undertaking skill-development activities and are planned in liaison with work group and relevant personnel.
	2.2 On the job coaching/mentoring advice is followed and applied.
	2.3 Where available, formal training programmes are undertaken.
	2.4 Knowledge and skills gained through professional development activities are used in the workplace and for career development.
	2.5 Constructive assessment and feedback on work performance is sought from colleagues and supervisor to identify ongoing learning needs and opportunities.
3. Maintain professional growth and development	3.1 **Recognitions** are sought/received as evidence of career advancement.
	3.2 Licenses and/or certifications relevant to job and career are obtained and renewed.
	3.3 Professional goals are defined and strategies to develop the required skills and knowledge through professional development are identified.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- determine areas for skills and knowledge improvement;
- identify job skill and knowledge requirements; and
- seek and implement feedback on own learning needs.

Critical skills

Ability to:

- evaluate own actions and identify performance improvements needed;
- review own strengths, weaknesses and level of competence and identify areas for improvement;
- seek and accept constructive feedback on own performance; and
- use communication skills to obtain feedback from team members, supervisors and clients.

Essential knowledge

- All possible learning and development tools: training, mentoring, coaching, networking, seminars, project assignments
- Education, qualification and certification systems in the country
- Fundamental rights at work including gender sensitivity
- Methodology to identify own learning needs and preferred learning style
- Methods of obtaining feedback
- Range of options for undertaking personal skill development
- Workplace policies and procedures

Range statement

Evaluation:

- Aptitude tests
- Feedback from customers, colleagues, supervisors
- Performance Appraisal
- Psychological Profile

Opportunities for undertaking personal skill-development activities include:

- Career planning/development
- Coaching
- External training programmes
- Formal and informal training provision
- Mentoring and/or supervision
- Performance appraisals
- Personal study
- Work experience or exchange opportunities
- Workplace skills assessment or job rotation

Recognitions

- Awards
- Certificate of Appreciations
- Certificate of Competency
- Citations
- Commendations
- Licenses and/or certifications
- National Certificates
- Professional Licenses

- Recommendations
- Support Level Licenses
- Tangible and Intangible Rewards

Resources

- All possible learning methods: self-learning, e-learning, training, mentoring, coaching, participation to projects, presentation to others, networking
- Participation in education and training program: Technical, supervisory, managerial, continuing education
- Trainings and career opportunities

The following resources must be provided:

- Access to information
- Case studies/scenarios, reports on performance assessment

Competency must be assessed through:

- Exams and tests
- Interview
- Portfolio assessment
- Third party reports

Competency may be assessed individually in the actual workplace or simulated environment.

CC-B2 Lead workplace communication

Unit details	
Functional area B	**Core competencies B**
Unit title	**Lead workplace communication**
Unit code	**CC-B2**

Description

This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace with peers.

Elements of competency	**Performance criteria**
1. Lead communication about workplace processes	**1.1** Relevant **information** *is* collected, analyzed and shared with the work team to improve work performance. **1.2** Suitable **communication channel** is selected for communicating work related information. **1.3** Information is communicated in a manner appropriate to the cultural and social diversity of the audience and any specific needs. 1.4 Work requirements, objectives and expectations are explained to others, with questions asked to ensure understanding. 1.5 Verbal and written information is organized and clear. 1.6 Verbal and written reports are substantiated with factual argument and correct sources of information identified. 1.7 Processes are implemented to ensure issues raised are promptly resolved or referred appropriately**.**
2. Build work relationships	**2.1** Contributions are sought from internal and external sources in developing new ideas and approaches. 2.2 Communications with internal and external contacts demonstrate respect. 2.3 Constructive contributions are made to workplace discussions with other leaders on issues such as production, quality and safety. 2.4 Use interpersonal communication skills to develop and maintain networks and work relationships that benefit the team and organization.

3. Identify and communicate issues arising in the workplace	**3.**1 Issues and problems are identified as they arise and action is taken to rectify these. 3.2 Workplace outcomes are regularly reviewed and improved in consultation with relevant personnel. 3.3 **Poor work performance** is managed in accordance with the workplace processes. 3.4 Conflict is managed constructively within the workplace processes.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- ask appropriate questions to ensure understanding;
- communicate respectfully with others in the workplace and with external clients;
- communicate work related information to work team clearly and effectively, using a range of methods;
- make constructive contributions in workplace issues; and
- respond to workplace issues promptly.

Critical skills and essential knowledge

- Ability to develop effective
- Ability to respond to unexpected demands from a range of people
- Capacity gain the trust and confidence of colleagues
- Communication skills (feedback, listening)
- Computer software for communication
- Effective verbal communication methods
- Meeting techniques
- Motivation techniques
- Organization of information
- Organization requirements for written and electronic communication methods and reporting
- Presentation skills
- Relationships with internal and/or external people
- Theory related to with managing work relationships to achieve planned outcomes and using communication effectively to enhance performance

Range statement

Information may include:

- Organisational documents, policies and procedures and planning documents
- Relevant changes in policies or procedures or legislative frameworks
- Relevant data, such as marketing and customer data, performance data, planning

Communication channel may include:

- Big meeting
- Group meeting
- One to one meeting
- Report
- Short briefing
- Written memo

Networks may be:

- Established structures or unstructured arrangements and may include business or professional associations
- Informal or formal and with individuals or groups
- Internal and/or external

Methods of communication and ways to use them:

- Face to face
- Internet
- Non-verbal gestures
- Speaking to groups
- Two-way radio
- Using telephone
- Verbal
- Written documents: notes, report, email

The following resources must be provided:

- Communication tools
- Variety of Information.

The competency must be assessed through:

- Direct observation
- Interview
- Portfolio.

Competency may be assessed individually in the actual workplace or simulated workplace environment.

CC-B3 Prepare and report workplace information

Unit details	
Functional area B	**Core competencies B**
Unit title	**Prepare and report workplace information**
Unit code	**CC-B3**

Description

This unit describes the outcomes required to gather, interpret and convey information in response to workplace requirements.

Elements of competency	**Performance criteria**
1. Obtain and convey workplace information	**1.1** Specific and relevant information is accessed from **appropriate sources.**
	1.2 Effective questioning, active listening and speaking skills are used to gather and convey information.
	1.3 **Appropriate medium** is used to convey information and ideas.
	1.4 Appropriate **channels of communication** with supervisors and colleagues are identified and followed.
	1.5 Defined workplace procedures for the location and storage of information are identified and used.
	1.6 Verbal reporting of workplace information is carried out clearly and concisely.
	1.7 Questions are used effectively to determine workplace procedures, expectations, information and expectations.
2. Complete relevant work related documents	2.1 Meetings outcomes are interpreted and implemented.
	2.2 Forms are completed accurately and legibly as required by the workplace.
	2.3 Any errors in recording information or data on forms/documents is identified and properly acted upon.
	2.4 Reporting requirements to supervisor are met according to organizational guidelines.
	2.5 Written reports of incidents, injuries, issues or proposals are prepared and forwarded up the line as required by the workplace.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- accessed information using communication equipment;
- conveyed information effectively by both formal or informal communication channels by verbal and written means; and
- prepared written communication following standard format of the organization.

Critical skills and essential knowledge

- Ability to relate to people of social range in the workplace
- Ability to use different modes of communication procedures and systems
- Communication technologies: computer (word processing, presentation, tables), internet, writing fax
- Effective communication skills
- Information system in a company in response to workplace requirements
- Meeting management system
- Organizational policies and procedures with regard communication and documentation
- Technology relevant to the enterprise and the individual's work responsibilities
- Verbal and non verbal communication techniques
- Written communication templates: forms, meeting reports, notes

Range statement

Appropriate sources*:*

- Industry bodies
- Local government
- Suppliers
- Team members
- Trade personnel

Appropriate medium may include:

- Circular
- Face to face communication
- Follow-up or verbal instructions
- Information discussion
- Memorandum
- Notice

Channels of communication*:*

- Electronic and two way radio
- Face to face
- Internet
- Telephone
- Text
- Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams

Storage:

- Computer-based filing system
- Manual filing system

The following resources must be provided:

- Communication equipment like fax machine, telephone, internet
- Writing materials

Competency must be assessed through:

- Direct observation
- Oral interview and written test
- Portfolio

Competency may be assessed individually in the actual workplace or simulated environment.

CC-B4 Lead small teams

Unit details	
Functional area B	**Core competencies B**
Unit title	**Lead small teams**
Unit code	**CC-B4**

Description

This unit describes the outcomes required to lead small teams including setting and maintaining team and individual performance standards.

Elements of competency	**Performance criteria**
1. Facilitate team development	1.1 Work requirements, standards and purpose are identified to team members.
	1.2 Team is assisted to develop objectives, targets and key performance indicators relevant its purpose and workplace goals.
	1.3 Duties are allocated having regard to the skills required to properly undertake the assigned task and according to company policy, and, if possible personal considerations and preferences.
	1.4 Roles, responsibilities and expectations of each team member are identified.
	1.5 Performance expectations are discussed and disseminated to individual team members.
2. Motivate and build the team	2.1 Positive and constructive relationships with and between team members is developed.
	2.2 **Team communication** processes are facilitated.
	2.3 Team members are actively involved in the process of examining risks and options and making **decisions,** to ensure acceptance and support.
	2.4 Individual and team efforts and contributions are encouraged, valued and rewarded.
	2.5 Strengths and weaknesses of team members are determined and sharing of work tasks is promoted to up skill team members.
	2.6 Team members' queries and concerns are recognized, discussed and dealt with.
3. Facilitate and monitor team effectiveness	3.1 Implementation of work plan and team and individual **performance** is monitored against agreed strategies, targets and standards, according to workplace policies and procedures.
	3.2 **Monitoring of performance** takes place against defined performance criteria and/or assignment instructions and corrective action taken if required.

3.3 Team is supported in identifying and resolving problems that may impede performance and to suggest improvements in team performance.

3.4 Team members are consulted in any review and revision of team objectives and goals.

3.5 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy.

3.6 Concerns of a team and individual are referred, if required, to next level of management or appropriate specialist and negotiations are conducted on their behalf.

3.7 Team members are kept informed of any changes in the priority allocated to assignments, or tasks which might impact on client/customer needs and satisfaction.

3.8 Team operations are monitored to ensure that internal or external employer/client needs and requirements are met.

3.9 Follow-up communication is provided on all issues affecting the team

3.10 Team meetings are conducted to review work operations and address issues according to workplace policies and procedures.

3.11 Team is supported in identifying and resolving problems that may impede performance and to suggest improvements in team performance.

3.12 Team members are consulted in any review and revision of team objectives and goals.

3.13 Any inappropriate values and standards exhibited in the workplace are promptly and appropriately raised with the person concerned.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- demonstrate the ability to build positive team spirit and effectively manage overall team performance within a workplace context;
- demonstrate the ability to coordinate a work team in a range of contexts or occasions; and
- show knowledge of leadership, motivation and teamwork principles.

Critical skills

- Coaching
- Communication skills required for leading teams (listening, assertiveness)
- Informal performance counselling skills
- Negotiating skills
- Team building skills
- Skills
- Planning
- The capacity to deal effectively with staff complaints, including workplace harassment issues

Essential knowledge

- Conflict resolution techniques
- Management styles
- Methods of monitoring performance
- Performance setting (cascade from company objectives)
- Relevant legal requirements
- Strategies for dealing effectively with team member complaints or grievances and workplace harassment
- Team dynamics
- Team facilitation processes
- Workplace policies and procedures

Range statement

Team communication processes may include:

- Verbal communication
- Written communication
- Communication protocols

Decisions may include:

- Applying workplace policies and procedures
- Prioritising tasks
- Reporting incidents

Performance may include:

- Attitude to clients and team members
- Completing assigned tasks within expected timeframes
- Following administrative procedures
- Following work schedules
- General standard of work
- Preparing work plans

Monitoring of performance may include monitoring

- Compliance with workplace protocols
- Customer service and feedback
- Feedback
- Formal process following guidelines and standards
- Informal processes
- Performance issues
- Safety adherence
- Team participation and feedback
- Work output
- Work quality

Strategies may include

- Communicating what harassment is and that will not to be tolerated
- Encouraging workers to inform the harasser directly that the conduct is unwelcome and must stop. Employees should also report harassment to their superiors at an early stage to prevent its escalation
- Establishing an effective complaint or grievance process
- Providing anti-harassment information literature, signs, or training

Workplace harassment may include:

- Compelling the person to perform tasks that are inferior to his/her competencies that demean or belittle him/her, setting the person up for failure, name calling in private or in front of others
- Discrediting the person by spreading malicious gossip or rumours, ridiculing them, calling into question their convictions or private life
- Isolating the person by no longer talking to him or her, denying or ignoring their presence, distancing him or her from others
- Making fun of the person's beliefs, values, political and/or religious choices, and mocking his or her weak points
- Making gestures that seek to intimidate
- Making rude, degrading or offensive remarks
- Preventing a person from expressing themselves by threatening, constantly interrupting, ridiculing, or prohibiting the person from speaking to others
- Shouting abuse at him/her
- Unwanted sexual advances which may or may not be accompanied by threats or explicit or implicit promises

Risks of workplace harassment may include:

- "Poisoned workplace"
- Communication problems and breakdowns
- High absenteeism
- High staff turnover
- Loss of profitability
- Poor morale
- Stress leading to illness of the individual being harassed

The following resources must be provided:

- Documents on appraisal system for workers, skills matrix
- Materials relevant to the proposed activity or task

The competency must be assessed through:

- Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
- Direct observations of work activities of the individual member in relation to the work activities of the group
- Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal
- Portfolio

Competency assessment may occur in workplace or any appropriately simulated environment. Assessment shall be observed while task are being undertaken whether individually or in-group

CC-B5 Prepare and implement negotiation

Unit details	
Functional area B	**Core competencies B**
Unit title	**Prepare and implement negotiation**
Unit code	**CC-B5**

Description

This unit covers the skills, knowledge and attitudes required to prepare for and participate in a process of negotiation.

Elements of competency	**Performance criteria**
1. Prepare for the negotiation	1.1 Objectives and preferred outcome of the negotiation are identified and minimum acceptable outcome determined.
	1.2 Understanding is reached in relation to what can be offered and what is needed from the other party.
	1.3 Information is gathered regarding the other party – objectives, needs, preferences, resources, what they want to achieve - in order to determine best negotiating points and the information they need from you.
	1.4 Issues are listed, ranked and valued and consideration is given to concessions that may be made.
	1.5 Research of the market and consultation with colleagues is undertaken to make comparisons, find examples and refine negotiation argument.
	1.6 Information is checked to ensure it is correct and up-to-date.
	1.7 A negotiation plan is developed that includes information about the other party and its interests and a set of responses and strategies to the anticipated tactics.
	1.8 An agenda is prepared in advance, which includes discussion topics, participants, location and schedule.
2 Participate in negotiations	2.1 Agenda and purpose are agreed upon by all parties and guidelines are set and followed throughout
	2.2 **Negotiation** is conducted calmly and with a confident, **professional manner**.
	2.3 A range of **questioning techniques** is used to elicit information from the other party and gain understanding of their perspective and interests.
	2.4 Desired outcome of all parties is considered and efforts are made to strive for mutually beneficial solutions
	2.5 Proposal is made clearly and with supporting argument/discussion as to its merits.

		2.6 Proposals and arguments offered by the other party are considered, understanding is checked and viability discussed.
		2.7 **Active listening skills** are used to clarify and acknowledge. proposals and maintain trust.
		2.8 Concessions, where appropriate, are made and alternative proposals suggested.
		2.9 **Closing signals** are recognised, and effective communication skills used to make **closing statements** and summarise agreements or compromises made.
3	Document agreed outcomes	3.1 Areas for agreement are confirmed and recorded.
		3.2 Follow-up action is agreed upon by all parties
		3.3 Agreements are documented and distributed according to work procedures.
		3.4 Any commitments made are followed up promptly.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- research and participate in a miminum of two negotiations to achieve an agreed outcome.

Critical skills and essential knowledge

- Active listening skills and techniques
- Codes of practice and guidelines for the organization
- Communication skills (in particular active listening and verbal and listening)
- Decision making and conflict resolution strategies procedures
- Empathy
- Flexibility
- Interpersonal skills to develop rapport with other parties
- Negotiation skills
- Observation skills
- Organizations policy and procedures for negotiations
- Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation
- Questioning styles

Range statement

Prepare for negotiation may involve:

- Background information on other parties to the negotiation
- Clear understanding of desired outcome/s
- Good understanding of topic to be negotiated

Negotiation skills*:*

- Controlling tone of voice and body language
- Demonstrating flexibility and willingness to negotiate
- Distracting and changing focus
- Using calm, confident and assertive language
- Using clear presentation of options and consequences

- Using language and concepts appropriate to the people involved
- Using strategic questioning and listening to gather information and direct the focus of people involved

Professional manner includes the following traits and behaviours:

- Active listening
- Assertiveness
- Integrity
- Interpersonal skills
- Knowledgeable and factual
- Objectivity
- Respectful communication, verbal and non-verbal
- Respectful nonverbal communication

Questioning techniques may include:

- Direct
- Indirect
- Open-ended

Active listening skills*:*

- Attentive posture and eye contact
- Clarifying
- Encouraging
- Observing the speaker's behaviour and body language
- Paraphrasing
- Reflecting
- Responding
- Retaining/remembering key points
- Summarizing
- Using open questions

Closing signals may include

- Fading counter-arguments
- Negotiating positions converging
- Tired body language from the other party

Closing statements*:*

- I think we are basically agreed
- **Make 'closing' statements; for example**
  - 'That suggestion might work.'
  - What have we agreed so far?

The following resources must be provided:

- Room with facilities necessary for the negotiation process

The competency must be assessed through:

- Observation/demonstration and questioning
- Oral and written questioning
- Portfolio
- Third party report

Competency may be assessed individually in the actual workplace or a simulated workplace environment.

CC-B6 Solve problems related to work activities

Unit details	
Functional area B	**Core competencies B**
Unit title	**Solve problems related to work activities**
Unit code	**CC-B6**

Description

This unit of covers the knowledge, skills and attitudes required to apply **problem-solving techniques** to problems in the workplace.

Elements of competency	**Performance criteria**
1. Identify and examine problem	1.1 Variances from normal operation and products are identified through personal observation, reports of others or customer advice.
	1.2 The extent, causes and nature of a **problem** is defined through observation and investigation.
	1.3 Problem is clearly stated and specified.
2. Determine fundamental causes of the problem	2.1 Possible cause(s) are identified based on experience and the use of problem-solving tools/**analytical** techniques.
	2.2 Possible cause statements are developed based on findings.
	2.3 Fundamental causes are identified from results of investigation conducted.
3. Determine corrective action	3.1 All possible options for the resolution of a problem are considered, and the strengths and weaknesses of possible options evaluated.
	3.2 Corrective action is determined to remove a problem and possible future causes.
	3.3 Requirements for solving a problem are determined, identifying measurable objectives, resource needs and timelines.
4. Provide recommendations to supervisor	4.1 Report on recommendations is prepared.
	4.2 Recommendations are presented to appropriate personnel.
	4.3 Recommendations are followed-up, if required.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- apply investigation and problem solving skills and techniques to identified workplace problems.

Critical skills and essential knowledge

- Analytical and problem solving techniques
- Analytical skills
- Analytical skills to identify and investigate problems
- Basic problem solving techniques (strengths, weaknesses, opportunities and threats) analysis
- Communication skills to investigate, question and negotiate options for problem resolution
- Lateral thinking skills
- Meeting management techniques
- Problem solving skills to determine solutions and evaluate options
- Process, normal operating parameters, and product quality to recognize non-standard situations
- Tools/analytical techniques used for problem solving
- Workplace policies and procedures

Range statement

Problem solving techniques*:*

- 5 Why technique
- Accessing information on similar problems
- Brainstorming
- Cause and effect diagrams
- Gant chart, Pert CPM and graphs
- Hypothesis testing
- Intuitions/Logic
- Multi criteria matrix
- Pareto analysis
- Process logic/process requirements
- Root cause analysis
- SWOT (strengths, weaknesses, opportunities and threats) analysis

Problems may be identified in:

- Availability and failure
- Equipment selection
- Non-routine process and quality problems
- Safety and emergency situations and incidents
- Teamwork and work-allocation problems

Analytical skills:

- Identifying bargaining information
- Observing differences between content and process
- Options within organization and externally for resolving conflict
- Steps and strategies in negotiating process
- Strategies to manage conflict

The following resources must be provided:

- Access to suitable method of gathering evidence over a range of situations. A bank of scenarios/case studies/what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.

Competency must be assessed through:

- Case studies on solving problems in the workplace
- Observations
- Portfolio

- Third Party Report

Competency may be assessed individually in the actual workplace or a simulated workplace environment. It may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

CC-B7 Use relevant technology

Unit details	
Functional area B	**Core competencies B**
Unit title	**Use relevant technology**
Unit code	**CC-B7**

Description

This unit of competency describes the outcomes required to select, use and maintain a range of business technology devices.

Elements of competency	**Performance criteria**
1. Prepare to use business technology	1.1 Work tasks requiring business technology are identified and appropriate **technology device and software applications** selected to achieve the requirements of the task.
	1.2 Workspace, furniture and equipment are adjusted to suit user-ergonomic requirements.
	1.3 Technology is used according to workplace requirements and in a way that promotes a safe work environment.
2. Use business technology	2.1 Files and records are identified, opened, generated or amended according to task and the workplace procedures.
	2.2 **Input devices** are operated correctly, in line with workplace requirements.
	2.3 Data is saved appropriately, and **software applications** exited without damage to or loss of data.
	2.4 Manuals, training booklets and/or online help or help desks are used to overcome basic difficulties with applications or equipment.
3. Maintain business technology	3.1 Used **technology consumables** are identified and replaced, in accordance with manufacturer's instructions and disposed of in an environmentally aware manner.
	3.2 Routine maintenance is conducted or arranged to ensure equipment operates efficiently and effectively.
	3.3 Equipment faults are identified accurately, and action taken in accordance with manufacturers' instructions or reported to the supervisor.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge. The candidate must be able to:

- apply appropriate maintenance procedures to business technology; and
- operate a range of business equipment.

Critical skills

- Communication skills to identify lines of communication, to request advice, to clarify, to follow instructions, and to report equipment faults
- Literacy skills to identify work requirements and to process basic workplace documentation
- Problem-solving skills to solve routine problems related to business equipment and to determine appropriate fault repair actions
- Technology skills to use business equipment under direct supervision

Essential knowledge

- Basic technical terminology in relation to reading help-files and manuals
- Common equipment faults
- Correct shut-down procedures for a range of business equipment
- Functions of a range of business equipment
- Routine maintenance procedures
- Workplace IT procedures including back-up and virus protection procedures
- Workplace procedures, especially in regard to file-naming and storage conventions

Range statement

Technology device and software applications include:

- Binders
- Computer technology (laptop and personal computer)
- Digital camera
- Laminator and cutters
- Modem
- Photocopier
- Printer
- Scanner
- Shredder
- Zip drive

Input devices include:

- Keyboard
- Mouse
- Numerical key pad
- Scanner

Software applications include packages for:

- Accounting
- Database
- Email
- Internet
- Presentation
- Spreadsheet
- Word processing

Used **technology consumables** include:

- Backup tapes
- CD-ROMs
- Paper
- Printer heads
- Printer ribbons and cartridges
- Toner cartridges

The following resources must be provided:

- Access to appropriate technology, including office technology and computer and software as outlined above in the range statement, and procedures and operations manuals

The competency must be assessed through:

- Observation/demonstration and questioning
- Oral and written questioning
- Portfolio
- Third party report

Competency may be assessed individually in the actual workplace or a simulated workplace environment.

CC-B8 Train or mentor others on a one-to-one basis

Unit details	
Functional area B	**Core competencies B**
Unit title	**Train or mentor others on a one-to-one basis**
Unit code	**CC-B8**

Description

This unit describes the outcomes required to transfer knowledge and skills on a one-to-one basis at work, through mentoring or on the job training (OJT).

Elements of competency	**Performance criteria**
1. Develop a **mentoring or on the job training** plan	1.1 The purpose and goals for individual training or mentoring are identified and confirmed.
	1.2 The boundaries and expectations of the learning/mentoring relationship, including confidentiality, are determined.
	1.3 Suitable **processes** and **individual learning or mentoring techniques** are determined.
	1.4 Workplace support for learning/mentoring implementation is obtained, where relevant.
	1.5 An individualized learning plan is developed in consultation with the learner.
	1.6 An evaluation process is developed based on desired outcomes.
2. Facilitate mentoring and on the job training relationship	2.1 **Effective communication skills** are used to grow the relationship and develop learner's confidence and trust.
	2.2 Structured learning activities are developed to support new learning, build on strengths and identify areas for further development.
	2.3 **Leadership and motivational skills** are used to enable the learner to take responsibility for learning.
	2.4 Experiences and knowledge are shared with the learner, according to agreed objectives.
	2.5 Information and constructive guidance is provided to the learner to enhance engagement in the workplace.
	2.6 Regular meetings are scheduled to monitor the effectiveness of the learning/mentoring relationship.
	2.7 Changes to the training or mentoring approach are made in response to observed learner cues, when necessary to maintain momentum.
3. Monitor mentoring or on the job training relationship	3.1 Planning assistance and guidance is provided as requested by the learner to suit their requirements, including making adaptations for the learner’s **individual learning style**.

3.2 Feedback is provided to the learner on their progress towards achieving the expectations and goals of the process.

3.3 Closure of the mentoring arrangement is negotiated effectively once the objectives have been met.

3.4 Feedback is sought from the learner on the outcomes achieved and the value of the relationship.

3.5 Areas for self-improvement are identified through self-evaluation and reflection on own performance in managing the relationship.

3.6 Outcomes of the learning/mentoring relationship are documented as required by the workplace.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- facilitate at least three mentoring sessions; and
- prepare a mentoring or on the job training plan between the mentor and learner.

Critical skills

- A range of communication skills, including listening, questioning, and giving and receiving feedback
- Interpersonal skills to engage in relationship building, including building trust and maintaining confidentiality
- Oral communication and language skills to motivate learners
- Organisational skills to provide guidance and feedback to individuals
- Planning and time-management skills to mentor or train in a workplace

Essential knowledge

- Acceptable behaviour in the mentoring relationship
- Individual learning styles
- Mentoring and OJT methodologies and strategies
- Strategies for learning
- Workplace policies likely to impact on the provision of workplace mentoring

Range statement

Mentoring or on the job training may include:

- Long-term focus on personal growth and learning
- One person professionally assisting the career development of another
- Relationship, not just a procedure or activity
- Wide range of learning oriented to:
  - guidance in personal or career growth; and
  - support

Mentoring **processes** include:

- An integrated feature of the overall learning process
- Formal or informal processes
- Ongoing or one-off process
- Specific circumstance

Individual learning or mentoring techniques include:

- Coaching
- Matching with experienced workers or learners
- Mentoring
- Peer relationships
- Tutoring

Effective communication and interpersonal skills include:

- Accurately interpreting the verbal messages
- Assisting learner to paraphrase advice/instruction
- Building rapport with the learner
- Demonstrating a capacity to communicate clearly to facilitate the learning
- Providing clear and concrete options/advice
- Providing constructive and supportive feedback
- Using appropriate terminology and language of the industry/profession
- Using critical listening and questioning techniques
- Using effective verbal and body language

Need for mentoring may include:

- New or changed work procedures/work skills, technical skills, life skills, core skills or management skills
- New/changed job role
- Workplace/individual needs

Leadership and motivational skills include:

- Empowering the learner
- Inspiring the learner
- Maintaining focus
- Using effective communication to enable the learner to take responsibility for learning
- Visualising the learner's perspective

Individual's learning style include:

- Auditory
- Global/analytical
- Kinaesthetic
- Left/right brain
- Tactile
- Theoretical, activist, pragmatist or reflective
- Visual

The following resources must be provided:

- Access to appropriate tools, information, procedure, machines necessary for mentoring and OJT

The competency must be assessed through:

- Direct observation
- Oral interview
- Portfolio of examples of mentoring, OJT plans

Competency may be assessed individually in the workplace or simulation environment.

CC-B9 Apply environment principles and advocate awareness

Unit details	
Functional area B	**Core competencies B**
Unit title	**Apply environmental principles and advocate awareness**
Unit code	**CC-B9**

Description

This unit describes the outcomes required to apply and advocate environmental work practices in the workplace.

Elements of competency	**Performance criteria**
1. Work sustainably contribute to improved environmental work practices	1.1 Workplace environmental and resource efficiency issues that impact on own work is identified. 1.2 Suggestions are made to appropriate personnel for improvements in **workplace approaches to environmental protection**. 1.3 Environmental issues and their relationship to improved workplace practices are discussed in the workplace with colleagues and designated personnel.
2. Recognize and report potential environmental threats	2.1 **Signs or symptoms** of a **potential environmental threat** are recognized. 2.2 Potential or actual workplace environmental hazards and breaches of relevant procedure are reported to appropriate personnel. 2.3 Location and risk/extent of potential environmental threat is accurately recorded. 2.4 Reports on the potential environmental threat are completed according to organizational guidelines.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- contribute to improved environmental work practices; and
- recognize and reported on a potential environmental threat.

Critical skills and essential knowledge

- Environmental and resource hazards/risks
- Environmental or sustainability workplace regulations applicable to own work role
- General work place practices and their potential impact on the environment
- Good practice approaches relevant to work area particularly in regard to minimising environment hazards and risks, and improving environmental performance
- Keep simple records
- Potential environmental threats and problems relevant to a given region and occupation
- Recognise basic environmental hazards and threats

- Relevant environmental and resource efficiency systems and procedures
- Relevant legislation from all levels of government on environmental issues
- Reporting channels and procedures
- Sustainability principles and measures in the workplace
- Understanding of effective work practices

Range statement

Workplace approaches to environmental protection may include:

- Composting
- Environmental hazard identification and risk analysis
- Habitat protection
- Improving workplace maintenance practices (e.g., using a broom instead of a hose, using environment-friendly cleaning agents)
- Methods of reducing noise pollution
- Preventing and minimising the production of pollution (e.g., discharges to air, land and water, hazardous waste)
- Recycling materials
- Reduce soil disturbance
- Reducing 'burning off''
- Signs and labels (e.g., chemical labels)
- Waste minimisation and management

Signs or symptoms may include:

- Changes in plant (e.g., dieback of trees) and animal health
- Damage caused to plants, animals or the environment
- Erosion of soils
- Observation of the presence of weeds
- Pest animals or chemicals
- Presence of salt
- Soils in water suspension

Potential environmental threat may include:

- Accidents and disposal of waste, and damage or disruption to ecosystems resulting from work practice
- Damage to habitat resources, disruption of animal behaviour and territorial use, illegal vegetation clearance, seed collection, firewood gathering, nest disturbance and egg collecting
- Fire risks and threats, and inappropriate human interaction on the environment
- Plants, animals or diseases that are classified as an environmental threat or problem in an area
- Poisons and gases
- Spills, leaks, pollution, planned and unplanned emissions, soil compaction, disturbance and erosion
- Unauthorised changes in land use

The following resources must be provided:

- Case studies/scenarios relating to environmental protection
- Legislation, policies, procedures, protocols and local ordinances relating to environmental protection

Competency must be assessed through:

- Interview/third party reports
- Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)
- Simulations
- Written/ oral Examination

Competency may be assessed individually in the actual workplace or simulation environment.

Functional area C – Core competencies C

CC-C1 Utilize special communication and conflict management skills

Unit details	
Functional area C	**Core competencies C**
Unit title	**Utilise special communication and conflict management skills**
Unit code	**CC-C1**

Description

This unit describes the outcomes required to use specialized communication and conflict management skills to meet needs of clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

Elements of competency	**Performance criteria**
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met.
	1.2 Different approaches are used to meet communication needs of clients and colleagues.
	1.3 Conflict is identified promptly and in a timely way and in a manner that does not compromise the standing of the organization.
2. Contribute to the development of communication strategies	1.4 **Strategies** for internal and external dissemination of information are developed, promoted, implemented and reviewed as required.
	1.5 Consultation with stakeholders occurs in development of strategies.
	1.6 Channels of communication are established and reviewed regularly.
	1.7 Coaching in effective communication is provided.
	1.8 Work-related network and relationships are developed and maintained.
	1.9 Negotiation and conflict resolution strategies are used where required.
	1.10 Communication with clients and colleagues is appropriate to individual needs and organizational objectives.
3. Contribute to the development of communication strategies	3.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required.
	3.2 Consultation with stakeholders occurs in development of strategies.
	3.3 Channels of communication are established and reviewed regularly.

	3.4 Coaching in effective communication is provided.
	3.5 Work-related network and relationships are developed and maintained.
	3.6 Negotiation and conflict resolution strategies are used where required.
	3.7 Communication with clients and colleagues is appropriate to individual needs and organizational objectives.
4. Facilitate group discussion	4.1 Mechanisms which enhance **effective group interaction** is defined and implemented.
	4.2 Strategies which encourage all group members to participate are used routinely.
	4.3 Objectives and agenda for meetings and discussions are routinely set and followed.
	4.4 Relevant information is provided to group to facilitate outcomes.
	4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties.
	4.6 Specific communication needs of individuals are identified and addressed.
5. Conduct **interview**	5.1 A range of appropriate communication strategies and **interview techniques** are employed in conducting interviews.
	5.2 Records of interviews are made and maintained in accordance with organizational procedures.
	5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- adopt relevant communication techniques and strategies to meet clients, peers or team particular needs and difficulties;
- conduct interviews and meetings;
- demonstrate effective communication skills with clients accessing service and work colleagues; and
- manage conflicts.

Critical skills and essential knowledge

- Communication process
- Communication skills relevant to client groups
- Dynamics of groups and different styles of group leadership
- Establishing empathy
- Full range of communication techniques including: active listening, feedback, interpretation, role boundaries setting
- Meeting management techniques
- Negotiation
- Presentation tools and software

- Stress management

Range statement

Strategies:

- Providing written drafts
- Recognizing own limitations
- Utilizing techniques and aids
- Verbal and nonverbal communication

Effective group interaction

- Expressing an individual perspective
- Expressing own philosophy, ideology and background and exploring impact with relevance to communication
- Identifying and evaluating what is occurring within an interaction in a nonjudgmental way
- Making decisions about appropriate words and behaviour
- Putting together responses which are culturally appropriate
- Using active listening
- Using conflict resolution techniques

Relevant information affecting the team group could include:

- Agreements and contracts
- Efficiency indicators.
- Organisation and department plans
- Workplace policies, procedures and protocol

Interview types may include:

- Confidential
- Disclosure
- Evidential
- Nondisclosure
- Related to staff issues
- Routine

Interview techniques may include:

- Develop action plans
- Diffuse potentially difficult situations
- Elicit facts and information
- Establish rapport
- Facilitate resolution of issues.

The following resources must be provided:

- Documents, issues, problems as source of communication and conflict resolution.

Competency must be assessed through:

- Direct observation
- Oral interview
- Portfolio

Competency may be assessed individually in the actual workplace or simulation environment.

CC-C2 Develop teams and individuals

Unit details	
Functional area C	**Core competencies C**
Unit title	**Develop teams and individuals**
Unit code	**CC-C2**

Description

This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements of competency	**Performance criteria**
1. Monitor and evaluate workplace learning	1.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.
	1.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programmes and the extent of additional support.
	1.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.
	1.4 Records and reports of competency are maintained within organizational requirement.
2. Develop team commitment and cooperation	2.1 Open communication processes are used to obtain and share information is used by team.
	2.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities.
	2.3 Mutual concern and camaraderie are developed in the team.
3. Plan learning and development in the team	3.1 **Learning and development** needs are systematically identified in line with **organizational requirements** based on **feedback on performance** and self-evaluation.
	3.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented.
	3.3 Individuals are encouraged to self -valuate performance and identify areas for improvement.
4. Select suitable learning method	4.1 Learning and development programme goals and objectives are identified to match the specific knowledge and skills requirements of competency standards.
	4.2 **Learning delivery methods** are appropriate to the learning goals, the learning style of participants and availability of equipment and resources.
	4.3 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.

5. Facilitate accomplishment of organizational goals	5.1 Team members actively participated in team activities and communication processes. 5.2 Team members developed individual and joint responsibility for their actions. 5.3 Collaborative efforts are sustained to attain organizational goals.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- accessed and designated learning opportunities;
- facilitated participation of individuals in the work of the team;
- gave and received feedback constructively;
- identified and implemented learning opportunities for others;
- negotiated learning plans to improve the effectiveness of learning; and
- prepared learning plans to match skill needs.

Critical skills and essential knowledge

- Ability to relate to people from a range of social, cultural, physical and mental backgrounds
- Career paths and competency standards in the industry
- Coaching and mentoring principles
- Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
- Facilitation skills to conduct small group training sessions
- Methods and techniques for eliciting and interpreting feedback
- Methods for identifying and prioritizing personal development opportunities and options
- Planning skills to organize required resources and equipment to meet learning needs
- Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
- Team development and improvement

Range statement

Learning and development needs:

- Career planning/development
- Coaching, mentoring and/or supervision
- Formal/informal learning programme
- Internal/external training provision
- Performance appraisals
- Personal study
- Recognition of prior learning
- Work experience/exchange/opportunities
- Workplace skills assessment

Organizational requirements:

- Business and performance plans
- Confidentiality and security requirements
- Ethical standards
- Goals, objectives, plans, systems and processes
- Legal and organizational policy/guidelines and requirements

- Quality and continuous improvement processes and standards
- Quality assurance and/or procedures manuals
- Safety policies, procedures and programmes.

Feedback on performance:

- Formal/informal performance appraisals
- Obtaining feedback from clients
- Obtaining feedback from supervisors and colleagues
- Personal and reflective behaviour strategies
- Routine and organizational methods for monitoring service delivery

Learning delivery methods:

- Conference and seminar attendance
- Formal course participation
- Involvement in professional networks
- On the job coaching or mentoring
- Presentation/demonstration
- Problem solving
- Work experience

The following resources must be provided:

- Available learning methods in the company
- Information on the company goals, objectives cascaded to the individual levels
- Performance appraisal of the team.

The competency must be assessed through:

- Case studies and scenarios
- Observation of simulation and or role play
- Observation of work activities of the individual member in relation to the work activities of the group
- Portfolio (examples of learning plans)

Competency may be assessed individually in the actual workplace or simulation environment.

CC-C3 Apply problem solving techniques in the workplace using critical thinking

Unit Details	
Functional area C	**Core competencies C**
Unit title	**Apply problem solving techniques in the workplace using critical thinking**
Unit code	**CC-C3**

Description

This competency covers the knowledge, skills and attitudes required to apply the process of problem solving for problems beyond those associated directly with the process unit.

Elements of competency	**Performance criteria**
1. Analyze the problem	1.1 Issues/concerns are evaluated based on data gathered.
	1.2 Possible causes of problem are identified within the area of **responsibility** as based on experience and the use of problem solving tools/analytical techniques.
	1.3 Possible cause statements are developed based on findings.
	1.4 Analogies are used to support reasoning.
	1.5 Cause and effects are identified based on the criteria or information provided to support reasoning.
2. Identify possible solutions	2.1 All possible options are considered for resolution of the problem in accordance with safety and operating procedures.
	2.2 Strengths and weaknesses of possible options are considered.
	2.3 Corrective action is determined to resolve the problem and its possible future causes.
	2.4 Past experience is analyzed.
	2.5 Samples are provided to support generalization.
	2.6 Simulations are implemented as needed.
3. Recommend solution to higher management	3.1 Report/**communication** or documentation are prepared.
	3.2 Recommendations are presented to appropriate personnel.
	3.3 Recommendations are followed-up, if required.
4. Implement solution	4.1 Measurable objectives are identified.
	4.2 Resource needs are identified.
	4.3 Timelines are identified in accordance with plan.
5. Evaluate/monitor results and outcome	5.1 Processes and improvements are identified based on evaluative assessment of problem.
	5.2 Recommendations are prepared and submitted to superiors.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- analyze the problem and its cause with a critical thinking approach;
- identify possible solutions and scenarios;
- implement solutions;
- make reasoning based on facts, constructive arguments, analogies;
- outcomes evaluated/monitored; and
- recommend solutions to higher management.

Critical skills and essential knowledge

- Analytical skills
- Broad knowledge of diagnostic tools
- Broad knowledge of the client business domain
- Broad understanding of organizational systems and functions
- Communication according to the type of audience
- Critical thinking
- Decision making within a limited range of options
- General customer service skills
- Logical reasoning
- Meeting management
- Planning
- Problem solving tools: cause/effect, pare to, multicriteria matrix etc.
- Questioning and active listening employed to clarify general information
- Teamwork in reference to personal responsibility
- Time management and planning

Ranges statement

Area of responsibility:

- Problem solution processes
- Roles and technical responsibilities
- Work environment

Analytic skills:

- Identifying bargaining information
- Observing differences between content and process
- Options within organization and externally for resolving conflict
- Steps and strategies in negotiating process
- Strategies to manage conflict

Occupational Health and **Safety**:

- As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.

Communication:

- Critical thinking
- Oral communication and meeting management
- Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.

Documentation and tools used:

- Audit trails
- Naming standards
- Problem solving tools
- Version control

The following resources must be provided:

- Real cases, data as needed for cause analysis

The competency must be assessed through:

- Checking various stages of operation and at the completion of the activity against performance criteria and specifications
- Interview
- Observation of applications
- Portfolio

Competency may be assessed individually in the actual workplace or simulated environment.

CC-C4 Plan and organize work

Unit details	
Functional area C	**Core competencies C**
Unit title	**Plan and organise work**
Unit code	**CC-C4**

Description

This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

Elements of competency	**Performance criteria**
1. Set objectives and plan work activities	1.1 Work **objectives** are identified in consultation with supervisor and consistent with organizational aims.
	1.2 Work activities are determined, consistent with, and linked to objectives and broken down into steps in accordance with set time frames.
	1.3 Work activity priorities and deadlines are established in consultation with others, as appropriate, optimizing the use of time and resources.
	1.4 Own and team responsibilities and levels of authority are identified to ensure understanding of roles.
	1.5 Feedback mechanisms, key dates and performance indicators are agreed to for monitoring and evaluation purposes
	1.6 Resource implications of the work activities are assessed and allocated or requested as appropriate consistent with workplace procedures.
2. Plan and schedule work activities	2.1 **Schedule of work activities** is coordinated with personnel concerned.
	2.2 Work is conducted within established workplace policies and the business goals of the workplace.
	2.3 Work tasks are scheduled.
3. Implement work plans	3.1 **Work methods and practices** are identified in consultation with personnel concerned.
	3.2 Work plans are implemented in accordance with set time frames, resources and standards.
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives.
	4.2 Work performance is monitored.
	4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.
	4.4 Reporting requirements are complied with in accordance with recommended format.

	4.5 Files are established and maintained in accordance with standard operating procedures.
5. Review and evaluate work plans and activities	5.1 **Work plans**, strategies and implementation are reviewed based on accurate, relevant and current information.
	5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.
	5.3 Feedback is sought and used to identify and develop ways to improve competence within available opportunities.
	5.4 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.
	5.5 **Performance appraisal** is conducted in accordance with organization rules and regulations.
	5.6 Performance appraisal report is prepared and documented regularly as per organization requirements.
	5.7 Recommendations are prepared and presented to **appropriate personnel/authorities**.
	5.8 Feedback mechanisms are implemented in line with organization policies.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to demonstrate they have:

- implemented work plans;
- monitored work activities;
- planned and scheduled work activities;
- reviewed and evaluated work plans and activities; and
- set objectives.

Critical skills and essential knowledge

- Communication skills: sharing information, listening and understanding, negotiation, facilitation and team collaboration
- Conducting team meetings
- Coordinating
- Leading
- Motivation skills
- Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities
- Organizations policies, strategic plans, guidelines related to the role of the work unit
- Organizing
- Planning
- Presentation skills
- Team work and consultation strategies

Range statement

Objectives:

- Budget
- Equipment and technology
- General

- Personnel
- Resources
- Services
- Sources for accessing specialist advice
- Specific
- Supplies and materials

Schedule of work activities:

- Contractual
- Daily
- Regular: confidential, disclosure, non-disclosure
- Work-based

Work methods and practices:

- Industry regulations and codes of practice
- Legislated regulations and codes of practice
- Occupational health and safety practices

Work plans:

- Daily work plans
- Management strategies and objectives
- Organization strategic and restructuring plans
- Performance targets
- Programme plans
- Project plans
- Resource plans
- Skills development plans
- Standards

Performance management and appraisal systems:

- Client contracts
- Discipline procedures
- Employment contracts
- Internal and external accountability and auditing requirements
- Internal quality assurance
- Safety standards
- Training regulation standards
- Workplace assessment guidelines

Appropriate personnel/authorities:

- Feedback mechanisms from various sources like clients, colleagues, supervisors
- Formal feedback
- Group discussion
- Informal feedback
- Line staff
- Management
- Questionnaire
- Survey
- Verbal feedback

The following resources must be provided:

- Drawings, sketches or blueprint
- Materials relevant to the proposed activities
- Tools, equipment and facilities appropriate to the proposed activities
- Work plan schedules

The competency must be assessed through:

- Direct observation/questioning
- Portfolio
- Practical exercises on planning and scheduling work activities
- Third party report (collection of competency evidence)

Competency may be assessed individually in the actual workplace or simulated environment.

CC-C5 Manage own performance and workload

Unit details	
Functional area C	**Core competencies C**
Unit title	**Manage own performance and workload**
Unit code	**CC-C5**

Description

This unit of competency describes the outcomes required to identify own goals; review own performance; seek **opportunities** to maintain own effectiveness and to manage change and disruptions to work schedules and requirements.

Elements of competency	**Performance criteria**
1. Plan and implement work priorities	1.1 Work role, expectations and standards are clarified and agreed according to employer policy and procedures.
	1.2 Priorities and deadlines are established in consultation with others, as appropriate, to achieve personal, team and workplace goals.
	1.3 Work objectives and **tasks** are identified and scheduled for completion according to order of priority and within deadlines, optimizing the use of time and resources.
	1.4 Own and team responsibilities and levels of authority are identified to ensure understanding of roles and expectations.
	1.5 Work priorities are amended where change or contingency is encountered, in consultation with supervisor and team members.
	1.6 Documentation related to job planning and organization is completed, in accordance with the workplace requirements.
2. Review and improve own work	2.1 Work is conducted within established workplace policies and the business goals of the workplace.
	2.2 Basic work records, tasks and commitments are maintained effectively.
	2.3 Ethical and inclusive practices are applied in professional practice and in accordance with existing organizational policies and guidelines
	2.4 Work is regularly checked against specifications, deadlines and quality standards.
	2.5 Problems or below standard work are identified, investigated and rectified or reported.
	2.6 Downtime and bottlenecks are identified and strategies are put in place to address these, in conjunction with other team members.

	2.7	Own performance is continually monitored against agreed **performance standards** (productivity, quality) and deadlines and areas for improvement identified.
	2.8	Feedback from clients, colleagues and supervisors is used to improve competence.
	2.9	Opportunities for learning and development are identified and used to address identified skills gaps.
3. Report progress	3.1	Advice and guidance is sought from supervisor when necessary to achieve or maintain agreed standards.
	3.2	Supervisor is kept informed, formally and informally, of work progress, including any delays or problems and achievements.
	3.3	Work delays and quality issues are examined for causes, and recommendations made to supervisor where appropriate.
4. Maintain client relationships	4.1	Internal or external client expectations for reliability, punctuality and appearance are adhered to.
	4.2	Possible causes of client/customer dissatisfaction are identified, dealt with and recorded according to employer policy.
	4.3	Internal and external clients are fully informed in a timely manner on actions to be done and progress, according to agreed reporting procedures.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- assess verbal or written work plan through observation and discussion of site and employer requirements;
- communicate effectively with others in the range of situations required for the job role;
- confirm and interpret work specifications;
- demonstrate capacity to complete task within specified time frame ;
- effectively apply time management and planning techniques;
- establish and apply required quality procedures and required work steps;
- evaluate and develop strategies to improve own work performance;
- identify and deal with problems arising in own work;
- maintain clear and positive relations with internal and external customers;
- maintain quality of own performance following work steps and quality criteria; and
- prioritize tasks and completed as per assignment.

Critical skills

- Assertiveness (communication)
- Ability to plan and sequence tasks and activities
- Capacity to plan and prioritize workloads and requirements
- Employer policy on performance management
- Ethical and inclusive practices
- Indicators of appropriate performance for each area of responsibility
- Make decisions within own responsibility and accountability
- Manage time effectively
- Quality criteria

- Review own strengths, weaknesses and level of competence and identify areas for improvement
- Seek and accept constructive feedback on own performance
- Site and assignment requirements
- Stress management techniques
- Time and task management skills

- Use communication skills in dealing with customers and team members
- Workplace policies and procedures

Range statement

Opportunities for undertaking personal skill-development activities include:

- Career planning/development
- Coaching
- External training programmes
- Formal and informal training provision
- Mentoring and/or supervision
- Performance appraisals
- Personal study
- Work experience or exchange opportunities
- Workplace skills assessment or job rotation

Tasks:

- Assignment instructions
- Duty statements
- May be: daily tasks, weekly tasks, regularly or irregularly occurring tasks
- Policy documents
- Self-assessment
- Verbal instructions by senior officer.

Performance Standards:

- Assignment instructions
- Personal planning
- Procedures established in policy documents
- Quality manual and work instruction procedures
- Reports from customers.

The following resources must be provided:

- Access to a relevant venue, equipment and materials
- Assignment instructions, organization chart, policies
- Logbooks
- Operational manuals and makers'/customers' instructions (if relevant)
- Personal planner and assessment record book.

Competency must be assessed through:

- Demonstration with questioning
- Observation with questioning
- Portfolio
- Written test/examination

Competency may be assessed individually in the actual workplace or simulated environment.

CC-C6 Promote environmental management and safeguard environmental assets

Unit details	
Functional area C	**Core competencies C**
Unit title	**Promote environmental management and safeguard environmental assets**
Unit code	**CC-C6**

Description

This unit covers the knowledge, skills and attitudes required in promoting environmental protection principles, strategies and-guidelines.

Elements of competency	**Performance criteria**
1. Study guidelines for environmental concerns.	1.1 Environmental **legislations/conventions** and local ordinances are identified according to the different **environmental aspects/impact**.
	1.2 **Industrial standard/environmental practices** are described according to the different environmental concerns.
2. Implement or participate in specific environmental programmes	2.1 Programmes/activities are identified according to organizations policies and guidelines.
	2.2 Individual roles/responsibilities are determined and performed based on the activities identified.
	2.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines.
	2.4 Stakeholders are consulted based on company guidelines.
3. Monitor activities on environmental protection /programmes	3.1 Activities are **periodically** monitored and evaluated according to the objectives of the environmental programme.
	3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the programme based on consultations.
	3.3 Data gathered are analyzed based on evaluation requirements.
	3.4 Recommendations for policy/procedure change/development are submitted based on the findings.
	3.5 Management support systems are set/established to sustain and enhance the programme.
	3.6 Environmental incidents are monitored and reported to concerned/proper authorities.
4. Keep up to date with technologies that contribute to resource efficiency/ environmental management	4.1 Information on new technologies used for energy and environment conservation are available and shared.
	4.2 Proposals on the use of new technologies are submitted

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns;
- described industrial standard environmental practices according to the different environmental issues/concerns;
- implemented and monitored environmental practices on a periodic basis as per company guidelines;
- monitored and reported to proper authorities any environmental incidents;
- recommended solutions for the improvement of the programme;
- resolved problems/constraints encountered for implementation of environmental actions based on management standard procedures; and
- showed motivation and knowledge on new technologies used for environment conservation.

Critical skills and essential knowledge

- 5S of good housekeeping
- Communicating effectively
- Community needs and expectations
- Concept of Corporate Social Responsibility (CSR)
- Eco-map to analyze the present situation
- Energy and water conservation techniques
- Environmental code of practice
- Environmental issues/concerns
- Environmental planning/management
- Environment-friendly/environmental advocates
- Features of an environmental management strategy
- Implementation of 3Rs – Reduce, Reuse and Recycle
- International Environmental Protocols (Montreal, Kyoto)
- ISO 14000 regulations for company
- Performing research and analysis and calculation
- Project management skills (depending on the kind of project)
- Reading/interpreting data, information and monitoring
- Resource availability
- Sanitary code
- Understanding on the **technology used for environment** protection
- Waste minimization hierarchy

Range statement

Legislations/Conventions

- Clean Air Act
- Clean Water Act
- Kyoto Protocol
- Montreal Protocol
- Solid Waste Management

Environmental aspects/impacts

- Air pollution
- Coral reef/marine life protection
- Deforestation/denudation
- Flood control
- Noise pollution

- Radiation/nuclear/radio frequency/microwaves
- Situation
- Soil erosion (e.g. quarrying, mining, etc.)
- Solid waste
- Water pollution

Industrial standards/environmental practices

- Clean-up activities
- Company environmental management systems (EMS)
- CSR activities
- ECC standards
- Energy and water conservation programmes
- Environmental advocacy programmes
- ISO standards
- Laboratory and analytical test
- Monitoring and evaluation

Periodic hourly, daily, weekly, monthly, quarterly, yearly programmes/activities:

- Repair and maintenance of equipment
- Treatment and disposal operations
- Waste disposal (on-site and off-site)

Technology for environment conservation**:**

- Electricity production techniques
- Heat energy
- Other environment friendly resources
- Solar energy
- Wind energy

The following resources must be provided:

- Case studies/scenarios/past experience relating to environmental protection
- Legislation, policies, procedures, protocols and local ordinances relating to environmental protection

Competency must be assessed through:

- Interview/third party reports
- Portfolio
- Written/oral examination

Competency may be assessed individually in the actual workplace or simulated environment.

CC-C7 Assess and manage workplace health and safety

Unit details	
Functional area C	**Core competencies C**
Unit title	**Assess and manage workplace health and safety**
Unit code	**CC-C7**

Description

This unit describes the outcomes required to assess, manage and monitor workplace health and safety of **workgroup** or team, including issues of workplace harassment.

Elements of competency	**Performance criteria**
1. Conduct safety assessment	1.1 **Safety hazards in the workplace** are identified, including potential psychological hazards arising from **workplace harassment**.
	1.2 Assess **likelihood** of risks occurring.
	1.3 **Impact or consequence** if risks occur is assessed.
	1.4 Key **risks** are evaluated and prioritized for treatment.
	1.5 Communication with work and team members occurs in identifying hazards and risks and developing strategies to control them.
	1.6 Consistent safety messages are provided to others, through words, written documents and modeling correct safety behaviour.
2. Develop and implement action plan	2.1 Most appropriate options for treating safety hazards is determined, using the **hierarchy of risk controls** as a guide.
	2.2 An **action plan** is developed for addressing key safety risks, in consultation with team and supervisor.
	2.3 Action plan is implemented and monitored.

Evidence guide

To demonstrate competency in this unit the candidate must meet performance criteria and skills and knowledge requirements. The candidate must be able to:

- define workplace harassment and its potential consequences;
- develop a safety action plan for addressing one key workplace risk;
- identify workplace safety risks;
- model behaviours consistent with workplace safety; and
- monitor adherence to workplace safety by team members.

Critical skills and essential knowledge

- Hazard and risk identification
- Hierarchy of risk control
- Legislation, codes of practice and national standards relating to workplace safety organisational policies and procedures relating to workplace safety
- Risk assessment strategies
- **Risks of workplace harassment**
- Workplace policies and procedures in relation to team meetings, communication, reporting and responsibilities

Range statement

Work group may include:

- Other members of the organisation
- Peers/work colleagues/team members
- Supervisor or manager

Safety hazards in the workplace may be:

- Biological e.g. medical swabs, diseased plants or animals, spread of infection
- Chemical e.g. use of pesticides, herbicides, gases
- Ergonomic e.g. manual lifting techniques, office equipment
- Physical e.g. fire risks, water and electricity, trip hazards, machinery, equipment, noise
- Psychological e.g. workplace harassment.

Workplace harassment may include:

- Compelling the person to perform tasks that are inferior to his/her competencies that demean or belittle him/her, setting the person up for failure, name calling in private or in front of others
- Discrediting the person by spreading malicious gossip or rumours, ridiculing them, calling into question their convictions or private life
- Isolating the person by no longer talking to him or her, denying or ignoring their presence, distancing him or her from others
- Making fun of the person's beliefs, values, political and/or religious choices, and mocking his or her weak points
- Making gestures that seek to intimidate
- Making rude, degrading or offensive remarks
- Preventing a person from expressing themselves by threatening, constantly interrupting, ridiculing, or prohibiting the person from speaking to others
- Shouting abuse at the person
- Unwanted sexual advances which may or may not be accompanied by threats or explicit or implicit promises

Likelihood or probability of risks occurring are rated as being either:

- Likely
- Possible
- Rare
- Unlikely
- Very likely

Impact or consequence may refer to significance of outcomes if the risk occurs such as:

- Disastrous
- Minimal impact
- Moderate impact

- Severe

Risks of workplace harassment may include:

- Absenteeism and high staff turnover
- Communication problems and breakdowns
- Failure to meet work goals
- Financial loss
- Loss of productivity
- Poor team and workplace morale
- Stress and illness

Hierarchy of risk controls is as follows:

- **Eliminate** the hazard altogether (for example – get rid of the dangerous machine)
- **Isolate** the hazard from anyone who could be harmed (for example – keep the machine in a closed room and operate it remotely; barricade an unsafe area off)
- **Substitute** the hazard with a safer alternative (for example – replace the machine with a safer one)
- **Use administrative controls** to reduce the risk (for example – train workers how to use equipment safely; train workers about the risks of harassment; issue signage)
- **Use engineering controls** to reduce the risk (for example – attach guards to the machine to protect users)
- **Use personal protective equipment** (for example – wear gloves and goggles when using the machine)

Strategies for addressing a risk may include:

- Counselling or disciplining staff where safety issues are breached (eg discipline for perpetrators of harassment
- Developing policy/input to policy
- Induction procedures for new staff
- Information and fact sheets
- Inspections and safety audits
- Machinery/equipment/tools maintenance/replacement
- Procedures review and revision
- Signage; barricades
- Staff training

Action plans should include:

- Monitoring processes
- Time lines
- What actions are required
- Who is taking responsibility

The following resources must be provided:

- Job descriptions, policy, objectives of the company
- Materials relevant to the proposed activity or task

Competency must be assessed through:

- Case studies and scenarios as a basis for discussion of issues and strategies
- Direct observations of work activities of the individual member in relation to the work activities of the group
- Observation of simulation and/or role play involving the participation of individual member to the attainment of organisational goal

Competency assessment may occur in the workplace or any appropriately simulated environment, assessment shall be observed while task are being undertaken whether individually or in groups.

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Regional Model Competency Standards: Core competencies

The need to improve the quality and effectiveness of skills training systems remains a major challenge for many countries in the Asia-Pacific region.

National competency standards play an important role in skills development and recognition in the Asia-Pacific region, as they do in many other parts of the world. They are a guide to the range of skills and knowledge required for a whole industry. Competency standards can be flexibly combined into jobs and occupations. They are a common basis for training programmes, skills assessment and certification in many countries. The ILO has developed, in consultation with employers, governments and workers, Regional Model Competency Standard (RMCS) in identified priority areas in a simplified format. The RMCS will benefit those countries that are in the process of developing standards or reviewing existing national standards in the light of similar standards available in the region.

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