



Work cooperatively in a general administration environment

D1.HGE.CL7.13

D1.HGA.CL6.02

Assessor Manual



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**William
Angliss
Institute**

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for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Work_cooperatively_in_GA_environ_Final_20012014_kq.docx

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies

- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 “At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.
 These work projects are part of the formal assessment for the unit of competency titled X:
 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name
 - Enter Assessor name
 - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT		NOMINAL HOURS: 35
UNIT NUMBER: D1.HGE.CL7.13 D1.HGA.CL6.02		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to work cooperatively in a general administration environment in a range of settings within the labour divisions of the hotel industries		
ELEMENTS AND PERFORMANCE CRITERIA		UNIT VARIABLE AND ASSESSMENT GUIDE
<p>Element 1: Develop effective team relationships</p> <p>1.1 Develop and maintain relationships with <i>team members</i> and promote benefits of cooperative work consistent with <i>organisational goals and objectives</i></p> <p>1.2 Undertake <i>responsibilities</i> and assignments in a positive manner to promote effective relationships within the work group</p> <p>1.3 Conduct courteous and <i>appropriate communication</i> with others in a manner which reflects sensitivity to individual <i>social and cultural differences</i> in accordance with <i>organisational requirements</i></p> <p>1.4 Use <i>appropriate communication</i> techniques to relay information in a clear and concise manner</p> <p>1.5 Use <i>language and tone</i> appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved</p> <p>1.6 Recognise and discuss issues that may lead to, or involve <i>conflict</i> with team members, or refer to <i>appropriate persons</i></p> <p>1.7 Complete routine <i>workplace documentation</i> accurately in a timely manner</p>		<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to working cooperatively in a general administration environment within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production. <p><i>Team members</i> may include:</p> <ul style="list-style-type: none"> • Specific groups of employees assigned to complete designated tasks, or to work together • The organisation as a whole • Individual branches • Individual work sections.

Element 2: Participate in team assignments

- 2.1** Identify and meet individual responsibilities within the workgroup in accordance with organisational requirements
- 2.2** Assist team members to ensure efficient and safe completion of *assignment instructions* and work tasks in accordance with *legislative and organisational requirements*
- 2.3** *Communicate relevant information* to team members to efficiently complete tasks in accordance with assignment goals and objectives
- 2.4** Provide **appropriate assistance** to colleagues or seek as required to achieve work tasks within designated timeframes
- 2.5** Recognise and accommodate *cultural differences* within the team

Element 3: Contribute to team development

- 3.1** Meet both *internal customer* and *external customer* needs and expectations in accordance with *organisation standards, policies and procedures* and within acceptable time frames
- 3.2** Give encouragement and support to other team members to identify and organise *professional development opportunities*
- 3.3** Seek *formal feedback* and *informal feedback* on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes
- 3.4** Maintain personal work standards in a manner that supports the workgroup and organisational requirements
- 3.5** Make positive contributions to the planning process to improve work practices
- 3.6** Use *non-discriminatory attitudes and language* when interacting with customers, staff and management, consistently

Organisational goals and objectives may include:

- Reporting deadlines
- Budgetary targets
- Team participation
- Team and individual learning goals
- Professional development.

Responsibility may include:

- Obeying lawful orders
- Confidentiality and privacy requirements
- Safety and care with respect to occupational safety and health requirements
- Terms and conditions of own employment
- Responsibility of providing a safe environment, free from discrimination and sexual harassment.

Appropriate communication may be related to:

- Using active listening
- Using both open and closed questions
- Speaking clearly and concisely
- Using appropriate language and tone of voice
- Being attentive
- Maintaining eye contact in face-to face interactions
- Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation.

Social and cultural differences may be expressed in:

- Language
- Traditional practices and observations
- Beliefs, values, practices
- Food, diet
- Dress
- Religious and spiritual observances
- Social conventions
- Cultural stereotypes
- Conventions of gender/sexuality.

Organisational requirements may relate to:

- Legal and organisational policy and procedures, including personnel practices and guidelines
- Organisational goals, objectives, plans, systems and processes
- Legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Client service standards
- Defined resource parameters.

	<p><i>Language and tone</i> may be related to:</p> <ul style="list-style-type: none">• Using simple, concise language that can be easily understood by the audience• Using appropriate tone, i.e. not patronising, not too loud, not too soft, not yelling, not angry. <p><i>Conflict</i> may include:</p> <ul style="list-style-type: none">• Group conflict• Conflict with individuals• Conflict with co-workers. <p><i>Appropriate persons</i> may include:</p> <ul style="list-style-type: none">• Supervisors, managers• Colleagues• Human resource personnel• Members of the public• Clients. <p><i>Workplace documentation</i> may include:</p> <ul style="list-style-type: none">• Letters• Memos• Faxes• Emails• Invoices and purchase orders• Policies and procedures.
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	<p><i>Assignment instructions</i> may relate to:</p> <ul style="list-style-type: none">• Instructions from client, or supervisor, or management• Assignment objectives and timeframes• Work tasks and procedures• Resource and equipment requirements• Reporting and documentation requirements• Personal protective clothing and equipment requirements. <p><i>Legislative and organisational requirements</i> must relate to:</p> <ul style="list-style-type: none">• Relevant legislation which affects organisational operation such as:<ul style="list-style-type: none">▪ Occupational safety and health▪ Equal employment opportunity▪ Industrial relations▪ Anti-discrimination and diversity▪ Licensing arrangements▪ Trade practices▪ Privacy requirements▪ Confidentiality• Environmental issues• Quality assurance and certification requirements• Relevant industry codes of practice• Award and enterprise agreements. <p><i>Communicate relevant information</i> may include:</p> <ul style="list-style-type: none">• Clarifying the organisation's preferred task completion methods
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	<ul style="list-style-type: none">• Encouraging team members• Potential hazards or changing occupational safety and health (OSH) requirements• Acknowledging satisfactory performance• Acknowledging unsatisfactory performance. <p><i>Assistance</i> may involve:</p> <ul style="list-style-type: none">• Providing back-up support• Explaining, clarifying• Problem solving• Providing encouragement• Providing feedback to another team member• Undertaking extra tasks, if necessary. <p><i>Cultural differences</i> may include:</p> <ul style="list-style-type: none">• Forms of address• Levels of formality, or informality• Non-verbal behaviour• Work ethics• Personal grooming• Family obligations• Recognised holidays• Special needs• Preferences for personal interactions.
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Internal customer may include:

- Colleagues working in another department
- Team members
- Supervisor or managers.

External customer may include:

- Suppliers
- People who buy the goods and services the enterprise sells.

Organisation standards, policies and procedures may include:

- Complaints procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines.

Professional development opportunities may include:

- Coaching, mentoring and/or supervision
- Formal and/or informal learning programs
- Internal and/or external training provision
- Work experience and exchange opportunities
- Personal study
- Career planning and development
- Performance appraisals
- Workplace skills assessment
- Quality assurance assessments and recommendations.

	<p><i>Formal feedback</i> may include:</p> <ul style="list-style-type: none">• 360-degree assessment• Customer satisfaction surveys/forms• Team evaluations• Performance reviews/appraisals• Workplace assessment. <p><i>Informal feedback</i> may include:</p> <ul style="list-style-type: none">• Critical incident reviews• Impromptu questioning of customers to obtain view of products and/or service provided• Chance discussions with customers• Coaching and mentoring• Seeking the opinions of others• Comments from supervisors, colleagues or clients• Personal, reflective behaviour strategies. <p><i>Non-discriminatory attitudes and language</i> may include:</p> <ul style="list-style-type: none">• Language in relation to race and ethnicity• Not making assumptions about physical or intellectual abilities• The use of non-discriminatory language in relation to the portrayal of people with disabilities• Using non-sexist and gender inclusive language.
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Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to apply the principles of effective communication skills
- Ability to use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team
- Ability to identify the need(s) and concerns of others
- Knowledge of and ability to process a complaint or feedback in accordance with the enterprise's policies and procedures in regard to resolving complaints and conflict
- Ability to recommend appropriate action arising from a complaint or problem
- Ability to communicate effectively with a range of people relevant to position and role
- Ability to respond appropriately to both face-to-face and written requests.

Linkages To Other Units

- Manage and resolve conflict situations
- Perform clerical procedures
- Provide professional support to business colleagues
- Work in a socially diverse environment.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply active listening techniques

- Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team
- Demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes
- Demonstrated ability to interpret and comply with a range of legislative and procedural requirements relevant to security operations
- Demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to develop and improve future career options
- Demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration of working cooperatively in a general administration environment either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Assessment must include project or work activities that allow the candidate to respond to multiple and varying team situations relevant to work area, job role and area of responsibility.

	<p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p> <table border="1"> <thead> <tr> <th>Key Competencies</th> <th>Level</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Collecting, organising and analysing information</td> <td>0</td> <td>Obtain feedback on individual and team work performance</td> </tr> </tbody> </table>	Key Competencies	Level	Examples	Collecting, organising and analysing information	0	Obtain feedback on individual and team work performance
Key Competencies	Level	Examples					
Collecting, organising and analysing information	0	Obtain feedback on individual and team work performance					

	Communicating ideas and information	2	Use positive communication techniques to build interpersonal relationships
	Planning and organising activities	2	Identify the most appropriate way to respond to feedback
	Working with others and in teams	2	Respond to internal and external customer requests
	Using mathematical ideas and techniques	0	
	Solving problems	2	Apply conflict resolution and communication skills to resolve conflict and/or misunderstandings
	Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Work cooperatively in a general administration environment D1.HGE.CL7.13 D1.HGA.CL6.02
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Describe how you can develop and maintain relationships with team members.	<input type="checkbox"/>	<input type="checkbox"/>
2. How can you identify responsibilities and assignments of individual persons within a team?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How can you provide courteous and appropriate communication taking into considerations social and cultural differences?	<input type="checkbox"/>	<input type="checkbox"/>
4. What types of communication techniques can be used to relay information?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you need to consider when using language and tone appropriate to a particular audience?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. How can you recognise and discuss issues that can lead to conflict within teams?	<input type="checkbox"/>	<input type="checkbox"/>
7. What are examples of routine workplace documentation that a staff member would complete as part of their duties?	<input type="checkbox"/>	<input type="checkbox"/>
8. What are different individual responsibilities and tasks for two positions within a hotel environment?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. How can a manager assist team members to ensure efficient and safe completion of assignment instructions and work tasks?	<input type="checkbox"/>	<input type="checkbox"/>
10. What are different types of information a manager may communicate with team members to ensure they can efficiently complete tasks?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are examples of appropriate assistance that can be given to colleagues to help them achieve work tasks within designated timeframes?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. How can you recognise and accommodate cultural differences within the team?	<input type="checkbox"/>	<input type="checkbox"/>
13. Identify examples of both internal customer and external customer needs and how you can meet these?	<input type="checkbox"/>	<input type="checkbox"/>
14. What are different types of professional development opportunities that can be provided to team members?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How can you seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors?	<input type="checkbox"/>	<input type="checkbox"/>
16. What are some examples of personal work standards that you may have?	<input type="checkbox"/>	<input type="checkbox"/>
17. How can you encourage staff to make positive contributions to the planning process to improve work practices?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What are examples of how you can use non-discriminatory attitudes and language when interacting with customers, staff and management?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

**Work cooperatively in a general administration environment –
D1.HGE.CL7.13 D1.HGA.CL6.02**

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are characteristics of teams?

2. What are examples of different types of teams?

3. What are advantages of workgroups?

4. Why is a 'position description' so important in teams? What is included in a position description?

5. What are examples of different social and cultural differences?

6. What are some techniques when using verbal and non-verbal communication in a diverse environment?

7. What are the benefits of effective listening?

8. What is the difference between 'open' and 'closed' questions?

9. What is the difference between language and tone?

10. How can you improve communication to people you do not speak your language, so they can understand?

11. What are causes of conflict in the workplace?

12. What are types of written documentation prepared in a workplace?

13. Why is it important to involve team members when identifying team objectives and roles for each person?

14. What are ways to identify individual roles, responsibilities and tasks?

15. What are examples of assignment instructions that influence a staff member's role?

16. What are different methods of encouragement supervisors and team members can give each other when working?

17. What are examples of information that is commonly communicated from supervisors and between work colleagues?

18. What are different avenues in which to communicate information?

19. What are different types of support?

20. How can you accommodate cultural differences in the work environment?

21. What is the difference between an 'internal' and 'external' customer?

22. What are examples of 'external' customer needs?

23. What is the difference between 'staff training' and 'staff development'?

24. What are types of professional development opportunities?

25. What are formal ways of getting feedback?

26. What are informal ways of getting feedback?

27. Why is it important for staff to have personal work standards?

28. What are examples of personal work standards?

29. What is the purpose of planning?

30. What are some tips to remember when interacting with customers and colleagues of a different cultural or social background?

Answers to Written Questions

Work cooperatively in a general administration environment – D1.HGE.CL7.13 D1.HGA.CL6.02

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What are characteristics of teams?

A team is often characterised through:

- Having a common goal
- Work interdependently with each other
- Independent job functions
- Enjoy working together
- Accountability
- Empowerment
- Understand the importance of teams.

2. What are examples of different types of teams?

- The organisation as a whole
- Individual branches / properties
- Individual work sections
- Specific groups of employees assigned to complete designated tasks, or to work together.

3. What are advantages of workgroups?

- They are quick to get up and running
- New members can slot in quickly and with little disruption
- They are relatively easy to control
- Most people have the interpersonal skills required for workgroup interactions and do not require specific or further training
- Outputs and behaviours are relatively predictable and making it easier to plan.

4. Why is a 'position description' so important in teams? What is included in a position description?

The use of position descriptions are very important in any team as they identify what each team member is responsible for or to undertake.

Generally, a 'good' position description will include:

- A confirmation of the details in a contract, such as position title and commencement date
- The purpose of the position and relationships with a group
- Information that describes how the position is performed successfully (KPIs)
- A signed acceptance of the position.

5. What are examples of different social and cultural differences?

- The way they live
- Language
- Traditional practices and observations
- Values and principles
- Educational background
- Sporting interests
- Food and beverage tastes
- Lifestyle background
- Place of birth
- Styles of communication
- Dress code
- Religious or spiritual beliefs
- Cultural stereotypes
- Conventions of gender, sexuality and marriage.

6. What are some techniques when using verbal and non-verbal communication in a diverse environment?

- Identify the country and culture
- Take time to plan what to say and how to say it
- Be mindful of your body language
- Avoid industry and establishment jargon
- Avoid local expressions
- Avoid complex statements
- Give the person your full attention
- Use alternative communication strategies to support the verbal communication
- Be alert to feedback from the other person.

7. What are the benefits of effective listening?

- Encourages others to fully transmit their message by indicating our interest and concern
- Increases the likelihood that the receiver is in possession of all the relevant facts before proceeding
- Improves the quality of relationships
- Assists in problem resolution
- Enhances the chance of a proper understanding between people
- Reduces many problems and conflicts found in the workplace
- Improves staff morale
- Raises workplace productivity.

8. What is the difference between 'open' and 'closed' questions?

- Closed questions are asked in such a way as to elicit only a 'Yes' or 'No' answer. They are suitable to clarify information
- Open questions are used to probe the talker for more information and encourage them to supply further detail.

9. What is the difference between language and tone?

- Language refers to the choice of words that are communicated with another
- Tone is how it is said.

10. How can you improve communication to people you do not speak your language, so they can understand?

- Use simple, concise language that can be easily understood by the audience
- Speak slower to overseas people
- Avoid the use of industry jargon, local terms and expressions
- Try to learn some basic phrases in other languages
- Provide written information in a variety of languages. Where deemed necessary, many establishments provide a range of service information including maps, price lists, facilities and menus etc in different languages to assist in this regard
- Many places also employ multi- or bi-lingual staff to help.

11. What are causes of conflict in the workplace?

- Pressure of work
- Lack of, or bad communication which may cause misunderstandings
- Prejudices –issues of ethnicity, gender, body shape and age
- Ineffective working systems – where the internal operations of the venue cause the problem
- Difference in opinions –we are all entitled to different views
- Difference in beliefs – it would be a pretty boring world if we all believed in the same thing!
- Misunderstanding – can be caused by barriers to communication, not listening properly, putting a different interpretation on a word/phrase than what was intended
- Team member not pulling their weight – staff not contributing 100% to a team effort.

12. What are types of written documentation prepared in a workplace?

- Letters
- Memos
- Faxes
- Emails
- Invoices and purchase orders
- Policies and procedures.

13. Why is it important to involve team members when identifying team objectives and roles for each person?

When identifying the individual roles and responsibilities, it is essential that not only do team members understand what they are required to do, but also accept it and are willing to take ownership for their role.

When individual team members are involved in coming to a decision about what is to be done, and how it is to be done, they will have a greater commitment to making it happen than if they had simply been ordered to do it.

14. What are ways to identify individual roles, responsibilities and tasks?

- Organisational hierarchies
- Contract
- Job Description
- Standard Operating Procedures (SOP)
- Policies
- Procedures
- Daily Task Sheets
- Direct requests
- Observation.

- 15. What are examples of assignment instructions that influence a staff member's role?**
- Instructions from client, or supervisor, or management
 - Assignment objectives and timeframes
 - Work tasks and procedures
 - Resource and equipment requirements
 - Reporting and documentation requirements
 - Personal protective clothing and equipment requirements.
- 16. What are different methods of encouragement supervisors and team members can give each other when working?**
- Show genuine interest
 - Appreciate their efforts
 - Know the power of encouragement
 - Understand what encourages you and others
 - Appreciate the value in others
 - Share encouraging and positive thoughts
 - Think of the end in mind
 - 'No pain, no gain'
 - You are in this together
 - Tell them how they have encouraged you.
- 17. What are examples of information that is commonly communicated from supervisors and between work colleagues?**
- Clarifying the organisation's preferred task completion methods
 - Potential hazards or changing Occupational Safety and Health (OSH) requirements
 - Discussing concerns.
- 18. What are different avenues in which to communicate information?**
- Conduct staff briefing sessions
 - Conduct staff debriefing sessions
 - Holding regular team meetings
 - Have discussions.

19. What are different types of support?

- Physical support – skill sets and actual physical help whether it be lifting, carrying, pushing or pulling
- Intellectual support – frameworks, documents, files, knowledge and advice
- Financial support – money needed to be able to undertake an activity
- Infrastructural support – physical items including buildings, equipment, furnishing, fittings and fixtures
- Resources support – food, beverages, uniforms, stationary and other supplies
- Mentoring – advice and guidance.

20. How can you accommodate cultural differences in the work environment?

- Creating a climate of tolerance within the department – that will help cushion any misunderstandings that may actually occur
- Implementing team building exercises – to foster and extend trust and understanding
- Providing training and education – to help make all staff more culturally aware. Cultural awareness training is a common topic in many businesses that employ people from a diversity of cultures, or where the enterprise deals with customers from a variety of cultures
- Providing mediation and counselling – to assist in retrieving situations where misunderstanding occurs or conflict already exists.

21. What is the difference between an ‘internal’ and ‘external’ customer?

- An ‘internal’ customer is anyone who is associated with the provision of services to customers
- An ‘external’ customer is anyone who receives the products and services provided by the organisation.

22. What are examples of ‘external’ customer needs?

- Value for money
- ‘Offering’ reflecting what was advertised
- Expectations met / exceeded
- To feel respected
- To feel welcomed
- To be served by friendly staff
- To be dealt with in a prompt and courteous manner
- To receive assistance when necessary
- To be in comfortable, clean surroundings
- To feel remembered and recognised
- To be heard and understood.

23. What is the difference between 'staff training' and 'staff development'?

Staff training will be applied to address a need that has some immediacy to it. For example, staff training relates to up-skilling staff who need to know how to do work that is part of their everyday workplace role.

By contrast, staff development has more of a future orientation and relates to skills and knowledge the staff.

24. What are types of professional development opportunities?

- Internal training and professional development
- External training and professional development
- Coaching
- Mentoring
- Supervision
- Formal and/or informal learning programs
- Work experience and exchange opportunities
- Personal study
- Career planning and development
- Performance appraisals
- Workplace skills assessment
- Quality assurance assessments and recommendations
- Change in job responsibilities
- Opportunity for greater autonomy or responsibility
- Formal promotion
- Chance to perform in a higher position in a caretaker mode whilst the incumbent is away
- Becoming a mentor for someone
- Leading a training session for another department or group of new staff
- Being sent to a conference or similar as the establishment's representative.

25. What are formal ways of getting feedback?

- Customer comment cards
- General Manager cocktail parties
- Interviews and follow up calls
- Meetings
- Performance reviews
- 360-degree assessment
- Team evaluations
- Workplace assessment.

26. What are informal ways of getting feedback?

- General discussion
- Observations
- Critical incident reviews
- Impromptu questioning of customers to obtain view of products and/or service provided
- Coaching and mentoring
- Personal, reflective behaviour strategies.

27. Why is it important for staff to have personal work standards?

They should have personal pride in their work and produce an outcome that they feel is of value and worth.

28. What are examples of personal work standards?

- Have a strong work ethic
- Undertake all their responsibilities, roles and tasks
- Work to the best of their ability
- Work in a professional manner
- Maintain professional and hygienic grooming and deportment standards
- Work in compliance with all organisational, legal and safety obligations
- Strive to learn and improve
- Be helpful, sensitive and supportive
- Be flexible in their approach.

29. What is the purpose of planning?

- Reduces the negative impact of change
- Minimises repetition and waste
- Reduces levels of uncertainty
- Focuses on specific targets and directs employee effort toward outcomes
- Enables all decisions to be rationalised according to the plan
- Sets standards of performance to enable evaluation and control.

30. What are some tips to remember when interacting with customers and colleagues of a different cultural or social background?

- Be aware of the potential problems and difficulties
- Accept that people from different parts of the world will interpret things differently
- Realise that differences between people are not indicative of superior or inferior status
- Endeavour to find out about the culture and communications of the countries of your guests
- Be alert to the need for you to clarify what has been said
- Do not approach dealings with people from overseas with an attitude that it is up to them to learn your language
- Make sure you do not allow preconceptions or national stereotypes to influence your attitude to guests
- Don't assume that overseas guests will like or dislike the same things that you or your friends do.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Work cooperatively in a general administration environment – D1.HGE.CL7.13 D1.HGA.CL6.02
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Develop effective team relationships b) Participate in team assignments c) Contribute to team development 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Develop effective team relationships		
Develop and maintain relationships with team members and promote benefits of cooperative work consistent with organisational goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>
Undertake responsibilities and assignments in a positive manner to promote effective relationships within the work group	<input type="checkbox"/>	<input type="checkbox"/>
Conduct courteous and appropriate communication with others in a manner which reflects sensitivity to individual social and cultural differences in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate communication techniques to relay information in a clear and concise manner	<input type="checkbox"/>	<input type="checkbox"/>
Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved	<input type="checkbox"/>	<input type="checkbox"/>
Recognise and discuss issues that may lead to, or involve conflict with team members, or refer to appropriate persons	<input type="checkbox"/>	<input type="checkbox"/>
Complete routine workplace documentation accurately in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Participate in team assignments		
Identify and meet individual responsibilities within the workgroup in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
Assist team members to ensure efficient and safe completion of assignment instructions and work tasks in accordance with legislative and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
Communicate relevant information to team members to efficiently complete tasks in accordance with assignment goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>
Provide appropriate assistance to colleagues or seek as required to achieve work tasks within designated timeframes	<input type="checkbox"/>	<input type="checkbox"/>
Recognise and accommodate cultural differences within the team	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Contribute to team development		
Meet both internal customer and external customer needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames	<input type="checkbox"/>	<input type="checkbox"/>
Give encouragement and support to other team members to identify and organise professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>
Seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Maintain personal work standards in a manner that supports the workgroup and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>
Make positive contributions to the planning process to improve work practices	<input type="checkbox"/>	<input type="checkbox"/>
Use non-discriminatory attitudes and language when interacting with customers, staff and management, consistently	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Work cooperatively in a general administration environment D1.HGE.CL7.13 D1.HGA.CL6.02		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Element 1: Develop effective team relationships			
Develop and maintain relationships with team members and promote benefits of cooperative work consistent with organisational goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertake responsibilities and assignments in a positive manner to promote effective relationships within the work group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct courteous and appropriate communication with others in a manner which reflects sensitivity to individual social and cultural differences in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use appropriate communication techniques to relay information in a clear and concise manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise and discuss issues that may lead to, or involve conflict with team members, or refer to appropriate persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete routine workplace documentation accurately in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Participate in team assignments			
Identify and meet individual responsibilities within the workgroup in accordance with organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist team members to ensure efficient and safe completion of assignment instructions and work tasks in accordance with legislative and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate relevant information to team members to efficiently complete tasks in accordance with assignment goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide appropriate assistance to colleagues or seek as required to achieve work tasks within designated timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise and accommodate cultural differences within the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Contribute to team development			
Meet both internal customer and external customer needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give encouragement and support to other team members to identify and organise professional development opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain personal work standards in a manner that supports the workgroup and organisational requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make positive contributions to the planning process to improve work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use non-discriminatory attitudes and language when interacting with customers, staff and management, consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency Recording Sheet

Name of Student			
Name of Assessor/s			
Unit of Competency	Work cooperatively in a general administration environment	D1.HGE.CL7.13	D1.HGA.CL6.02
Date assessment commenced			
Date assessment finalised			
Assessment decision	Pass Competent / Not Yet Competent (Circle one)		
Follow up action required (Insert additional work and assessment required to achieve competency)			
Comments/observations by assessor/s			

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Develop effective team relationships						
Develop and maintain relationships with team members and promote benefits of cooperative work consistent with organisational goals and objectives						
Undertake responsibilities and assignments in a positive manner to promote effective relationships within the work group						
Conduct courteous and appropriate communication with others in a manner which reflects sensitivity to individual social and cultural differences in accordance with organisational requirements						
Use appropriate communication techniques to relay information in a clear and concise manner						
Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved						
Recognise and discuss issues that may lead to, or involve conflict with team members, or refer to appropriate persons						
Complete routine workplace documentation accurately in a timely manner						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Participate in team assignments						
Identify and meet individual responsibilities within the workgroup in accordance with organisational requirements						
Assist team members to ensure efficient and safe completion of assignment instructions and work tasks in accordance with legislative and organisational requirements						
Communicate relevant information to team members to efficiently complete tasks in accordance with assignment goals and objectives						
Provide appropriate assistance to colleagues or seek as required to achieve work tasks within designated timeframes						
Recognise and accommodate cultural differences within the team						
Element 3: Contribute to team development						
Meet both internal customer and external customer needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Give encouragement and support to other team members to identify and organise professional development opportunities						
Seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes						
Maintain personal work standards in a manner that supports the workgroup and organisational requirements						
Make positive contributions to the planning process to improve work practices						
Use non-discriminatory attitudes and language when interacting with customers, staff and management, consistently						
Candidate signature:			Date:			
Assessor signature:			Date:			

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