



Candidate Resource and Assessment

BSBWOR203A

Work Effectively with Others



Whether as an individual, or as part of a group, real progress depends on entering whole-heartedly into the process and being motivated to make you a more deeply satisfied human being.

Focusing on your training needs



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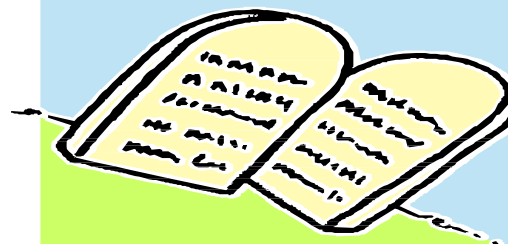
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"You're either part of the solution or part of the problem".

Eldridge Cleaver

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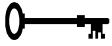
SAMPLE

Focus on

Your Area of Influence

Use considered risk taking in your 'grey' area

And others will follow you!

Legend	This course is divided into several sections of learning. Each section begins with the title of the element of the unit being taught, a quotation and a graphic related to content across the top of the page.
	This symbol indicates the beginning of new content. The bold title matches the content of the competency and they will help you to find the section to reference for your assessment activities.
	Activity: Whenever you see this symbol, there is an activity to carry out which has been designed to help reinforce the learning about the topic and take some action.
	This symbol is used at the end of a section to indicate the summary key points of the previous section.

Qualification Pathways



A goal without a plan is just a wish.

Antoine de Saint-Exupery

Qualification Pathways

This unit of competency is provided to meet the requirements of BSB07 Business Services Training Package although can be used in a range of different qualifications. The BSB07 Business Services Training Package does not state how a qualification is to be achieved. Rather, Registered Training Organisations are required to use the qualification rules to ensure the needs of the learner and business customer are met. This is to be achieved through the development of effective learning programs delivered in an order which meets the stated needs of nominated candidates and business customers.

Qualification Rules

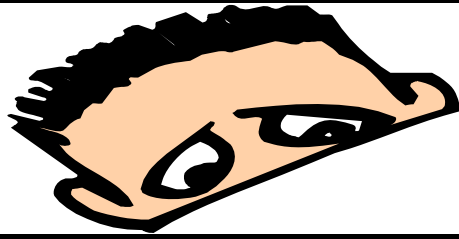
Qualification requirements include core and elective units. The unit mix is determined by specific unit of competency requirements which are stated in the qualification description. Registered Training Organisations then work with learners and business customers to select elective units relevant to the work outcome, local industry requirements and the qualification level.

All vocational education qualifications must lead to a work outcome. BSB07 Business Services Training Package qualifications allows for Registered Training Organisations (RTOs) to vary programmes to meet:

- Specific needs of a business or group of businesses.
- Skill needs of a locality or a particular industry application of business skills.
- Maximum employability of a group of students or an individual.

When packaging a qualification elective units are to be selected from an equivalent level qualification unless otherwise stated.

Introduction



"If learning comes through experience, it follows that the more one participates in guided experiences, the more one learns. Therefore venturing into uncharted waters - and experiencing the failures that may occur - is an important part of organisational learning."

Gould, DiBella, Nevis

Introduction

This unit of competency is all about working effectively with others. It covers the skills and knowledge required to work in a group environment such as promoting team commitment, cooperation and support for team members. It will help you with the skills you need to demonstrate competency for the unit *BSBCM204A Work effectively with others*. This is one of the units that make up the Certificates in Business.

This manual is broken up into three distinct sections. These are:

1. **Develop effective workplace relationships** – First we will examine processes involved with establishing positive relationships with your workmates, and how this can make your working life more effective.
2. **Contribute to workgroup activities** – Then, you will learn how to make a positive contribution to your workgroup, and how to assist in improving its effectiveness.
3. **Deal effectively with issues, problems and conflict** – Here we will examine constructive methods for dealing with conflict.

At the conclusion of this training you will be asked to complete an assessment pack for this unit of competency. The information contained in this manual will assist you to complete this task.

On conclusion of this unit of competency you will have demonstrated skills and knowledge necessary to develop effective workplace relationships and contribute to workgroup activities.

SAMPLE

BSBWOR203/01
Develop Effective Workplace Relationships



"Things work out best for the people who make the best out of the way things work out."

Anonymous



Identify own responsibilities and duties in relation to workgroup members and undertake activities in a manner that promotes cooperation and good relationships

Take time and resource constraints into account in fulfilling work requirements of self and others

Undertaking Your Work Positively

As an employee you spend most of your day working with and interacting with others. You may work independently or as part of formal or informal teams. It can be said that an essential skill for every employee, manager and supervisor to have, is the ability to work well with others. In this section, we will be examining how you can create positive workplace relationships with others in your workplace.

Excellent interpersonal skills are a prerequisite for building and maintaining positive working relationships. They are a prerequisite also, for successfully performing key management functions and achieving organisational goals.



Being positive in the workplace helps build good working relationships

You may be accustomed to doing things on your own, but sometimes ‘two heads are better than one.’ Considering the ideas of co-workers, even if they are different from yours, leads to creative and effective approaches to solving problems and getting work done.

Employers appreciate employees who get along with people at all levels; therefore, they seek employees who have good interpersonal skills, such as communication, problem solving, and teamwork abilities. Interpersonal skills enable you to work with others harmoniously and efficiently.

This also applies at the managerial or supervisory level. All managers must perform the key management functions of planning, organising, staffing, leading and controlling. The development of productive relationships with colleagues is what is required of managers under the leading and staffing functions. Working well with others involves understanding and appreciating individual differences. It also means using those differences to your best advantage.

Accepting Responsibilities

Accepting responsibilities that go along with your career can help you to advance in your profession. The responsibilities you will be facing at work consist of:

- Responsibilities that come with the job,
- Responsibilities that you voluntarily assume, and
- Responsibilities that arise from a situation.

Usual Work Responsibilities

Your everyday work responsibilities should be clearly described to you upon being hired. These responsibilities will vary from career to career; however, overall they consist of tasks that get work completed and objectives met for the employer.

Your entry-level position may cover a wide range of duties, so if you are asked to perform a duty that is not in your job description, check with a mentor or friend. It is better to refuse to do the work than to repeatedly perform poorly or to complete a task that is someone else’s responsibility.

- If you are not sure how a duty should be performed, always ask for clarification,
- If you make an error, take ownership for the error; it is a sign of growth and maturity, and
- If someone corrects your error, you should show appreciation and not feel threatened.

Additional Responsibilities

Accepting additional responsibilities can be done voluntarily or involuntarily. In most realistic work situations, you will be asked to accept responsibilities that are not included in your job description. Handling these requests in a positive and assertive manner can lead to greater career success.

By taking on additional responsibilities, you can:

- Learn new skills,
- Improve your chances for advancement,
- Make a positive contribution to the department and company,
- Assist a co-worker, and
- Help meet deadlines.

New skills and additional responsibilities can always be added to your résumé, thus making you more employable.

Building Positive Working Relationships

Building relationships through honesty, openness and effective communications are essential in helping to build trust and overcome personal barriers. The development of mutually beneficial relationships can be achieved and maintained through careful management.

Productive working relationships are reliant on good communications and the ability to work with and get along with others. Sometimes, however, good relationships get strained and working together becomes difficult.

Working relationships can get strained by a number of things. For example:

- Difficulties in separating the 'personal' from the 'professional' worlds;
- Personal situations impacting on people's professional world – and vice versa;
- Someone being promoted – one of the troops becomes troop leader;
- Individuals spreading gossip and rumours about colleagues; and
- Individuals having a lack of trust or respect in colleagues.

It is important then, that all staff has good processes to enable both work related and personal matters to be discussed.

Let's now look at some general tips of working well with others. We will be going into more detail on some of these later in this resource.

Tips for Building Positive Workplace Relationships
Be positive about yourself.
Focus on people's good points. No one is perfect, but almost everyone has at least a few worthwhile qualities.
Be friendly, supportive and cooperative. Develop a reputation for being an easy person to work with.
Be genuinely interested in discussions and give the listeners or speakers your undivided attention. Allow the person who is speaking to finish before you respond. This courtesy on your part will always be viewed positively.
Make sure you understand what has been said to avoid misunderstandings. Paraphrasing or expressing what was said in other words helps to confirm that what was said is understood. Assuming you know the intention of the speaker can sometimes create problems.
Give feedback or suggestions for change in private in an impartial, constructive manner.
Be complimentary to others when they deserve it; be sincere but don't 'gush'. Everyone likes to be valued.
Plan what you want to say before you speak. That way, you will avoid saying something you might regret later.
Be considerate of others. Always show respect for the feelings, thoughts and opinions of others.

Avoid making statements which put people on the defensive; use 'I' statements to describe how you feel or how you are affected by a certain situation. For example, instead of saying "You make me angry..." say "I am concerned about....".

Be proud of your accomplishments without bragging. Don't be shy about telling others that you're pleased with a completed task.

Be a responsible member of the team. Those who pitch in and help when others are swamped with work are always appreciated.

Make the best of any situation. Even the bleakest situation can have a positive side.

Become conscious of how you are communicating non-verbally with others (your body language). People show their reactions through facial expressions, posture and mannerisms. Communication problems arise when what you say does not agree with how you visually act or react. In fact, the majority of communication is done without words.

Seek assistance when needed. People often don't mind explaining or demonstrating tasks when it's obvious you've tried to complete them yourself.

Allow everyone in a meeting the chance to discuss matters or offer suggestions. Even if you disagree with an idea, don't shoot it down immediately. Nothing stifles input, enthusiasm and creativity faster than being negative. People appreciate having their ideas considered, and will feel more committed to the outcome.

Recognise that each person has a unique personality; and try to work with that.

Avoid discussing personal matters (yours or others) if you don't want that information repeated.

Communicate in a relaxed, patient and pleasant manner. People respond more positively to calm discussion than to anger, sarcasm, commands or hysteria. There will be times in every job or relationship when you feel as if your world has turned upside down and disaster is about to strike. Work at keeping your cool. If you give the impression that all is under control, you're much more likely to bring things back on track.

Be straight-forward in what you want to say. Talking around a topic or being ambiguous can create confusion and uncertainty.

Resourcing

Unfortunately, modern businesses operate under resource constraints. We do not have unlimited resources that allow us to do whatever work we want. For this reason, it is important that you understand the constraints that you operate under and look for ways to ensure that you work within any constraints that you are working under. Constraints may include:

- Time
- Money
- Staff
- Tools
- Technology

Whenever you are working on tasks that you have been assigned, whether you are in a team or working as an individual, you need to be sure that you understand the resources that you have been assigned and work only within those resources.



Encourage, acknowledge and act upon constructive feedback provided by others in the workgroup

Feedback is a type of communication that we give or get. Sometimes, feedback is called 'criticism,' but this seriously limits its meaning. Feedback is a way to let people know how effective they are in what they are trying to accomplish, or how they affect you. It provides a way for people to learn how they affect the world around them, and it helps us to become more effective. If we know how other people see us, we can overcome problems in how we communicate and interact with them. Of course, there are two sides to feedback: giving it, and receiving it.

Getting Feedback

Some people experience feedback as pure criticism and don't want to hear it. Others see it as emotionally crushing; a confirmation of their worthlessness. Still others only want to hear praise, but nothing that might suggest imperfection.

That's not the case for everyone, of course. Some people are willing to accept feedback and seek it out, even if it is sometimes disturbing, because they believe they can grow from it.

It comes down to whether you believe feedback will harm you or benefit you. This is not to say that we should always have to accept feedback or the manner in which it is sometimes given. We all have the right to refuse feedback, and we can expect feedback to be given in a respectful and supportive manner.

But for every positive and open way of accepting feedback, there's an opposite; a negative and closed manner which pushes feedback away and keeps it at bay.

Negative, Closed Ways of Receiving Feedback
Defensive: Defends personal actions, frequently objects to feedback given.
Attacking: Verbally attacks the feedback giver, and turns the table.
Denies: Refutes the accuracy or fairness of the feedback.
Disrespectful: Devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.
Closed: Ignores the feedback, listening blankly without interest.
Inactive listening: Makes no attempt to 'hear' or understand the meaning of the feedback.
Patronising: Listens, but shows little interest.
Superficial: Listens and agrees, but gives the impression that the feedback will have little actual effect.

Positive Open Style of Receiving Feedback
Open: Listens without frequent interruption or objections.
Responsive: Willing to hear what's being said without turning the table.
Accepting: Accepts the feedback, without denial.
Respectful: Recognises the value of what is being said and the speaker's right to say it.
Engaged: Interacts appropriately with the speaker, asking for clarification when needed.
Active listening: Listens carefully and tries to understand the meaning of the feedback.
Thoughtful: Tries to understand the personal behaviour that has led to the feedback.
Interested: Is genuinely interested in getting feedback.
Sincere: Genuinely wants to make personal changes if appropriate.

Giving Feedback

The other end of feedback is giving it. Some people deliver feedback with relish; after all, it's easier to give advice than take it. Some use feedback as a weapon, or offer it as tit-for-tat. For others, feedback is a great way to be critical.

How you deliver feedback is as important as how you accept it, because it can be experienced in a very negative way. To be effective you must be tuned in, sensitive, and honest when giving feedback. Just as there are positive and negative approaches to accepting feedback, so too are there ineffective and effective ways to give it.

Ineffective Negative Feedback
Attacking: Hard hitting and aggressive, focusing on the weaknesses of the other person.
Indirect: Feedback is vague and issues hinted at rather than addressed directly.
Insensitive: Little concern for the needs of the other person.
Disrespectful: Feedback is demeaning, bordering on insulting.
Judgmental: Feedback is evaluative, judging personality rather than behaviour.
General: Aimed at broad issues which cannot be easily defined.
Poor timing: Given long after the prompting event, or at the worst possible time.
Impulsive: Given thoughtlessly, with little regard for the consequences.
Selfish: Feedback meets the giver's needs, rather than the needs of the other person.

Effective Positive Feedback
Supportive: Delivered in a non-threatening and encouraging manner.
Direct: The focus of the feedback is clearly stated.
Sensitive: Delivered with sensitivity to the needs of the other person.
Considerate: Feedback is intended to not insult or demean.
Descriptive: Focuses on behaviour that can be changed, rather than personality.
Specific: Feedback is focused on specific behaviours or events.
Healthy timing: Given as close to the prompting event as possible and at an opportune time.
Thoughtful: Well considered rather than impulsive.
Helpful: Feedback is intended to be of value to the other person.

There are a number of ways to provide opportunities for feedback. **Formal meetings** can be held with the team to discuss work related matters. These meetings may be particularly effective if they:

- Are well planned.
- Are held regularly.
- Involve all team members.
- Have a formal agenda.
- Start and finish on time.
- Record decisions.
- Are effectively chaired.
- Have meeting rules.
- Encourage everyone's active participation and contribution.

Another forum for discussing work related matters is through **one-on-one, face-to-face meetings**, between the manager and staff member. **One-on-one meetings** can be helped by:

- Starting and finishing on time.
- Identifying and clarifying the issues to be discussed, at the beginning.
- Keeping focused on the issues at hand.
- Checking for shared understandings of what has been discussed and agreed to.
- Being free of interruptions or distractions.
- Being held in a pleasant environment.
- Maintaining confidentiality.

A final forum is the **open door approach**, whereby a manager makes it known to their staff that their door is always open. For this approach to be successful, the manager needs to be:

- Approachable.
- Well organised (so that meetings can be arranged, if the pop-in time doesn't suit).
- Interested in people.
- Skilled in verbal and non-verbal communications.

The difficulty with feedback is that it focuses on the past, on what has already occurred – not on the infinite variety of things that can be in the future. As such, feedback can be limited and static, as opposed to expansive and dynamic.

It is believed that feedback in performance discussions is critical and negative. Managers need to take care to be positive in their feedback and constructive in their criticism.

Try 'Feedforward'

Another approach to feedback is 'feedforward'. 'Feedforward' aims to help people be more right than wrong and asks people to identify the behaviours they would like to change. Asking for 'feedforward' means asking for suggestions for the future that might help them achieve a positive change in their selected behaviour.

Exchanging information and advice and seeking information, advice and guidance from and with managers, is an everyday occurrence in most organisations. Sharing information or advice requires good communication skills and an openness and willingness to assist and support colleagues or peers with their work.

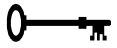
It also requires, from every person involved in the exchange, awareness that no one person has all the wisdom, knowledge and experience in an area. Rather, it requires an understanding that everyone has something to offer, in different ways, in different areas and to different levels and degrees.



Activity Two

Briefly describe the most effective way of giving feedback.

Handwritten text area with horizontal lines for writing. A large, diagonal watermark reading "SAMPLE" is overlaid across the page.



Key Points Section 1

- An essential skill for every employee, manager and supervisor to have, is the ability to work well with others. Excellent interpersonal skills are a prerequisite for building and maintaining positive working relationships.
- Accepting responsibilities that go along with your career can help you to advance in your profession.
- Building relationships through honesty, openness and effective communications are essential in helping to build trust and overcome personal barriers.
- Feedback is a way to let people know how effective they are in what they are trying to accomplish, or how they affect you.
- Organisational cultures unite an organisation's staff.

SAMPLE



Section 1 - 'True' or 'False' Quiz



T	F	Interpersonal skills assist in building positive relationships.
---	---	---



T	F	Getting along with other staff is generally not appreciated by managers as a useful quality.
---	---	--



T	F	The only responsibilities you face at work are those that come as a part of your job.
---	---	---



T	F	Your everyday work responsibilities should be clearly described to you upon being hired.
---	---	--



T	F	Working relationships are not impacted by personal situations impacting on people's professional world.
---	---	---



T	F	People respond more positively to calm discussion than to anger, sarcasm, commands or hysteria.
---	---	---



T	F	Refuting the accuracy or fairness is a negative response to receiving feedback.
---	---	---



T	F	One possible forum for discussing work related matters is through one-on-one, face-to-face meetings.
---	---	--



T	F	'Feedforward' aims to help people to identify the behaviours they would like to keep the same.
---	---	--



T	F	When discussing personal issues you should try to establish rapport with the other party.
---	---	---