



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Respond appropriately to routine workplace problems and issues		
	<p>Note: A mapping exercise conducted by the developer(s) of this unit of competency has confirmed comparability to unit of competency <i>FSKLRG009 Use strategies to respond to routine workplace problems in the Australia Training Package</i></p>		
TQF Level:	3	Credits:	9 credits
		Version:	1
National standard code:	NS074-03		
Associated qualification (and code):	National Certificate in Work-Readiness and Employability Skills Level 3		
Approval date:	TBC		Review date: TBC
Purpose:	<p>This unit describes the skills and knowledge required to identify and clarify routine problems commonly encountered in workplaces and plan strategies to respond to them. An individual performing these tasks works independently and uses familiar and team support resources as needed.</p> <p>All personnel at all levels require problem solving skills for the workplace. It is recommended by industry that personnel develop the ability and confidence to evaluate problems that arise and to employ appropriate techniques to generate solutions.</p> <p>In successfully completing this unit, candidates will be able to:</p> <ol style="list-style-type: none"> 1. Identify routine and predictable workplace problems and issues which may occur in the workplace <p><i>[Range workplace problems and issues include but not limited to: interpersonal conflict, work environment and behavioural issues (such as gossip, bullying, harassment, discrimination), communication problems, performance issues, job design or job fit, work not completed to required standard, employees do not follow directions</i></p>		

	<p><i>or perform tasks as required, absenteeism, lateness, regular sick days, payroll errors, and Work Health and Safety (WHS) issues.]</i></p> <ol style="list-style-type: none"> 2. Gather and evaluate necessary information required to address routine workplace problems 3. Identify internal and external factors that contribute to workplace problems 4. Use a structured approach to identify solution-generating techniques 5. Implement appropriate solutions to problems 6. Evaluate lessons learnt and develop trouble shooting techniques
Learning Outcome 1 (LO1)	Identify a range of routine problems and issues that occur in the workplace
Performance standards	<ol style="list-style-type: none"> 1.1 Differentiate between <i>workplace problems</i> and <i>workplace issues</i>; 1.2 Describe a range of issues and predictable and routine problems that occur in the workplace; 1.3 Explain why those issues described in 1.2 above are important to employees and the workplace; 1.4 Explain why those problems described in 1.2 above are considered workplace problems; 1.5 Describe the optimal or desired outcomes for the workplace problems identified in 1.1 above;
Learning Outcome 2 (LO2)	Investigate processes for resolving routine workplace problems
Performance Standards	<ol style="list-style-type: none"> 2.1 Select and define routine workplace problems to apply resolution strategies; 2.2 Identify relevant organizational policies and procedures in relation to workplace problems and issues; 2.3 Identify own role and role of others in resolving routine workplace problems and issues; 2.4 Gather the necessary information, including both internal and external factors, that contribute to selected workplace problems and issues; 2.5 Assess potential barriers that may hinder or obstruct problem solving processes; 2.6 Separate fact from opinion, and relevant components from the irrelevant of the problem to identify why the problem/issue is occurring.

Learning Outcome 3 (LO3)	Demonstrate resolution strategies for routine problems and issues
Performance standards	<p>3.1 Identify strategies for solving routine workplace problems in line with workplace policy and procedures;</p> <p>3.2 Evaluate options of strategies identified in 3.1 above for their effectiveness in solving routine workplace problems/issues;</p> <p>3.3 Propose most appropriate strategy and seek feedback from mentor or supervisor;</p> <p>3.4 Revise strategies, incorporate feedback and apply suitable problem resolution practice to an identified situation;</p> <p>3.5 Follow relevant workplace policies and procedures in all aspects of the resolution practice.</p>
Learning Outcome 4 (LO4)	Reflect on and build on strategies for resolving problems and issues
Performance standards	<p>4.1 Describe the strengths of resolution strategies applied in LO3;</p> <p>4.2 Describe the weaknesses of the resolution strategies applied in LO3;</p> <p>4.3 Evaluate the lessons learnt from the range of resolution strategies applied in LO3;</p> <p>4.4 Identify any trouble-shooting strategies one may require to improve the resolution strategies applied.</p> <p><i>[Range strategies may include but not limited to (i) identifying the symptoms or the types of issues involved and using appropriate approach to 'nip them in the bud', (ii) encourage open professional and tactful communication to resolve problems, (iii) recognizing the problem area, (iv) making sure the correct systems, support materials, training, drivers, and operating systems etc. are in place, (v) have a back-up / workaround plan.]</i></p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<ul style="list-style-type: none"> • Difference between <i>problems</i> and <i>issues</i>; • Routine workplace problems and issues; • Potential new problems and issues that may arise during problem solving processes, creating a hindrance to progress; <ul style="list-style-type: none"> ○ assumptions or preconceived ideas ○ irrelevant or misleading information

- unnecessary constraints
- biases
- lack of respect
- Common features of investigating workplace problems/issues;
- The structured problem-solving processes:
 - 1) define the problem/issue;
 - 2) identify common obstacles;
 - 3) investigate appropriate problem-solving processes;
 - 4) identify resources to assist in problem solving;
 - 5) apply the selected process,
 - 6) review the outcome and evaluate lesson learnt
- Effective approach for investigating workplace problems - Staying focused on the problem rather than trying to define it in terms of a solution when in the investigating stage. For example:
 - Saying “We need to have a new system of transport for workers” focuses on the solution rather than the problem.
 - Instead, saying “Transport arrangements for workers documents are inconsistent” is a better way to define a problem.
- Problem-solving techniques for routine problems;
- Internal factors that contribute to workplace problems/issues:
 - Communication breakdown,
 - Complacency,
 - Conflict with co-workers,
 - Low communication skills,
 - Performance issues (low levels of skills and competencies),
 - Lack of direction;
 - Lack of feedback on performance issues
 - Lack of required skills,
 - Lack of training,
 - Lack of understanding of job requirements,
 - Lack of leadership.
 - Management problems (e.g. micromanagement)
 - Fear of management;
 - Disrespect in the workplace, and

- Work Health and Safety (WHS) issues;
- External factors that contribute to workplace problems/issues:
 - Financial issues;
 - Personal life issues (such as home issues, connectivity with home);
 - Transport issues;
 - Low job satisfaction;
 - Physical health issues;
 - Mental health issues (such as dealing with stress, depression, anxiety)
 - Drug and alcohol abuse
- Communicate using high-frequency phrases to talk about familiar and routine workplace problems/issues:
 - Asking for time e.g., “Do you have time to?” , or “Are you free anytime to?”,
 - Asking for help e.g., “Could you have a look at this?”, or “I wonder if you could help me with this?”. or “Can I ask a favour?”
 - Focusing on the problem/issue, not the person, by using words like ‘the behaviour’, ‘the situation’ rather than ‘you’.
 - Begin sentences with ‘I’ instead of ‘you’. For example, “I was confused when ..” instead of “Your instructions are confusing.”
 - Asking questions, not accuse. Use phrases like: “Can you help me understand...” or “Can you help me see why you’re not worried...” Not “I think what you’re doing is wrong,” or giving a lecture on morality.
 - Raising an issue e.g., I’d like to talk about , Can I speak to you about,
 - Phrasing your suggestions:: “I think...”, “I’d prefer...” or “I wonder whether...”, instead of demands like: “I want...” or “I have decided”
 - Closing the conversation well: “I want to thank you for your guidance/ help/ assistance, giving me a hand..”.
- Questions forms e.g., to seek clarification in conversations;
- Non-verbal communication methods to clarify and confirm meaning;

Assessment requirements**Assessment methods:**

Assessment tasks must be relevant to context of learning for the student. Skills must be demonstrated using routine and simple tasks that reflect those typically found in a workplace.

A diverse range of assessment methods is recommended, including the following:

- i. Self-assessment;
- ii. Reading Quiz (both oral and written responses);
- iii. Direct observation of face-to-face or telephone communications;
- iv. Role plays of workers participating in workplace resolution processes;
- v. One to one discussion to identify, propose and review workplace resolution processes;
- vi. Third party feedback from teachers and/ or supervisors.

Assessment conditions:

1. Candidates of assessment will have access to:
 - a. relevant information, resources and aids which would normally be available in the workplace. Examples include but not limited to computer, sample payslips, policies, etc.,
 - b. own familiar resources including a dictionary;
 - c. an expert or mentor to provide support to learner if requested;
 - d. contextual support using workplace materials when appropriate;
2. WHS requirements must be followed;
3. To be conducted in the training classroom but allow opportunities for interactive learning and assessment outside of the classroom;
4. A work health and safety check of the assessment environment is to be conducted prior to the assessment and any hazards addressed appropriately.
5. A candidate of assessment must demonstrate attainment of all learning outcomes and the ability to:
 - a. Identify a minimum of four (4) routine workplace problems/issues and the desired outcomes for the identified problems;
 - b. Follow appropriate resolution processes for a minimum of two (2) routine workplace problems/issues;
 - c. Record a minimum of two (2) simple trouble shooting techniques as a result of lessons learnt;

	<ol style="list-style-type: none"> 6. Candidates of assessment must provide objective evidence of their attainment of all learning outcomes. 7. Candidates may have up to three (3) attempts at the assessment tasks. Should the candidate's 1st attempt be unsatisfactory, teachers are to provide feedback and reteach when necessary, before arranging a date for the candidate's 2nd and 3rd attempts. All re-assessments must be completed within 14 days of the completion of their first assessment attempt.
<p style="text-align: center;">Moderation arrangements</p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> 1. Use their existing moderation processes, which have been approved by TNQAB, to moderate the assessment in this unit; 2. Plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented. Assessment and moderation plan forms are available on request from TNQAB.
<p style="text-align: center;">Resource requirements</p>	<ol style="list-style-type: none"> 1. Relevant printed resources – including dictionaries and/or glossaries; 2. Projector and audio speakers; 3. Relevant Power Point presentations; 4. Chalkboard, white board & markers; 5. Workplace documents to provide contextual support as appropriate; 6. Relevant video clips and audio recordings; 7. Participants for familiar spoken workplace interactions; 8. Student and staff computers with access to Word, and to the internet; 9. Student and staff work stations (tables and chairs); 10. Student and staff stationery (books, pens, charts, USB).
<p style="text-align: center;">Requirements to complete this unit</p>	<p>Demonstrate attainment of all learning outcomes and the ability</p>
<p style="text-align: center;">Important notes and definitions</p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Candidates of assessment must provide objective evidence of their attainment of all learning outcomes. 2. Training providers are encouraged to reinforce the logical connections between the competencies in this unit and those covered in other units such as <i>NS052-02 Professionalism in the workplace</i>.

	<p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Communicate effectively according to work role:</i> refers to the ability to maintain privacy, active listening – listen, reflect, clarify, sum up; use clear simple sentences when communicating to others, make clear simple notes as required to address or close the workplace problem. 2. <i>Define routine workplace problems:</i> -refers to the first step taken in problem solving, which clarifies the need to find a solution. It is a clear and concise statement written for others describing the problem. It can sometimes include the scope of the problem and its impact. 3. <i>External factors;</i> refers to things outside a workplace that will have an impact on the workplace. Their impact can be positive or negative. A workplace cannot control external factors. However, it can react to them and make decisions to help the workplace remain successful. 4. <i>Internal factors:</i> -refers to the influence of workplace operations, both positively and negatively, on arising issues. The main internal factors are workplace culture, staffing, finance and equipment. 5. <i>Issues:</i> these refer to important ideas or topics that need to be considered, discussed, questioned or debated; 6. <i>Problems:</i> refer to complicated situations which can be fixed or solved; 7. <i>Trouble shooting</i> - a form of problem solving, often applied to repair failed products or processes on a machine or a system. It can be used as a predictive measure to prevent a minor issue escalating. 8. <i>Trouble shooting tips:</i> refer to a logical, system search for course of a problem in order to solve it, and make the product or process operational again. It includes, but is not limited to, identify the symptom, identify the type of issue, recognize the problem area, make sure the correct systems, support materials, training, drivers, and operating systems etc. are in place, have a back up / workaround plan.
<p>Public comments on unit</p>	<p>Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>