



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

<b>Title:</b>	Participate in teamwork towards an objective		
<b>TQF Level:</b>	2	<b>Credits:</b>	4
<b>Version:</b>	2 <sup>1</sup>		
<b>National standard code:</b>	NS041-02		
<b>Associated qualification (and code):</b>	National Certificate in Sustainable Energy Level 1 (QR-01-NQ-018-01-0504-26-02) National Certificate in Sustainable Energy Level 2 (QR-02-NQ-018-01-0504-26-02)		
<b>Approval date:</b>	25 <sup>th</sup> Mar. 2026	<b>Review date:</b>	25 <sup>th</sup> Mar. 2031
<b>Purpose:</b>	<p>This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a community and/or work environment when predominantly under direct supervision. Limited responsibility towards others is required. This unit standard is appropriate for people who are currently in the workforce or intend to engage in employment.</p> <p>Persons credited with this standard are able to:</p> <ol style="list-style-type: none"> <li>1. Participate and work in teams to achieve objectives.</li> <li>2. Contribute to team functions and operations.</li> <li>3. Acknowledge team roles and support team members in achieving their role.</li> <li>4. Contribute to team planning and opportunities to improve the efficiency of the work of the organisation/community.</li> </ol>		

<sup>1</sup> This Tonga unit standard was adapted from the regional unit standard CG2001 (version 1) with the same title which is a component of the *Regional Certificate 1 in Sustainable Energy (SE)*.

<b>Learning Outcome 1 (LO1)</b>	<b>Use communication and interpersonal skills appropriate for effective team work towards achievement of objectives</b>
<b>Performance standards</b>	<p>1.1 Use interpersonal skills appropriate to the work context to support effective teamwork</p> <p>1.2 Demonstrate a range of gender-inclusive and non-discriminatory behaviours when working in teams:</p> <p><i>[Range of behaviours include but not restricted to: the use of gender-inclusive and non-discriminatory language; avoid use of stereotypes, assumptions, or biased remarks about gender, disability, culture, age, religion, or socioeconomic background; address team members by their preferred names and pronouns; speak in ways that are culturally sensitive and respectful; give full attention when others are speaking; avoid interrupting or dismissing others' contributions; acknowledge diverse perspectives, especially from underrepresented team members; encourage quieter or marginalized team members to share their views]</i></p> <p>1.3 Use questions to clarify and obtain information from other team members</p> <p>1.4 Participate in group discussions</p> <p>1.5 Convey information in a logical, clear and concise manner</p>
<b>Learning Outcome 2 (LO2)</b>	<b>Contribute to team activities</b>
<b>Performance Standards</b>	<p>2.1 Roles and responsibilities of team members are recognized</p> <p>2.2 Contribution is made to identifying team goals and objectives</p> <p>2.3 Activities are completed to required standard within timeframe and in accordance with organisation's policies and procedures</p> <p>2.4 Assistance in the completion of tasks is requested from other team members where appropriate</p> <p>2.5 Participation of team members is encouraged and acknowledged</p>

	<p>2.6 Changes in allocated roles and responsibilities are implemented</p> <p>2.7 Team meetings are attended regularly and punctually</p>
<b>Learning Outcome 3 (LO3)</b>	Share knowledge and information
<b>Performance standards</b>	<p>3.1 Important workplace knowledge and information to be shared are identified.</p> <p>3.2 Important workplace knowledge and information are clearly articulated</p> <p>3.3 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks</p> <p>3.4 Knowledge and skills are shared between team members.</p>
<b>Learning Outcome 4 (LO4)</b>	Give and receive support to/from team members
<b>Performance standards</b>	<p>4.1 Feedback/assistance is given to other team members in an appropriate manner</p> <p>4.2 Team members are supported in achieving workplace goals</p> <p>4.3 Feedback from other team members is acted upon appropriately</p> <p>4.4 Support provided by team members is appropriately acknowledged.</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skills and knowledge</b>	<p>The following knowledge and skills underpin this unit standard;</p> <ul style="list-style-type: none"> <li>• Apply teamwork to a range of situations</li> <li>• Skills in encouraging others/team members</li> <li>• Written and verbal communication skills</li> <li>• Interpersonal skills</li> <li>• Knowledge on fundamentals of team structures and dynamics</li> <li>• Knowledge on causes of conflict and dysfunctional work groups</li> <li>• Knowledge on basic conflict resolution</li> </ul>

- Participation and expression of views in a group environment
- Willingness to share information in a team environment
- Use internet, email, and mobile phones to communicate messages
- Demonstrate ability to exercise fairness, honesty and trustworthiness

**Suggested  
assessment  
methods**

**Context of assessment:**

Under direct supervision, students will need to demonstrate skills and knowledge to identify and report workplace hazards. All activities shall be conducted in accordance with workplace procedures.

To show that students have the required competence they will need to:

1. Demonstrate knowledge in the workplace (or in an environment that closely resembles the workplace) on participating in a team to achieve an objective in relation to:
  - i. Interpersonal skills.
  - ii. Compliance with relevant workplace standards and policies, and teamwork schedule.
  - iii. How to provide mutual support for greater accomplishments.
  - iv. The fundamentals of team structure and dynamics to avoid dysfunctional work groups.
  - v. Contribution to workplace goals.
  - vi. Conflict resolution to minimize poor dynamics caused by lack of trust and interpersonal conflicts.
  - vii. Providing assistance (including feedback) or support to team members.
2. Apply their knowledge in the workplace, by:
  - i. Using appropriate forms of interpersonal skills for effective team work.
  - ii. Contributing to team activities.
  - iii. Sharing relevant workplace knowledge and information.
  - iv. Recording and reporting on team discussions
  - v. Giving and receiving support to/from team members.

**Methods of assessment:**

A range of assessment methods should be used to assess students' knowledge and application of skills, include but not restricted to the following:

- i. Direct observation of students performing certain tasks (such as implementing workplace communication and interpersonal skills towards achieving a goal, contribute to team activities, sharing of knowledge and information, and giving/ receiving/ acknowledging

	<p>team support).</p> <ul style="list-style-type: none"> <li>ii. Written or oral questions to test relevant skills and knowledge during observation.</li> <li>iii. Written and well-articulated communication, conflict resolution and planning to achieve an objective</li> <li>iv. Student portfolio.</li> <li>v. Review of workplace attachment reports (e.g. Supervisor/third party reports).</li> </ul>
<b>Resource requirements</b>	<ul style="list-style-type: none"> <li>i. Printed resources for Participation in a Team towards an Objective at the discretion of the course/unit coordinator or trainer;</li> <li>ii. Computer, Printer, Internet Access,</li> <li>iii. Smart Phones (for demonstration),</li> <li>iv. Conventional classroom furniture and resources: White/blackboard, tables or benches, chairs, student notice boards, A3 coloured cards or wall charts.</li> </ul>
<b>Moderation arrangements</b>	Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.
<b>Requirements to complete this unit</b>	<p>There are four (4) Learning Outcomes and nineteen (19) Performance Standards that measures competence.</p> <p>To demonstrate competence, the person studying this unit is:</p> <ol style="list-style-type: none"> <li>1. Required to achieve a <i>Achieved</i><sup>2</sup> grade (Competent) to fulfil the requirements of the Unit Standard.</li> <li>2. Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempt.</li> </ol> <p>Failure to achieve the required competency level after three (3) attempts of the exam or specific part of the assessment will require the person studying this Unit to re-enrol.</p>
<b>Important notes and definitions</b>	<p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1. All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for workplace health, safety, and environmental protection and any subsequent amendments.</li> </ol> <p><b><u>Definitions:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Appropriate feedback</b> on performance includes acknowledging</li> </ol>

<sup>2</sup> This unit is competency-based in which there are only two possible grades: *Achieved* and *Not Achieved*. An 'Achieved' grade is assigned to a candidate who has met the competency requirements of the unit.

	<p>initiatives, ideas assistance and performance</p> <ol style="list-style-type: none"> <li>2. <b>Contribute to workplace goals</b> includes completion of tasks, development of new skills, personal development, attainment of new knowledge.</li> <li>3. <b>Function</b> refers to the activities of the group/team, how it operates.</li> <li>4. <b>Organisations' policy and procedures</b> vary between sectors and organisations and include strategic plans, operational procedures and standards, and relevant legislation.</li> <li>5. <b>Participate</b> means take part in, be part of a group/team working towards achievement of objective(s), under direction and supervision.</li> <li>6. <b>Team</b> means two or more people working together towards a common purpose.</li> <li>7. <b>Teamwork</b> refers to the collaborative effort of individuals, groups, organisations, and communities working together by sharing knowledge, skills and responsibilities to achieve a common goal or to complete a task in an effective and efficient way.</li> </ol>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>