

## CHCGROUP403D

## Plan and conduct group activities

### Descriptor

This unit describes the knowledge and skills required to participate in, establish and lead a range of informal and formal groups in a variety of settings

### Employability Skills

This unit contains Employability Skills

### Application

This unit may be applied to group work in a range of community service settings

## ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Address resourcing issues for *group activities*

## PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Plan group activities, including consideration of:
  - the purposes, defined according to the identified needs of the client group
  - the human, financial and physical *resources* required
- 1.2 Where required resources are not immediately and readily available, make appropriate submissions to potential sources of assistance and resources
- 1.3 *Ensure formal submissions meet requirements* of funding guidelines and organisation principles and practice

## ELEMENT

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## PERFORMANCE CRITERIA

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2. Coordinate a group planning process
  - 2.1 Actively seek opportunities for collaborative planning and promotion of group activities with clients and solicit, analyse and prioritise information about group's needs and expectations
  - 2.2 Negotiate the purpose of group activities with the group in a manner that gives sufficient time and space for individuals to articulate their ideas and wishes and create opportunity for input to ownership of group processes
  - 2.3 Translate purpose of proposed group activity into a set of aims and objectives
  - 2.4 Analyse potential impact on group operation of the values and beliefs of both worker and client and clarify with those involved in planning and implementing group activities
  - 2.5 Deal with contributions and suggestions to group planning processes so as to promote continued participation
  - 2.6 Design group strategies that promote effective group operation and take into account specific characteristics of clients who will participate in the activity or program
  
3. Manage group processes including responding to conflict
  - 3.1 Promote opportunities for open dialogue and active listening between group members
  - 3.2 Encourage and model sensitivity to participants, regardless of their gender, culture, ethnicity, subculture, sexuality and ability
  - 3.3 When conflict threatens or arises:
    - implement strategies to prevent it within own role, power and capacity
    - identify and reinforce the outcomes of positive conflict
    - clarify and confirm relevant principles and practices of conflict resolution and seek agreement to implement them
    - encourage acknowledgment of respective rights and responsibilities and perceptions of all participants within the conflict situation
  - 3.4 Offer opportunity to all participants for debriefing, *support*, mediation, consultation and facilitation throughout conflict resolution processes

## **ELEMENT**

Elements define the essential outcomes of a unit of competency.

### **4. Evaluate group activities**

## **PERFORMANCE CRITERIA**

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 4.1 Ensure aims and objectives of the group activity provide the basis for evaluation and feedback
- 4.2 Seek feedback from all group participants on leadership style, group process, achievement of objectives, other achievements and areas for development
- 4.3 Document evaluation data according to organisation procedures and distribute to relevant people

## REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Dynamics of groups
- Different styles of group leadership and decision
- Effective communication strategies
- Organisation's policies, principles and procedures
- Organisation's and community resources
- Relevant models such as stages of group development and stages of change

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Support group activities for formal and informal groups
- Participate in a variety of the group activity types identified in the Range Statement
- Provide support for an appropriate target group, defined by factors as listed in the Range Statement

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Demonstrate application of skills in:
  - conflict management
  - developing and maintaining positive relationships
  - effective group management

## RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Group activities may be:*

- Formal or informal
- Structured
- Semi structured
- Unstructured

*Group activities may relate to:*

- Discussions about relevant issues
- Sporting and recreation activities
- Music and performing arts
- Research, planning and management
- Informal education
- Community service and/or action
- Special interest causes

*Communication with young people may include:*

- Oral, written or visual means
- Use of third party translation/interpretation
- Any language

*Ensure formal submissions meet requirements may refer to:*

- The aim and objectives of the proposed activity or program
- Implementation and evaluation strategies
- Management arrangements
- Human, financial and physical resources available and required

*Support will include:*

- Information and resources managed by the organisation and other organisations and agencies
- Advice and information
- Facilitations

*Resources will include:*

- Information/referrals
- Facilities
- Equipment/materials
- Administrative support
- Facilitation of meetings
- Worker skills/expertise

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal of range conditions
- Assessment may be conducted on one or more occasions but must enable assessment in a variety of settings with a range of both formal and informal groups

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to:
  - an appropriate workplace where assessment can take place
  - simulation of realistic workplace setting for assessment

*Method of assessment:*

- Assessment may include observations, questioning or evidence gathered from the workplace e.g. testimonials from group members, portfolios