

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Communicate effectively in the workplace	
Unit code	Unit descriptor	HSC Indicative Hours
AURC270789A	This unit covers the competence to communicate in the workplace by oral, written and electronic means.	10

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • writing short routine texts using correct spelling, punctuation and grammar • reading, interpreting and applying routine texts in the workplace • interpreting and conveying workplace information • maintaining workplace communications, including documents • applying keyboard skills to prepare and/or edit simple documents using a computer • applying enterprise requirements for document style and format • applying enterprise requirements for electronic storage and retrieval of documents • applying enterprise procedures for incoming and outgoing telephone calls. 	<ul style="list-style-type: none"> • General knowledge of enterprise forms, documents and stationery. • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> - workplace document style, format and layout - workplace communication procedures - workplace documents - telephone protocols and operating procedures - computer system operating procedures. • Basic operational knowledge of legislation or regulations in relation to OH&S, particularly for use of screen-based equipment and ergonomic computer workstations. 	<ul style="list-style-type: none"> • communication process/cycle • communication methods and equipment • computer system operating procedures • computer work stations • cooperative working environments • document inventories • document style and format • document maintenance and storage • editing and proofreading • effective communication • electronic communication • electronic storage and retrieval • ergonomic solutions • feedback • files and directories/folders • incoming and outgoing telephone calls • industry terminology/technical jargon • input devices • keyboard skills • lines of reporting and communication • personal computer • printing/print queue • questioning techniques • reading and interpreting texts • routine texts • software packages

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>This unit <i>may</i> be assessed in conjunction with other units that form part of the job role or function.</p> <p>Elements of competence contain both knowledge and practical components. Knowledge components <i>may</i> be assessed off the job. Practical components <u>should</u> be assessed on the job or in a simulated work environment.</p> <p>Evidence is best gathered using the products, processes and procedures of the workplace as the means by which the candidate achieves industry competencies.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover the varying circumstances.</p> <p>Evidence of performance <i>may</i> be provided by customers, team leaders/ members or other appropriate persons, subject to agreed authentication arrangements.</p>	<p>The following <u>should be</u> made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise or sample policies and procedures manuals related to workplace document style, format and layout, workplace communication procedures, workplace documents, telephone protocols and operating procedures, computer system operating procedures • enterprise or sample stationery, documents and forms • access to enterprise or similar computer hardware and software • access to enterprise or similar telephone system. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • sources of information • sources of work instructions • telephone system/equipment • telephone protocols/etiquette • verbal, non-verbal and written communication • workplace documentation.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to input/transfer information into a computer and interpreting workplace information.	Level 1
Communicate ideas and information	Communicate ideas and information utilising plain English literacy and communication skills in relation to writing, reading and understanding workplace documents including basic oral communication skills in relation to conveying and receiving workplace information.	Level 1
Plan and organise activities	Plan and organise activities to take or leave a telephone message.	Level 1
Work with others and in a team	Work with others and in a team by distributing information to team members.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to ensure version control of files and documents is followed.	Level 1
Solve problems	Establish diagnostic processes to recognise and clarify information.	Level 1
Use technology	Use workplace technology related to basic computer keyboard skills in relation to opening, editing, closing and printing basic text documents, and basic technical skills in the operation of computer hardware and telephone equipment.	Level 1

Please note: BSBCM103A *Apply basic communication skills* is an elective unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Write routine texts	1.1 Routine texts of one or more sentences are composed in accordance with workplace requirements.	<p>The Range Statement provides 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. The following variables may be present for this particular unit:</p> <p>Unit Scope</p> <ul style="list-style-type: none"> enterprise <i>may</i> vary in size, type and location, the range of work activities conducted, hours of operation and the number and type of staff. <p>Information</p> <ul style="list-style-type: none"> enterprise policies and procedures <u>relating to</u> workplace forms and documents, computer operating procedures, telephone use and system operating procedures. 	<p>Learning experiences for the HSC must address:</p> <p><i>NB This unit of competency requires students to develop a general knowledge of a range of forms, documents and stationery used by at least one workplace/organisation.</i></p> <p><i>Ideally, this could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of automotive environments and the differences in practices between workplaces/organisation.</i></p> <p>An awareness of the purpose of a range of texts likely to be encountered in an automotive industry environment including:</p> <ul style="list-style-type: none"> sources for work instructions and procedures <ul style="list-style-type: none"> work schedules job card/sheet/plans/specifications standard operating procedures Material Safety Data Sheets (MSDS) regulations/legislation manufacturer/workplace guidelines, policies and procedures Australian Standards meeting notes/minutes manuals dictionaries workplace documentation <ul style="list-style-type: none"> job cards invoices stock/inventory/price lists parts order forms quotes contracts operational forms memos/messages customer bookings rosters timesheets personnel records accident reports

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			<ul style="list-style-type: none"> - warranty reports - leave forms - workers compensation documentation. <p>Writing a range of routine text of varying degrees of difficulty.</p>
	1.2 Routine forms are completed in accordance with workplace requirements.		
	1.3 Spelling, punctuation and grammar rules are followed.		<p>Learning experiences for the HSC must address:</p> <p>Editing and proofreading skills including:</p> <ul style="list-style-type: none"> • sources for checking spelling and grammar • use of electronic spelling and grammar tools. <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p> <p>Awareness of appropriate/relevant people including:</p> <ul style="list-style-type: none"> • supervisor/team leader • mentor • trainer • colleagues.
	1.4 Texts are self checked for accuracy and presented for progress checks by relevant persons.		
2 Read routine documents	2.1 Purpose of the text is understood and described.		<p>Learning experiences for the HSC must address:</p> <p>Identification and selection of appropriate text(s) required to support/complete a range of tasks appropriate to the job.</p> <p>A range of opportunities to read, interpret and follow work instructions/information for a range of work tasks of varying degrees of difficulty.</p>
	2.2 Main points or ideas presented are described.		<p>Learning experiences for the HSC must address:</p> <p>Extracting information from a range of relevant sources.</p>

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	2.3 New technical words are comprehended.		<p>Learning experiences for the HSC must address:</p> <p>Appropriate use of industry terminology and technical jargon.</p>
	2.4 The meaning of key words and phrases are explained.		
3 Contribute to workplace communications	3.1 Information is accessed to ensure effective communication when sending or receiving information.	<p>Unit Scope</p> <ul style="list-style-type: none"> • communication <i>may</i> include face to face, telephone, written or electronic means. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of sources for current automotive industry information including:</p> <ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals/publications • media • the internet • libraries • reference books • policy and procedure manuals • personal observations and experience • industry contacts, mentors and advisors • colleagues, supervisor/team leader and/or manager • professional development opportunities • industry functions. <p>Basic research skills:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>Importance of communication in an automotive industry environment.</p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy

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			<ul style="list-style-type: none"> • negative subtext • gender issues • individual differences • inconsistency • emotions • physical barriers, eg noise • inattention • pressure of time. <p>Types of communication:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • a clear voice • audible volume • a courteous tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Effective communication techniques in relation to non-verbal communication including:</p> <ul style="list-style-type: none"> • understanding body language • interpreting <ul style="list-style-type: none"> - subtext - gestures • standards of dress • use of personal space. <p>Written communication media including:</p> <ul style="list-style-type: none"> • messages • email • memorandum • facsimiles • receipts • customer records • general correspondence • workplace forms.
			General features, benefits and working knowledge of a

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	<p>3.2 Assistance is provided to colleagues in the workplace, to foster common understanding.</p>	<p>Unit Scope</p> <ul style="list-style-type: none"> • staff <i>may</i> be full time, part time or casual and vary in terms of training and staffing levels. Staff <i>may</i> be operating in routine or busy trading and <i>may</i> include persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities • staff <i>may</i> work in teams or groups of varying size and structure. 	<p>range of communication methods and equipment.</p> <p>Factors affecting selection of particular communication methods/equipment:</p> <ul style="list-style-type: none"> • technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and time frames. <p>Learning experiences for the HSC must address:</p> <p>Effective questioning techniques including:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>Effective communication techniques in relation to listening including:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening. <p>Verbal questioning including:</p> <ul style="list-style-type: none"> • face-to-face • over the telephone. <p>Strategies for the promotion of cooperative working environments including:</p> <ul style="list-style-type: none"> • good communication • mutual respect • understanding roles and responsibilities • positive working relationships • application of codes of conduct • application of workplace policies and procedures • teamwork. <p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge. <p>How to elicit, interpret and provide feedback.</p>
	<p>3.3 Requests for information from</p>		

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	<p>colleagues are met.</p> <p>3.4 Documents are kept and maintained in accordance with workplace/enterprise procedures and Government legislation.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology. <p>A broad understanding of the importance of and standard procedures for:</p> <ul style="list-style-type: none"> • document maintenance and storage <ul style="list-style-type: none"> - appropriate storage/filing of hard copies of computer-generated documents • maintaining document inventories.
4 Apply basic computer skills	<p>4.1 Computer is turned on according to manufacturer/component supplier specifications or workplace procedures.</p> <p>4.2 Software is loaded or selected from menu.</p>		<p>Learning experiences for the HSC must address:</p> <p>Operating a personal computer:</p> <ul style="list-style-type: none"> • start up and shut down • access system • log-on procedures • correctly identifying and opening files • locating data • saving and closing files • storing data • legal and organisation policy/guidelines and requirements. <p>Learning experiences for the HSC must address:</p> <p>A working knowledge of a range of application software packages including:</p> <ul style="list-style-type: none"> • email and internet • word processing • spreadsheet • database.
	4.3 File is identified and selected or new file is produced.		<p>Learning experiences for the HSC must address:</p> <p>Working with files including how to:</p> <ul style="list-style-type: none"> • search for files using system browser

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			<ul style="list-style-type: none"> • select, open and name/rename files • move files • copy files • save files • restore deleted files. <p>Setting up and accessing directories/folders.</p>
	<p>4.4 Information is entered, edited or deleted using an input device and within workplace designated speed and accuracy requirements.</p>		<p>Learning experiences for the HSC must address:</p> <p>Input devices including:</p> <ul style="list-style-type: none"> • keyboard • numerical key pad • mouse • scanner.
	<p>4.5 Document is saved regularly to avoid loss of information.</p>		<p>Learning experiences for the HSC must address:</p> <p>Electronic storage of data may include:</p> <ul style="list-style-type: none"> • storage in directories and sub-directories • storage on universal serial bus (USB) devices, compact disc read-only memory (CD-ROM), hard drives or back-up systems.
	<p>4.6 Document is proof read and amended for accuracy.</p>		
	<p>4.7 Document is produced in required style and format.</p>		<p>Learning experiences for the HSC must address:</p> <p>Workplace/organisational procedures for document design including:</p> <ul style="list-style-type: none"> • style • layout • format • graphics • colour schemes. <p>An awareness of points to consider when producing a document including:</p>
			<ul style="list-style-type: none"> • appropriate terminology • acceptable spelling, abbreviations and acronyms • use of punctuation, numbers, bullets and symbols.

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	4.8 Document is printed.		<p>Learning experiences for the HSC must address:</p> <p>Preparation for printing including:</p> <ul style="list-style-type: none"> • using/adjusting printer settings • adding a printer • setting default printer. <p>Use of print queue including:</p> <ul style="list-style-type: none"> • print jobs • view/delete jobs.
	4.9 File is saved and closed and program closed or exited according to manufacturer/component supplier specifications or workplace procedures.		<p>Learning experiences for the HSC must address:</p> <p>Conventions for:</p> <ul style="list-style-type: none"> • use of directories and sub-directories • naming files • version control.
	4.10 Computer is turned off according to manufacturer/component supplier specifications or workplace procedures.		
	4.11 OH&S guidelines relating to screen based equipment and computer workstations are observed.	<p>Unit Context</p> <ul style="list-style-type: none"> • legislative requirements <i>may</i> include legislation regulations or industry codes of practice in relation to OH&S, particularly for use of screen-based equipment and ergonomic computer workstations. 	<p>Learning experiences for the HSC must address:</p> <p>Identification of environmental and ergonomic requirements of a workstation including:</p> <ul style="list-style-type: none"> • environmental factors <ul style="list-style-type: none"> - lighting - noise - ventilation • ergonomic <ul style="list-style-type: none"> - furniture <ul style="list-style-type: none"> ▪ desk ▪ chair ▪ footrest ▪ arm rest - equipment <ul style="list-style-type: none"> ▪ monitor
			<ul style="list-style-type: none"> ▪ keyboard ▪ mouse ▪ document holder - behavioural <ul style="list-style-type: none"> ▪ posture

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			<ul style="list-style-type: none"> ▪ exercise ▪ time for break. <p>Identification of safety requirements when working with electricity including:</p> <ul style="list-style-type: none"> • general electrical safety • proper position/placement of cables/leads • storage of excess cables/leads • cables/leads in good working condition • safety/lockout tagging as appropriate.
5 Operate workplace telephone systems	5.1 Telephone system functions are used according to enterprise policy.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of a range of telephone equipment including:</p> <ul style="list-style-type: none"> • single and multi-line telephones • mobile telephones • extensions • answering machines. <p>A range of telephone system functions including:</p> <ul style="list-style-type: none"> • transfer • redial • recall • group pick-up • on-hold • call waiting. <p>Operation of telephone system including:</p> <ul style="list-style-type: none"> • making outgoing call • accepting incoming call • transferring call to an extension • placing caller on hold • paging.
	<p>5.2 Outgoing calls are completed in accordance with manufacturer instructions and enterprise policy and procedures.</p> <p>5.3 Incoming calls are answered promptly and in accordance with enterprise policy</p>		<p>Learning experiences for the HSC must address:</p> <p>Features of good telephone etiquette:</p> <ul style="list-style-type: none"> • greeting caller <ul style="list-style-type: none"> - answering call promptly - using polite greeting - identifying the workplace/organisation - identify yourself using 'This is' and name - offer of assistance

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	and procedures.		<ul style="list-style-type: none"> • courteous language • friendly tone • clear articulation • audible volume • accurate relaying of messages.
	5.4 Calls are transferred or placed on hold.		
	5.5 Caller is kept informed of delays and action being taken.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the benefits of following up with customers.</p>
	5.6 Caller details and purpose of call are obtained and documented.		<p>Learning experiences for the HSC must address:</p> <p>Establishing the details of the enquiry by questioning, summarising and reiterating.</p>
	5.7 Messages are documented and calls promptly returned if required.		<p>Learning experiences for the HSC must address:</p> <p>Taking messages and sending them to the relevant person including:</p> <ul style="list-style-type: none"> • information to be obtained • repeating main points to ensure accuracy • system to record message (paper or electronic).