

<b>Training Package</b>	<b>Business Services (BSB01)</b>	<b>HSC Requirements and Advice</b>
<b>Title:</b>	<b>Communicate in the workplace</b>	
<b>Unit Code</b>	<b>Unit Descriptor:</b>	<b>HSC Indicative Hours:</b>  <b>15</b>
<b>BSBCMN203A</b>	This unit covers the skills and knowledge required to communicate in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.  This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships	

<b>Context/s of Assessment</b>	<b>Critical aspects of Evidence</b>	<b>Consistency of Performance</b>	<b>Resource Implications</b>	<b>HSC Requirements and Advice</b>
<ul style="list-style-type: none"> <li>- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement</li> <li>- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package</li> <li>- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment</li> <li>- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit</li> </ul>	<ul style="list-style-type: none"> <li>- Communication methods used are appropriate to the audience</li> <li>- Messages and written communication are clear, concise and correct</li> <li>- Requests for information are responded to promptly</li> <li>- Information is given to clients in a clear and concise format</li> <li>- Correspondence produced is relevant to request</li> </ul>	<p>In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations</p>	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace</p>	<p><b>Key Terms and Concepts:</b></p> <ul style="list-style-type: none"> <li>- oral communication</li> <li>- written communication</li> <li>- instructions</li> <li>- enquiries</li> <li>- recipient</li> <li>- correspondence</li> <li>- network systems</li> <li>- hardware</li> <li>- software packages</li> <li>- voice mail</li> <li>- electronic mail</li> <li>- internal memos</li> <li>- briefing notes</li> <li>- general correspondence</li> <li>- body language</li> <li>- quality assurance</li> <li>- proforma</li> <li>- equity principles and practice</li> <li>- defined resource parameters</li> <li>- proofreading</li> </ul>

Element of Competency	Performance Criteria	Range Statement	Evidence Guide	HSC Requirements and Advice
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources	<b>They may use legislation, codes and national standards relevant to the workplace including:</b> <ul style="list-style-type: none"> <li>- award and enterprise agreements and relevant industrial instruments</li> <li>- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>- relevant industry codes of practice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge*</b></li> <li>* <b>At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</b> <ul style="list-style-type: none"> <li>- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination</li> <li>- Knowledge of the organisation's policies, plans and procedures, especially style guide</li> <li>- Principles of effective communication in relation to listening, questioning and non-verbal communication</li> </ul> </li> <li>• <b>Skills</b></li> <li>- Literacy skills to identify work requirements and understand and process basic, relevant workplace documentation</li> <li>- Communication skills to request advice, receive feedback and work with a team</li> <li>- Problem solving skills to solve routine problems</li> <li>- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>	<b>Learning experiences for the HSC must address:</b>  Identification of work responsibilities from: <ul style="list-style-type: none"> <li>- job description</li> <li>- supervisor</li> <li>- colleagues</li> </ul>
	1.2 The method(s) /equipment used to communicate ideas and information is appropriate to the audience	<b>Communication equipment may include but is not limited to:</b> <ul style="list-style-type: none"> <li>- network systems</li> <li>- telephones</li> <li>- keyboard equipment including mouse, touch pad, keyboard</li> <li>- pens, pencils</li> <li>- information technology components including hardware, software and communication packages</li> <li>- facsimile machines</li> </ul>		<b>Learning experiences for the HSC must address:</b>  Effective communication skills: <ul style="list-style-type: none"> <li>- listening</li> <li>- understanding body language</li> <li>- appropriate speech</li> <li>- spelling</li> <li>- grammar</li> <li>- punctuation</li> <li>- proofreading</li> </ul>
	1.3 Effective listening and speaking skills are used in <i>oral communication</i>	<b>Oral communication may include but is not limited to:</b> <ul style="list-style-type: none"> <li>- answering telephone calls</li> <li>- requests from colleagues</li> <li>- use of voice mail</li> <li>- informal discussions</li> <li>- answering enquiries from clients</li> </ul>		<b>Learning experiences for the HSC must address:</b>  Features of telephone etiquette: <ul style="list-style-type: none"> <li>- greeting callers</li> <li>- polite</li> <li>- friendly</li> <li>- clear tone</li> <li>- accurate relaying of messages</li> </ul> Questioning techniques <ul style="list-style-type: none"> <li>- open questions</li> <li>- closed questions</li> <li>- reflective questions</li> </ul> The technique of active listening

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	1.4 Input from internal and external sources is sought, and used to develop and refine new ideas and approaches			<b>Learning experiences for the HSC must address:</b>  A range of information available: <ul style="list-style-type: none"> <li>- internal eg staff, management</li> <li>- external eg customers, clients, suppliers</li> </ul>
	1.5 Instructions or enquiries are responded to promptly and in accordance with <i>organisational requirements</i>	<b>Organisational requirements may be included in:</b> <ul style="list-style-type: none"> <li>- quality assurance and/or procedures manual</li> <li>- goals, objectives, plans, systems and processes</li> <li>- business and performance plans</li> <li>- legal and organisation policy/guidelines and requirements</li> <li>- access and equity principles and practice</li> <li>- ethical standards</li> <li>- Occupational Health and Safety policies, procedures and programs</li> <li>- quality and continuous improvement processes and standards</li> <li>- defined resource parameters</li> </ul>		<b>Learning experiences for the HSC must address:</b>  Establishing good work habits: <ul style="list-style-type: none"> <li>- knowledge of the enterprise's products/services and personnel practices</li> <li>- follow enterprise protocols</li> </ul>
2. Draft routine correspondence	2.1 <i>Written information</i> and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient	<b>Written information may include but is not limited to:</b> <ul style="list-style-type: none"> <li>- handwritten and printed materials</li> <li>- electronic mail</li> <li>- internal memos</li> <li>- briefing notes</li> <li>- facsimiles</li> <li>- general correspondence</li> <li>- telephone messages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge*</b></li> </ul> <p>* <b>At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</b></p> <ul style="list-style-type: none"> <li>- Knowledge of and attention to standard turnaround times</li> <li>- Knowledge of spelling, grammar and punctuation.</li> <li>- Principles of effective communication in relation to listening, questioning and non-verbal communication.</li> </ul>	<b>Learning experiences for the HSC must address:</b>  Correspondence in a style that is: <ul style="list-style-type: none"> <li>- clear</li> <li>- concise</li> <li>- correct</li> <li>- courteous</li> <li>- complete</li> </ul>
	2.2 <i>Correspondence</i> is drafted and presented within designated timelines	<b>Correspondence may include but is not limited to:</b> <ul style="list-style-type: none"> <li>- memorandums</li> <li>- messages</li> <li>- proformas</li> <li>- emails</li> <li>- standard/form letters</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills</b></li> </ul> <ul style="list-style-type: none"> <li>- Literacy skills to identify work requirements and understand and process basic, relevant workplace documentation</li> <li>- Planning skills to organise work priorities and arrangements</li> <li>- Problem solving skills to solve routine problems</li> <li>- Technology skills including the ability to select and use technology appropriate to a task</li> <li>- Reading skills sufficient to understand basic workplace documentation</li> <li>- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and</li> </ul>	<b>Learning experiences for the HSC must address:</b>  Enterprise practices of recording, storing and exchanging written messages quickly and efficiently  Various forms of letters including: <ul style="list-style-type: none"> <li>- acknowledgement</li> <li>- claim</li> <li>- adjustment</li> <li>- confirmation</li> <li>- enquiry</li> <li>- covering letter</li> </ul>

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	2.3 Presentation of written information meets organisational <i>standards</i> of style, format and accuracy	<b>Standards may include:</b> <ul style="list-style-type: none"> <li>- standards set by work group</li> <li>- organisational policies and procedures</li> <li>- specified work standards</li> <li>- legislation</li> <li>- Australian Standards</li> </ul>	mental abilities	<b>Learning experiences for the HSC must address:</b> <p>Written information includes:</p> <ul style="list-style-type: none"> <li>- handwritten and printed materials</li> <li>- electronic mail</li> <li>- internal memos</li> <li>- briefing notes</li> <li>- facsimiles</li> <li>- general correspondence</li> <li>- telephone messages</li> </ul> <p>Written correspondence examined for style and format</p> <p>Procedures for checking, correcting, signing and dispatching written information</p> <p>Proofreading skills</p> <ul style="list-style-type: none"> <li>- symbols as per <i>Australian Government Style Manual for Authors, Editors and Printers</i></li> <li>- correct spelling and grammar</li> </ul>

## Key Competency Levels

*NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.*

Collect, analyse and organise information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Use mathematical ideas and techniques	Solve problems	Use technology
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1

Three levels of performance denote level of competency required to perform task.

1. Perform 2. Administer 3. Design

- **Collecting, analysing and organising information** – in gathering information; in drafting correspondence
- **Communicating ideas and information** – with members of the work team
- **Planning and organising activities** – for self
- **Working with teams and others** – to communicate information
- **Using mathematical ideas and techniques** – as an aid to communicate ideas
- **Solving problems** – to gather and convey information
- **Using technology** – to prepare written correspondence

**Please refer to the Assessment Guidelines for advice on how to use the Key Competencies**