

Training Package	Business Services (BSB01)	HSC Requirements and Advice
Title	Communicate in the workplace	
Unit code BSBCMN203A	<p>Unit Descriptor</p> <p>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.</p> <p>This unit is related to BSBCMN103A Apply basic communication skills and BSBFLM303A Contribute to effective workplace relationships.</p>	HSC Indicative Hours 15
	Competency Field Common	

Evidence Guide			
The Evidence Guide identifies the critical aspects, underpinning 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.			
Underpinning knowledge*	Underpinning skills	Resource implications	HSC Requirements and Advice
<p>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</p> <ul style="list-style-type: none"> • 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 • Knowledge of the organisation's policies, plans and procedures, especially style guide • Knowledge of and attention to standard turnaround times • Knowledge of spelling, grammar and punctuation • Principles of effective communication in relation to listening, questioning and non-verbal communication. 	<ul style="list-style-type: none"> • Literacy skills to identify work requirements and understand and process basic, relevant workplace documentation • Communication skills to request advice, receive feedback and work with a team • Planning skills to organise work priorities and arrangements • Problem solving skills to solve routine problems • Technology skills including the ability to select and use technology appropriate to a task • Reading skills sufficient to understand basic workplace documentation • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities. 	<p>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.</p>	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • access and validate sources of information • active listening • business documents • communication method/equipment • communication procedures, systems and technology • communication process • communication skills • correspondence • designated timelines • disseminating information • information sources • mail preparation procedures • non-verbal communication • organisational requirements

Context/s of assessment	Consistency of performance	Critical aspects of evidence	HSC Requirements and Advice
<ul style="list-style-type: none"> 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 Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment 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. 	<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>	<ul style="list-style-type: none"> Communication methods used are appropriate to the audience Messages and written communication are clear, concise and correct Requests for information are responded to promptly Information is given to clients in a clear and concise format Correspondence produced is relevant to request. 	<ul style="list-style-type: none"> process documents proofreading questioning techniques style guide telephone etiquette types of communication verbal/oral communication written communication.

Key competency levels

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key competencies						
<i>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.</i>						
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
<p>Three levels of performance denote level of competency required to perform task. 1. Perform 2. Administer 3. Design</p> <ul style="list-style-type: none"> 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 <p>Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.</p>						

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources	<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>They may use legislation, codes and national standards relevant to the workplace including:</p> <ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • 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 • relevant industry codes of practice 	<p>Learning experiences for the HSC must address:</p> <p>Importance of communication in an entertainment industry enterprise/organisation.</p> <p>How to access and validate sources of information relevant to the entertainment industry.</p> <p>Awareness of a range of information sources to identify job responsibilities including:</p> <ul style="list-style-type: none"> • awards and enterprise agreements • job description • industry association • seminars and training courses • colleagues and supervisor. <p>A basic understanding of the principles covered by the following legislation:</p> <ul style="list-style-type: none"> • <i>Occupational Health and Safety Act 2000</i> (NSW) • <i>Occupational Health and Safety Regulations (2001)</i> (NSW) • <i>Privacy Act 1988</i> (Cth) • <i>Privacy Amendment (Private Sector) Act 2000</i> (Cth) • <i>Equal Employment Opportunity Act 1987</i> (Cth) • <i>Anti-discrimination Act 1977</i> (NSW).
	1.2 The method(s)/ <i>equipment</i> used to communicate ideas and information is appropriate to the audience	<p>Communication equipment may include but is not limited to:</p> <ul style="list-style-type: none"> • network systems • telephones • keyboard equipment including mouse, touchpad, keyboard • pens, pencils • information technology components including hardware, software and communication packages • facsimile machines 	<p>Learning experiences for the HSC must address:</p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. <p>Types of communication:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>The importance of communicating in language that is:</p>

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			<ul style="list-style-type: none"> • clear • concise • directive • purposeful • correct • courteous • culturally sensitive. <p>General features and benefits of a range of communication equipment/methods.</p> <p>Factors affecting the selection of particular communication 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>Selection and use of various communication methods/equipment in a variety of potential and real situations in the workplace.</p> <p>An understanding of enterprise communication procedures, systems and technology relevant to the individual's work responsibilities.</p>
	<p>1.3 Effective listening and speaking skills are used in <i>oral communication</i></p>	<p>Oral communication may include but is not limited to:</p> <ul style="list-style-type: none"> • answering telephone calls • requests from colleagues • use of voice mail • informal discussions • answering enquiries from clients 	<p>Learning experiences for the HSC must address:</p> <p>Modes of verbal communication including:</p> <ul style="list-style-type: none"> • face-to-face • telephone • answering machine/voice mail • two-way radio. <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • clear voice • audible volume • courteous tone. <p>Effective communication techniques in relation to</p>

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			<p>listening:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening. <p>Effective questioning techniques:</p> <ul style="list-style-type: none"> • open • closed • reflective. <p>Features of good telephone etiquette including:</p> <ul style="list-style-type: none"> • greeting callers <ul style="list-style-type: none"> - answer call promptly - using polite greeting - identifying the enterprise - identify yourself using 'This is' and name - offer of assistance • courteous language • friendly tone • clear articulation • accurate relaying of messages.
	<p>1.4 Input from internal and external sources is sought, and used to develop and refine new ideas and approaches</p>		<p>Learning experiences for the HSC must address:</p> <p>The value of sharing and updating information including:</p> <ul style="list-style-type: none"> • maintaining professionalism • promotion of enterprise products and services • meeting work goals • improving customer service • positive work relations. <p>Disseminating information through a variety of channels including:</p> <ul style="list-style-type: none"> • direct mail • seminars • corporate websites/e-newsletters • one-on-one communication • enterprise/organisation newsletters • team meetings • daily conversation • email.

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	1.5 Instructions or enquiries are responded to promptly and in accordance with <i>organisational requirements</i>	Organisational requirements may be included in: <ul style="list-style-type: none"> • quality assurance and/or procedures manual • goals, objectives, plans, systems and processes • business and performance plans • legal and organisation policy/guidelines and requirements • access and equity principles and practice • ethical standards • Occupational Health and Safety policies, procedures and programs • quality and continuous improvement processes and standards • defined resource parameters 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the source of organisational requirements including:</p> <ul style="list-style-type: none"> • quality assurance procedures manual • business plans • legal policy/guidelines and requirements • access and equity principles and practice • occupational health and safety (OHS) policies, procedures and programs. <p>Establishing good work habits through knowledge of the enterprise/organisation:</p> <ul style="list-style-type: none"> • policies and practices • products and services. <p>Industry standards for workplace interaction including:</p> <ul style="list-style-type: none"> • courtesy • discretion • confidentiality • structured follow-up procedures.
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	Written information may include but is not limited to: <ul style="list-style-type: none"> • handwritten and printed materials • electronic mail • internal memos • briefing notes • facsimiles • general correspondence • telephone messages 	<p>Learning experiences for the HSC must address:</p> <p>Written communication media including:</p> <ul style="list-style-type: none"> • messages • electronic mail • memorandum • facsimiles • receipts • customer records • general correspondence • workplace forms. <p>The importance of the following skills in written communications:</p> <ul style="list-style-type: none"> • spelling • grammar • punctuation • proofreading. <p>Layout and features of business documents including:</p>

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			<ul style="list-style-type: none"> • correspondence (faxes, memos, letters and emails) • database reports (customer records) • booking system records • sales records (forecasts and actuals) • forms (manual and electronic) • invoices (from suppliers and to debtors).
	2.2 <i>Correspondence</i> is drafted and presented within designated timelines	Correspondence may include but is not limited to: <ul style="list-style-type: none"> • memorandums • messages • proformas • emails • standard/form letters 	<p>Learning experiences for the HSC must address:</p> <p>Procedure for the processing of documents including:</p> <ul style="list-style-type: none"> • recording receipt • photocopying if required • selecting media if a reply is required, including fax, email or letter • presentation of documents including collating and binding if required • mailing • filing. <p>An understanding of mail preparation procedures including:</p> <ul style="list-style-type: none"> • address details and layout of letter and envelope • letter has been signed • enclosures complete and included • return address. <p>Enterprise/organisation practices for recording, storing and exchanging written messages quickly and efficiently.</p> <p>Forms of correspondence including:</p> <ul style="list-style-type: none"> • acknowledgement • confirmation • enquiry • covering letter.
	2.3 Presentation of written information meets organisational <i>standards</i> of style, format and accuracy	Written information may include but is not limited to: <ul style="list-style-type: none"> • handwritten and printed materials • electronic mail 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of enterprise/organisation:</p> <ul style="list-style-type: none"> • style guides for written correspondence • standard turnaround times.

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		<ul style="list-style-type: none"> • internal memos • briefing notes • facsimiles • general correspondence • telephone messages <p>Standards may include:</p> <ul style="list-style-type: none"> • standards set by work group • organisational policies and procedures • specified work standards • legislation • Australian Standards. 	