

Training Package	Information and Communications Technology (ICA05)		HSC Requirements and Advice
Title	Communicate in the workplace		
Unit code	Field	Team Work	HSC Indicative Hours 15
ICAW2002A			
Unit descriptor	<p>This unit defines the competency required to provide limited client support through verbal and non-verbal communication and to effectively communicate with colleagues.</p> <p>These units are linked to form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAW2001A Work effectively in an IT environment. 		

Evidence Guide			HSC Requirements and Advice
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.			
Resources	Critical aspects of evidence	Assessment guidance	Key Terms and Concepts
<ul style="list-style-type: none"> • equipment to facilitate verbal and non-verbal communication with others • clients and colleagues. 	<p>Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the processing of internal and external requests, including from colleagues.</p>	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <p>Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.</p> <p>Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.</p> <p>In the case of this unit, it could be assessed in a holistic manner with:</p> <ul style="list-style-type: none"> • ICAW2001A Work effectively in an IT environment. 	<ul style="list-style-type: none"> • access and equity principles • active listening • appropriate persons • audit trails • barriers to effective communication • benefits of good customer service • client base • client interaction protocols • communication methods and equipment • communication process/cycle • cultural differences • cultural groups in Australian society • current business practice for preparation of documentation • decision-making • enquiry • good customer service practices • internal and external client • lines of reporting

Evidence Guide cont/d		HSC Requirements and Advice	
Knowledge and skills			
<p>Knowledge includes:</p> <ul style="list-style-type: none"> • basic understanding of organisational systems (e.g. when processing information and establishing contact with clients) • broad knowledge of organisational values (e.g. when establishing contact with clients) • broad knowledge of organisational code of conduct (e.g. when establishing contact with clients) • general OH&S principles and responsibilities • broad knowledge of vendor applications and their features (e.g. when processing information) • access and equity principles when communicating with people from diverse backgrounds and people with special needs. 	<p>Skills include:</p> <ul style="list-style-type: none"> • questioning and active listening techniques (e.g. when obtaining information and determining client support needs) • problem solving skills for a defined range of predictable problems (e.g. when responding to client requests and inquiries) • basic negotiation skills in relation to other team members applied to a defined range of predictable problems (e.g. when creating an effective service environment) • basic customer service skills in relation to obtaining information (e.g. when responding to client requests and inquiries) • conveying meaning clearly, concisely and coherently (e.g. when responding to client requests and inquiries) • clear and precise non-verbal communication (e.g. when creating an effective service environment) • literacy skills in regard to basic workplace documents. 	<p>Role context</p> <p>Interaction and communication with clients (both internal and external clients) is important to organisations. Prompt response to client enquiries in a courteous fashion promotes goodwill, repeat custom, productivity and credibility.</p> <p>The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear. There would generally be limited complexity in the range of operations to be applied.</p> <p>Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic.</p> <p>Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.</p> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • demonstrate basic operational knowledge in a moderate range of areas • apply a defined range of skills • apply known solutions to a limited range of predictable problems • perform a range of tasks where choice between a limited range of options is required • assess and record information from varied sources • take limited responsibility for own outputs in work and learning. 	<ul style="list-style-type: none"> • naming standards • negotiation • non-verbal communication • open, closed and reflective questions • organisational policies and procedures • organisational systems, values and code of conduct • personal attributes • preferences, needs and expectations • prioritising • proactive strategies • problem-solving • processing internal and external requests/enquiries • products and services • receiving request/enquiry • recording and reporting • request • scope of responsibility • structured follow-up • tolerance and respect • tracking processes • turnaround times • vendor applications • verbal communication • version control • work ethics • workplace documentation • written communication.

KEY COMPETENCIES

The seven Key Competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 – at this level, the candidate is required to undertake tasks effectively

Performance Level 2 – at this level, the candidate is required to manage tasks

Performance Level 3 – at this level, the candidate is required to use concepts for evaluating and reshaping tasks

The following Key Competency levels have been considered within the structure of this unit's Performance Criteria.

Key competencies	1	Collect, analyse and organise information	1
	2	Communicate ideas and information	1
	3	Plan and organise activities	1
	4	Work with others and in teams	1
	5	Use mathematical ideas and techniques	1
	6	Solve problems	1
	7	Use technology	1

Elements	Performance criteria	Range Statement	HSC Requirements and Advice
1 Establish contact with clients	1.1 Receive requests and enquiries from <i>clients</i> in a polite and appropriate manner	<p>The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Italicised</i> wording in the Performance Criteria is detailed as follows.</p> <p>[Variables are in bold, followed by the Scope in dot points.]</p> <p>Client</p> <ul style="list-style-type: none"> • May include but is not limited to internal departments, external organisations, individual people, working colleagues and internal employees. 	<p>Learning experiences for the HSC must address:</p> <p>Importance of communication in an information and communication technology (ICT) industry or environment.</p> <p>Personal attributes and work ethics of ICT staff:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical behaviour • courtesy • honesty • work performance • taking directives • attention to detail • personal presentation and grooming • attitude • discretion • confidentiality • consistency of service • safe working practices. <p>Types of clients including:</p> <ul style="list-style-type: none"> • internal <ul style="list-style-type: none"> - workmates/colleagues/employees - departments • external. <p>A broad knowledge of organisational systems, values and code of conduct in relation to establishing contact with clients.</p> <p>Receiving requests and enquiries through:</p> <ul style="list-style-type: none"> • telephone • workplace forms (paper and electronic) • electronic mail • face-to-face • memoranda • facsimiles • handwritten notes/letters. <p>Establishing good work habits through knowledge of</p>

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			<p>the company/organisation:</p> <ul style="list-style-type: none"> • product range and service/s offered • client base • greeting and closing procedures • client interaction protocols • request/enquiry records and tracking • request/enquiry procedures.
	<p>1.2 Use verbal and non-verbal <i>communication</i> to respond to the <i>client</i> requests and enquiries effectively</p>	<p>Communication</p> <ul style="list-style-type: none"> • May include but is not limited to external clients and internal clients, including team members, supervisors and management; inquiries related to routine client support needs; clarifying and recording information that does not involve technical problem solving. <p>Client</p> <ul style="list-style-type: none"> • May include but is not limited to internal departments, external organisations, individual people, working colleagues and internal employees. 	<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>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy • 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>The importance of communicating in a language that is:</p> <ul style="list-style-type: none"> • clear • concise • directive • purposeful • correct • courteous • culturally sensitive.

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			<p>Verbal communication including:</p> <ul style="list-style-type: none"> • face-to-face • telephone • mobile phone • answering machine • paging system • team meeting • daily conversation. <p>The importance of the following to verbal communication:</p> <ul style="list-style-type: none"> • appropriate language • clear voice • audible volume • courteous tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Written communication including:</p> <ul style="list-style-type: none"> • direct mail/letters (general correspondence) • messages • electronic mail • internet/intranet • memoranda • facsimiles • client records • workplace forms/documents • reports. <p>The importance of the following skills in written communication:</p> <ul style="list-style-type: none"> • accurate spelling, grammar and punctuation • appropriate tone, format and style • sentence construction (short, simple and correct) • legible handwriting • plain English • avoid jargon • technical detail accompanied by explanation • proofreading and editing. <p>Effective communication techniques in relation to</p>

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			<p>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>General features, benefits and working knowledge of a 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>Current business practice in relation to preparation of workplace documentation including:</p> <ul style="list-style-type: none"> • formatting • style guides • templates • wizards • document naming and filing conventions • header/footer, page/section break, margins and page numbering • editing and proofing. <p>A range of workplace documentation including:</p> <ul style="list-style-type: none"> • memorandum • email • letter • facsimile • report.
	<p>1.3 Use appropriate questioning and active listening techniques to understand <i>client</i> needs and determine support requirements</p>	<p>Client</p> <ul style="list-style-type: none"> • May include but is not limited to internal departments, external organisations, individual people, working colleagues and internal employees. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the difference between preferences, needs and expectations.</p>

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	<p>1.4 Accommodate <i>cultural differences</i> in the workplace</p>	<p>Cultural differences</p> <ul style="list-style-type: none"> • May include but is not limited to the way people interact with each other, content of emails and business documents, design of templates, and policies relating to safety standards, customer service, quality, and security. 	<p>Establishing customer preferences, needs and expectations through:</p> <ul style="list-style-type: none"> • active listening • using open, closed and reflective questions • observation and recognition of non-verbal signs. <p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the concepts of:</p> <ul style="list-style-type: none"> • cultural diversity • cultural differences • cultural awareness. <p>An understanding for the need for tolerance and respect in the workplace.</p> <p>An awareness of elements of cultural differences including:</p> <ul style="list-style-type: none"> • interpersonal relations • festival/celebrations • family structure/obligations • language • religion • customs • social values • work ethic • communication • product/service preference. <p>General characteristics of the different cultural groups in Australian society.</p> <p>The importance of respecting individual difference arising from:</p> <ul style="list-style-type: none"> • culture • race • language • gender • age • religious beliefs • customs/traditions • people with special needs.

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			<p>Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace including:</p> <ul style="list-style-type: none"> • staff training • utilising an individual's difference/skills • using a range of communication media and techniques • promoting cultural celebrations and celebrating differences • actively seeking to break down barriers • developing a workplace culture of empathy and tolerance. <p>An awareness of access and equity principles when communicating with people from diverse backgrounds and those with special needs.</p>
2 Process information	2.1 Answer enquiries promptly and appropriately		<p>Learning experiences for the HSC must address:</p> <p>Benefits of good customer service including:</p> <ul style="list-style-type: none"> • promoting goodwill • client loyalty/repeat business • new business • productivity • credibility • promoting company/organisation service ethic. <p>Establishing good customer service including:</p> <ul style="list-style-type: none"> • knowledge of company/organisation product/ service policies • use language that is targeted to the specific customer • present a friendly and courteous manner • use positive gestures and body language • ensure prompt response to enquiry/request • adopt a solutions-oriented approach • follow-up to maximise customer satisfaction. <p>Skills required including:</p> <ul style="list-style-type: none"> • problem-solving <ul style="list-style-type: none"> - listen and acknowledge - identify problem - consider solutions

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			<ul style="list-style-type: none"> - action - record - follow-up • decision-making • negotiating • prioritising. <p>An awareness of company/organisation standard turnaround times.</p> <p>Broad knowledge of vendor applications and their features.</p> <p>Effective responses to a range of potential enquiries and requests.</p>
	<p>2.2 Record information or messages and refer <i>client</i> requests to the <i>appropriate person</i> in accordance with organisational procedures</p>	<p>Client</p> <ul style="list-style-type: none"> • May include but is not limited to internal departments, external organisations, individual people, working colleagues and internal employees. <p>Appropriate person</p> <ul style="list-style-type: none"> • May include a supervisor, teacher, authorised business representative or client. 	<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). <p>A knowledge of company/organisation/industry practices for:</p> <ul style="list-style-type: none"> • tracking process • audit trails • naming standards • version control. <p>The importance of acting within the level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>Understanding lines of reporting and communication with supervisor/team leader and colleagues within the workplace.</p> <p>Awareness of the scope of responsibility of personnel to enable referral of request/enquiry to the most</p>

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			<p>appropriate person.</p> <p>Appropriate persons including:</p> <ul style="list-style-type: none"> • colleague • supervisor/team leader • technical expert • trainer • vendor representative • supplier • industry/regulatory body.
	<p>2.3 Inform <i>client</i> of the progress of their request or enquiry and advise them of the organisational process for answering their request or enquiry</p>		<p>Learning experiences for the HSC must address:</p> <p>Standard operating procedures (SOP) for processing internal and external requests/enquiries including:</p> <ul style="list-style-type: none"> • recording initial request/enquiry • disseminating request/enquiry to appropriate person • respond to request/enquiry • inform client • record action • structured follow-up.
	<p>2.4 Investigate the organisational follow-up procedure or policy and record follow-up action taken in regard to the <i>client</i> request or enquiry</p>		<p>Learning experiences for the HSC must address:</p> <p>A knowledge of company/organisation/industry practices for recording and reporting:</p> <ul style="list-style-type: none"> • formal/informal • verbal/written. <p>An awareness of the benefits of following-up with clients post-resolution.</p>