



Australian Government

Department of Education, Employment and Workplace Relations

CUVIND401A Communicate effectively with arts professionals

Release: 1

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Modification History

Version	Comments
CUVIND401A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with a range of arts professionals about cultural and business activities.

Application of the Unit

Practitioners, administrators or managers who work with a broad range of arts professionals apply the skills and knowledge in this unit. They could be working in the public or private sector and they could be interacting with arts professionals in contexts such as community projects, exhibitions, events or festivals.

This work is carried out under limited supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>

Elements and Performance Criteria

<p>1. Determine communication requirements</p>	<p>1.1 In consultation with <i>relevant personnel</i>, identify <i>arts professionals</i> with whom communication is needed</p> <p>1.2 Clarify the type of <i>information</i> needed from the perspective of both parties</p> <p>1.3 Gather information to support the communication process</p>
<p>2. Exchange information with arts professionals</p>	<p>2.1 Organise mutually convenient <i>interactions</i> with arts professionals</p> <p>2.2 Communicate purpose and expected <i>outcomes</i> of interactions with arts professionals</p> <p>2.3 Present information in formats appropriate to contexts and within required timeframes</p> <p>2.4 Seek information from arts professionals to meet identified needs within required timeframes</p> <p>2.5 Establish rapport with arts professionals using <i>verbal</i> and <i>non-verbal communication processes</i></p> <p>2.6 Identify and act on potential <i>barriers to effective communication</i> with arts professionals</p>
<p>3. Establish and maintain professional relationships</p>	<p>3.1 <i>Establish</i> relationships in a manner that promotes goodwill and trust between own organisation and arts professionals</p> <p>3.2 Build trust and respect in business relationships through use of effective communication skills and techniques</p> <p>3.3 Identify and take up <i>opportunities</i> to maintain regular contact with arts professionals</p> <p>3.4 Proactively seek and act on information needed to maintain sound business relationships</p> <p>3.5 Honour agreements within the scope of individual responsibility</p> <p>3.6 Nurture relationships through regular contact and use of effective interpersonal and communication styles</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
- discuss and negotiate issues with arts professionals in a mutually beneficial way
- relate to people from diverse backgrounds and people with diverse abilities
- work collaboratively with others to establish rapport and build relationships with arts professionals
- initiative and enterprise skills to view issues from the perspective of others and to anticipate reactions accordingly
- planning and organising skills to:
- gather information required for interaction with arts professionals in a logical way
- organise interactions with others in a timely fashion
- self-management skills to develop and manage own professional relationships.

Required knowledge

- different roles of arts professionals and how they relate to a range of arts organisations
- different contexts in which arts professionals operate
- typical communication requirements between arts organisations and arts professionals
- principles and techniques for effective communication and networking
- sources of information about arts organisations and arts professionals.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • develop and engage in informed and appropriate arts industry communication for arts industry projects • apply effective interpersonal and communication skills • apply knowledge of types of professional communications required in the arts industry.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to information relating to arts organisations and arts professionals • interaction with others to reflect the communication aspects of the unit.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • evaluation of approaches taken by the candidate for specific projects • oral or written questioning to assess knowledge of a specific arts context • review of reports prepared by the candidate about communication approach taken for a specific project • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBCRT402A Collaborate in a creative process.

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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • CEOs • clients • colleagues • industry practitioners • managers • personnel associated with: <ul style="list-style-type: none"> • funding bodies • government departments or agencies • local councils • media outlets • other arts organisations • sponsors.
<p><i>Arts professionals</i> may be associated with:</p>	<ul style="list-style-type: none"> • collectives and cooperatives • community-based and Indigenous organisations • festivals • galleries • government departments • museums • not-for-profit and/or government-funded arts organisations • performance spaces • studio and media-based practices • theatres.
<p><i>Information</i> may relate to:</p>	<ul style="list-style-type: none"> • audience demographics • competitions • conceptual vision of the organisation and its impact on service provision • context of the arts organisation • events, such as lectures and talks • funding applications and allocations • loaning or borrowing of work • marketing strategies • organisational and administrative practices • publications • record and document requirements, such as:

	<ul style="list-style-type: none"> • consignment notes • financial statements • space usage • specific arts professionals: <ul style="list-style-type: none"> • historical contexts • their practices • techniques, methods and practices • timetabling and schedules.
<p>Interactions may be written or verbal, formal or informal, and may include:</p>	<ul style="list-style-type: none"> • appointments • meetings • visits to: <ul style="list-style-type: none"> • museums • galleries • theatres • studios • institutions • rescheduling or moving to a more convenient space.
<p>Outcomes may relate to:</p>	<ul style="list-style-type: none"> • arrangements for acquisition of work and associated documentation • contracts • decision not to proceed • decision to proceed at a later date • decision to proceed with that arts professional’s work • financial accountability • financial arrangements and payments • identification of other arts professionals to approach • identification of other networking opportunities • invitation to meet again at a future time, when closer match between arts professional and arts organisation may be possible • marketing • promotion • public relations • referral of arts professional elsewhere.
<p>Verbal communication processes may include:</p>	<ul style="list-style-type: none"> • articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills

	<ul style="list-style-type: none"> • voice modulation • voice projection.
<p><i>Non-verbal communication processes</i> may include:</p>	<ul style="list-style-type: none"> • active listening • body language, including body orientation and gestures, and posture • clothing • colour • distance • facial expression • grooming • music • sound • touching • voice.
<p><i>Barriers to effective communication</i> may include:</p>	<ul style="list-style-type: none"> • acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites • lack of distribution of reply paid cards or envelopes in mail-outs • lack of voice modulation and articulation • limited opening hours of call centres or offices • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed.
<p>Ways to <i>establish</i> relationships may involve:</p>	<ul style="list-style-type: none"> • approaching selected arts professionals • organising interviews, meetings or other gatherings • responding to unsolicited approaches • telephone, newsletters and the internet • attending networking events.
<p><i>Opportunities</i> may include:</p>	<ul style="list-style-type: none"> • attendance at industry events • meetings • regular face-to-face or other communication • seminars.

Unit Sector(s)

Industry capability – industry context