



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCOM302D Communicate appropriately with clients and colleagues**

**Release: 1**

## CHCCOM302D Communicate appropriately with clients and colleagues

### Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCOM302C Communicate appropriately with clients and colleagues	CHCCOM302D Communicate appropriately with clients and colleagues	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required to *exercise effective communication skills* in the workplace

### Application of the Unit

**Application**

The communication skills described in this unit may be applied across a range of workplace contexts involving various levels of social and cultural *diversity*

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

1. Exercise effective *communication* techniques

- 1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues
- 1.2 Introduce oneself appropriately
- 1.3 Ensure communication is clear and relevant to situation/activities undertaken
- 1.4 Use touch and other non-verbal means of communication as appropriate
- 1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or *appropriate person*

2. Follow routine *instructions*

- 2.1 Carry out workplace instructions within agreed timeframes
- 2.2 Seek clarification to understand work instructions, when required
- 2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person

**ELEMENT****PERFORMANCE CRITERIA**

- |  |  |
|--|--|
| 3. Complete <i>reports</i> as required | 3.1 Complete reports to the standard expected in the workplace |
|  | 3.2 Complete reports within identified timeframes              |
|  | 3.3 Ensure reports are clear and accurate                      |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Principles of effective communication
- Dealing with cultural diversity
- Referral processes of organisation
- Effect of sensory loss and cognitive impairment
- Relevant guidelines and procedures
- A range of written material relevant to the job role

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Demonstrate competency over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adjust communication to meet differing needs
- Use assertive communication
- Use active listening and recognise non-verbal triggers
- Provide feedback
- Minimise conflict and tensions
- Use reading and writing skills required to fulfil job roles as specified by organisation/service:
  - the level of skill may range from the ability to understand symbols used on work health and safety (WHS) signs, to reading workplace safety pamphlets or procedure

## REQUIRED SKILLS AND KNOWLEDGE

- manually, to reading and handling chemicals such as cleaning fluids
- literacy support available in the workplace may range from having access to support and assistance from expert/mentor/supervisor, to having no communication supports available
- literacy may be required in English or a community language depending on the client group
- Use oral communication skills required to fulfil job roles as specified by the organisation/service:
  - skills in asking questions, providing clear information, listening to and understanding workplace instructions, and clarifying workplace instructions when necessary
  - service/organisation may require competence in English or community language, depending on client group

## Evidence Guide

### EVIDENCE GUIDE

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.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions  
This may include the use of languages other than English and alternative communications systems
- Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues
- Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

## EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
  - All workers should develop their ability to work in a culturally diverse environment
  - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
  - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
  - Resources required for assessment include access to relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from the workplace environment
  - Workplace evidence can include testimonials from clients and colleagues, portfolios etc

## Range Statement

### 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. Add any 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.

## RANGE STATEMENT

*Diversity may relate to individual differences and needs and may include:*

- Age
- Behavioural
- Cultural
- Developmental
- Emotional
- Intellectual
- Physical
- Religious/spiritual
- Social

*Communication includes:*

- All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts

*Communicating effectively will be carried out within requirements established by:*

- Anti-discrimination legislation
- Accepted cultural protocols
- Accepted language protocols and systems

*Exercise effective communication skills includes:*

- Being non-judgemental
- Active listening, where culturally appropriate
- Non-verbal behaviour to indicate understanding of what is being said
- Clarifying what is said
- Responses that are culturally appropriate
- Participating in group processes

*Appropriate person may be from within or outside the organisations may be:*

- Colleagues
- Immediate supervisor
- Other health workers
- Consultant
- Clients and families/carers



**RANGE STATEMENT**

*Instructions may include:*

- Manufacturer's/operating written instructions
- Work unit guidelines, procedures and protocols including WHS procedures and protocols for using interpreters
- Supervisor's or management instructions

*Instructions may be:*

- Written
- Verbal

*Reports may be verbal or written and may include:*

- Notes
- Records
- Memos
- Letters
- Clients records
- Verbal 'hand overs' at the end of a shift
- Case file notes

**Unit Sector(s)**

Not Applicable