



Australian Government

Department of Education, Employment and Workplace Relations

ICAD2003B Receive and process oral and written communication

Release: 1

ICAD2003B Receive and process oral and written communication

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to receive, clarify and document client information and refer for action.</p> <p>There may be benefit in concurrent learning with the following units:</p> <ul style="list-style-type: none"> • ICAW2001B Work effectively in an IT environment • ICAW2002B Communicate in the workplace • ICAW2011B Work individually or in a team to achieve organisational goals <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAW2001B Work effectively in an IT environment • ICAW2002B Communicate in the workplace • ICAW2011B Work individually or in a team to achieve organisational goals <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Receive and process oral communication from clients	1.1. Demonstrate the accommodation of <i>cultural differences</i> in communication 1.2. Receive and clarify oral messages in a courteous manner 1.3. Log a written message according to <i>organisational guidelines</i> 1.4. Send the message to the required person using an appropriate method
2. Receive and process written communication	2.1. Receive and process <i>written communication</i> , from clients 2.2. Demonstrate the use of <i>equipment</i> to manage messages
3. Respond to incoming telephone calls	3.1. Answer telephone calls promptly according to the <i>organisational requirements</i> 3.2. Determine and confirm the callers' requests and next actions 3.3. Record messages according to the <i>organisational guidelines</i> 3.4. Maintain records of <i>documentation and reports</i> associated with incoming calls
4. Make telephone calls	4.1. Look up <i>client</i> details for the correct telephone number 4.2. Call the <i>client</i> using the appropriate greeting 4.3. Deliver the message to the <i>client</i> and finalise the telephone call appropriately

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Basic customer service in relation to obtaining information
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems
- Low-level decision making skills

REQUIRED SKILLS AND KNOWLEDGE

- Ability to convey meaning clearly, concisely and coherently
- Literacy skills in regard to basic workplace documentation
- Use of various recording and reporting media
- Plain English literacy and communication skills in relation to dealing with clients and colleagues
- Telephone answering skills
- Computer use and email receipt and response skills

Required knowledge

- Basic knowledge of acceptable work practices and working environment
- Basic office procedures
- Basic understanding of organisational systems
- Organisational guidelines on communications, response times and protocols

Evidence Guide

EVIDENCE GUIDE	
<p>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.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to use clear and concise communication to record and process messages according to organisational requirements; clarify and document client information and refer to correct area of responsibility for action. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Personal computer Incoming and outgoing telephone facilities Email and word processing facilities
Context of and specific resources for assessment	<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>Assessment must ensure:</p> <ul style="list-style-type: none"> Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic. 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.
Method of assessment	<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</p>

EVIDENCE GUIDE

	<p>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> <ul style="list-style-type: none"> • 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. • 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>Guidance information for assessment</p>	<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"> • ICAW2001B Work effectively in an IT environment • ICAW2002B Communicate in the workplace • ICAW2011B Work individually or in a team to achieve organisational goals <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 • Maintain knowledge of industry products and

EVIDENCE GUIDE	
	services

Range Statement

RANGE STATEMENT	
<p>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>	
<p><i>Organisational guidelines</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • guidelines that include telephone documentation procedures • written documentation procedures • organisation manuals • policy on client liaison
<p><i>Cultural differences</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • the way people interact with each other • content, style and design of emails • business documents
<p><i>Organisational requirements</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> • personal use of emails and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • response times • financial control mechanisms
<p><i>Written communication</i></p>	<ul style="list-style-type: none"> • Written communication may include but is not limited to letters, email, memos
<p><i>Equipment</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> • workstations • personal computers • modems and other connectivity devices • printers • DSL modems

RANGE STATEMENT	
	<ul style="list-style-type: none"> • hard drives • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices
<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people and including colleagues • internal employees
<i>Documentation and reports</i>	<ul style="list-style-type: none"> • May include audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach. Information gathering processes may have associated templates

Unit Sector(s)

Unit sector	Documentation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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