



**Australian Government**

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

# **ICAS2009B Interact with clients**

**Release: 1**

## **ICAS2009B Interact with clients**

### **Modification History**

Not Applicable

## Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to provide routine client support in a professional manner.</p> <p>There may be benefit in concurrent learning with the following units:</p> <ul style="list-style-type: none"> <li>• ICAW2002B Communicate in the workplace</li> <li>• ICAW2011B Work individually or in a team to achieve organisational goals</li> </ul> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAD2003B Receive and process oral and written communication</li> <li>• ICAS2016B Record client support requirements</li> <li>• ICAW2002B Communicate in the workplace</li> <li>• ICAW2011B Work individually or in a team to achieve organisational goals</li> </ul> <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

<b>Application of the unit</b>	
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## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

<b>Prerequisite units</b>	

<b>Prerequisite units</b>		

### Employability Skills Information

<b>Employability skills</b>	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. Deliver support to clients	1.1. Provide support for <i>clients</i> in a courteous and professional manner according to organisational policy, taking into consideration <i>cultural differences</i> 1.2. Use active listening and questioning to establish and confirm nature of <i>client</i> concerns 1.3. Maintain <i>client</i> contact and provide progress information until the problem is resolved
2. Respond to client complaints	2.1. Demonstrate a positive and helpful attitude to client when handling their concern and use sensitivity and discretion when handling issues 2.2. Escalate and refer <i>client</i> concern to <i>support person</i> if required, explaining the nature of issues involved 2.3. Resolve <i>client</i> complaint using recommendations from the <i>support person</i> 2.4. Document and record <i>client</i> concerns and solutions in line with <i>organisational guidelines</i>

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
<p>This section describes the skills and knowledge required for this unit.</p>
<p><b>Required skills</b></p>
<ul style="list-style-type: none"> <li>• Customer service skills</li> <li>• Handling difficult clients</li> <li>• Handling clients from diverse cultural and other backgrounds</li> <li>• Conflict resolution skills</li> <li>• Verbal and non-verbal communication appropriate to the work environment</li> <li>• Decision making skills applied to a limited range of options</li> <li>• Questioning and active listening skills</li> </ul>
<p><b>Required knowledge</b></p>
<ul style="list-style-type: none"> <li>• Principles of equal employment opportunity and anti-discrimination</li> <li>• General understanding of systems, organisational environment</li> <li>• Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas</li> <li>• General knowledge of the client business domain and business-critical functions</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

- Principles of ethical work practice
- Organisational policies for external and internal client contact

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<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>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>Assessment must confirm ability to provide routine client support in a professional manner, with exceptions being referred to appropriate area as they occur according to escalation procedures.</li> </ul> <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> <li>Personal computer</li> </ul>
<b>Context of and specific resources for assessment</b>	<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"> <li>Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes would be characteristic.</li> <li>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.</li> </ul>
<b>Method of assessment</b>	<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</p>

<b>EVIDENCE GUIDE</b>	
	<p>special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Guidance information for assessment</b></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"> <li>• ICAD2003B Receive and process oral and written communication</li> <li>• ICAS2016B Record client support requirements</li> <li>• ICAW2002B Communicate in the workplace</li> <li>• ICAW2011B Work individually or in a team to achieve organisational goals</li> </ul> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic operational knowledge in a moderate range of areas</li> <li>• Apply a defined range of skills</li> <li>• Apply known solutions to a limited range of predictable problems</li> <li>• Perform a range of tasks where choice between a limited range of options is required</li> <li>• Assess and record information from varied sources</li> </ul>



<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>• Take limited responsibility for own outputs in work and learning</li> <li>• Maintain knowledge of industry products and services</li> </ul>

## Range Statement

<b>RANGE STATEMENT</b>	
<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>Cultural differences</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> <li>• the way people interact with each other</li> <li>• content of emails and business documents</li> <li>• design of templates</li> <li>• policies relating to safety standards, customer service, quality, and security</li> </ul>
<p><i>Support person</i> may include:</p>	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• vendor business representative</li> <li>• help desk person</li> <li>• subject matter expert</li> </ul>
<p><i>Client</i> may include but is not limited to:</p>	<ul style="list-style-type: none"> <li>• internal departments</li> <li>• external organisations</li> <li>• individual people</li> <li>• employees</li> </ul>
<p><i>Organisational guidelines</i> may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• personal use of emails and internet access</li> <li>• content of emails</li> <li>• downloading information and accessing particular websites</li> <li>• opening mail with attachments</li> <li>• virus risk (MS windows OS and Mac OS only)</li> <li>• dispute resolution</li> <li>• document procedures and templates</li> <li>• communication methods</li> <li>• financial control mechanisms</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	Support
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### Co-requisite units

<b>Co-requisite units</b>		

### Competency field

<b>Competency field</b>	
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