



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV512A Use complex workplace communication strategies

Release 3

PSPGOV512A Use complex workplace communication strategies

Modification History

Release	TP Version	Comments
3	PSP12V1	Unit descriptor edited.
2	PSP04V4.2	Layout adjusted. No changes to content.
1	PSP04V4.1	Primary release.

Unit Descriptor

This unit covers complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

In practice, using complex workplace communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, etc.

This is one of 5 units of competency in the *Working in Government* Competency Field that deal with communication. Related units are:

- PSPGOV202B Use routine workplace communication techniques
- PSPGOV312A Use workplace communication strategies
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV605A Persuade and influence opinion
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- No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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| <p>1. Prepare for complex communication</p> | <p>1.1 <i>Communication objectives</i> are clarified, those to be <i>present</i> are confirmed and <i>communication mode</i> is identified.</p> <p>1.2 Analysis is undertaken to anticipate the likely positions to be taken by those present on the matters under discussion.</p> <p>1.3 Subject matter is researched/<i>organised</i>, key points to be conveyed are identified and recorded, and information to counter other positions is summarised.</p> <p>1.4 Requirements of <i>legislation, policy and guidelines</i> relevant to the discussion are identified and incorporated.</p> |
| <p>2. Analyse and respond to opinions</p> | <p>2.1 Discussion is evaluated to identify impartiality, bias or unsupported argument.</p> <p>2.2 Points of view of other speakers are noted and information to counter opposing views is presented objectively in accordance with required position.</p> <p>2.3 <i>Reaction to speakers</i> and their point of view is analysed to identify and manage emotional reactions and maintain objectivity.</p> <p>2.4 Opposing/challenging views are examined for their value in achieving the same ends.</p> <p>2.5 Active listening and questioning are used to clarify own understanding, challenge or justify other points of view.</p> |
| <p>3. Present a convincing argument</p> | <p>3.1 <i>Communication approach</i> is chosen and used to suit the given audience.</p> <p>3.2 Prepared position is asserted with conviction and purpose.</p> <p>3.3 <i>Verbal and non-verbal behaviour</i> are adjusted to maintain listener interest if the audience is unresponsive.</p> <p>3.4 Questions are used to elicit feedback and check audience understanding.</p> <p>3.5 Audience questions and argument are responded to objectively, and answers are backed by reasoned explanation.</p> <p>3.6 Agreement is negotiated where possible, concluding with a summary of agreed items.</p> |
| <p>4. Develop a range of communication strategies</p> | <p>4.1 Feedback from others is obtained and the outcomes of communication are assessed.</p> <p>4.2 Lessons learnt are recorded and used to underpin future interactions.</p> <p>4.3 <i>Language structures and features</i> that influence audiences to a preferred point of view are developed and practised.</p> <p>4.4 Communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements.</p> |

Required Skills and Knowledge

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

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- speaking with confidence and listening critically
- clarifying meaning, exploring issues and problem solving
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of high-level communication

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences, such as workgroup, organisational, inter-agency
- ways to influence the interpretation of spoken communication
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of high-level communication

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite* units that must be achieved prior to this unit: *Nil*
- *Co-requisite* units that must be assessed with this unit: *Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC501B Promote the values and ethos of public service
 - PSPGOV504B Undertake research and analysis
 - PSPGOV505A Promote diversity
 - PSPGOV507A Undertake negotiations
 - PSPGOV508A Manage conflict
 - PSPGOV511A Provide leadership
 - PSPGOV514A Facilitate change
 - PSPGOV515A Develop and use political nous
 - PSPGOV516A Develop and use emotional intelligence
 - PSPLEGN501B Promote compliance with legislation in the public sector
 - PSPOHS501A Monitor and maintain workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use of complex communication strategies in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public sector communication
- current theory and practice on influencing skills for the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using complex communication strategies

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal

work practice and replicates the range of conditions likely to be encountered when using complex communication strategies, including coping with difficulties, irregularities and breakdowns in routine

- complex communications strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

<p>The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in <i>bold italics</i> in the Performance Criteria is explained here.</p>	
<p><i>Communication objectives</i> may be to:</p>	<ul style="list-style-type: none"> • share information • reach consensus • contribute to policy • represent the business unit's position/interests in internal negotiations • resolve differences • negotiate a joint position/compromise • build reputation (of self and organisation/business unit) • market services
<p><i>Those to be present</i> may include:</p>	<ul style="list-style-type: none"> • peers • colleagues • those senior or junior to the position • staff from other agencies
<p><i>Mode of communication</i> may include:</p>	<ul style="list-style-type: none"> • telephone • teleconference • video conference • Internet (online forums) • face-to-face • one-on-one, or in a group • forum, seminar or conference
<p><i>Organisation</i> of subject matter may include:</p>	<ul style="list-style-type: none"> • identifying features, advantages and benefits and aligning evidence/examples • anticipating likely disagreements and structuring material to address these
<p><i>Legislation, policy and guidelines</i> may include:</p>	<ul style="list-style-type: none"> • State/Territory and Commonwealth legislation, regulations, policies, guidelines and standards relating to exchange of information in the public sector, such as: <ul style="list-style-type: none"> • ethics and accountability guidelines/codes of practice • information security standards • principles of equal employment opportunity, equity and diversity • freedom of information and privacy. • intellectual property • fraud standards

	<ul style="list-style-type: none"> • professional liability
<i>Reaction to speakers</i> may include:	<ul style="list-style-type: none"> • own reaction • others present
<i>Communication approach</i> may include:	<ul style="list-style-type: none"> • catering to political sensitivities • working within government processes and operational frameworks • balancing debate and action • consideration of wider organisational/public sector issues • speaking with confidence • cultural, ethnic, diversity or equity considerations • consultative • collaborative • assertive • reasonable • humorous
<i>Verbal and non-verbal behaviour</i> may include:	<ul style="list-style-type: none"> • inclusive language, ideas and information • congruent speech and body language • speaking with confidence • impartiality • responsiveness • drawing on different sources of information
<i>Language structures and features</i> may include:	<ul style="list-style-type: none"> • use of metaphors and similes • use of analogy, imagery and other comparisons • use of passive voice • using personal names repeatedly to convey intimacy or sincerity • tone, style and point of view

Unit Sector(s)

Not applicable.

Competency field

Working in Government.