



Australian Government

Department of Education, Employment and Workplace Relations

LGACOMP009A Implement effective communication techniques

Release 2

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Modification History

LGACOMP009A Release 2: Layout adjusted.

LGACOMP009A Release 1: Primary release.

Unit Descriptor

This unit covers communicating to ensure the effective operation of the workplace. The unit specifically looks at facilitating discussions, producing written materials and making presentations. It is suitable for all people working within the organization and is applicable across a range of contexts.

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Facilitate individual or group discussions	1.1 Mechanisms that enhance discussions are identified and implemented. 1.2 The specific communication needs of individuals are identified and addressed. 1.3 Strategies that encourage participation are used routinely. 1.4 Objectives and agendas for individual or group discussions are routinely set and followed. 1.5 Relevant information is provided to individuals and groups as appropriate to facilitate outcomes. 1.6 Evaluation of communication strategies is undertaken to promote ongoing participation of all parties.
2. Produce quality written information	2.1 Relevant council procedures and formats are identified. 2.2 Writing is succinct and clear and is presented in a logical and sequential way that matches the audience and the purpose of the document. 2.3 Written information is checked to ensure that it meets required standards of style, format and detail. 2.4 Assistance and/or feedback is sought to aid communication skill development.
3. Make presentations	3.1 The purpose, audience and medium to be used for the presentation are identified. 3.2 Materials required for the presentation are collected or created and organised in a logical structure suitable to the level of knowledge and understanding of the audience. 3.3 The presentation is delivered in a clear, logical and interesting way. 3.4 The presentation is monitored for audience responsiveness and adjusted to ensure ongoing rapport and audience engagement. 3.5 The audience is encouraged to participate where appropriate. 3.6 The presentation is reviewed to gauge its effectiveness and to inform subsequent presentations.

Required Skills and Knowledge

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

Required Skills

- literacy skills to write routine and complex workplace information
- communication skills and techniques
- problem-solving skills
- technology skills
- research skills
- presentation techniques and skills

Required Knowledge

- knowledge of different communication styles and techniques
- interpersonal communication
- group processes
- organisational policies, plans and procedures
- knowledge of communication methods
- principles of effective listening and questioning
- non-verbal communication
- writing techniques for routine and complex documents
- presentation techniques

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- facilitate individual and group discussions and achieve specified outcomes
- prepare a range of written information that is clear, concise and correct and appropriate to the audience and purpose of the document
- make effective presentations for many different purposes using a range of media

Context of assessment

Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects of evidence and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement. Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package. Assessment of the performance requirements in this unit should be undertaken in an actual workplace or simulated environment. Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.

Relationship to other units(prerequisite or co-requisite units)

To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or

Evidence required for demonstration of consistent performance

supervisor

Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations.

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

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 in the Performance Criteria is detailed below.

<i>Discussions</i> may include:	• seeking and conveying information • consulting and advising • structured interviewing • leading discussions and briefings • negotiating • chairing and participating in meetings • conflict resolution • coaching • advocacy • on-the-job training
<i>Individuals and groups</i> may include:	• clients and stakeholders • community groups and organisations • representatives of client groups or organisations • members of the public • managers and staff in own department and other departments • private organizations and consultants • other public sector organizations • colleagues in different locations
<i>Relevant council procedures</i> may include:	• quality assurance and/or procedures manuals • goals, objectives, plans, systems and processes • business and performance plans • legal and/or organizational policies, guidelines and requirements • ethical standards • occupational health and safety policies and procedures • resource management/sustainable practice • quality and continuous improvement processes and standards
<i>Written information</i> may include:	• routine as well as complex reports • minutes of meetings • proposals • project plans • spreadsheets • general internal and external correspondence • standard form letters and memos • electronic mail

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| <i>Standards</i> may include: | <ul style="list-style-type: none">• facsimiles• speeches• journal articles• marketing materials• instructions, procedures and policies |
| <i>Materials</i> may include: | <ul style="list-style-type: none">• standards set by work group• council policies |
| <i>Audience</i> may include: | <ul style="list-style-type: none">• slides• PowerPoint• overheads• tapes• brochures, pamphlets, newsletters, bulletins and letters• promotional material• manufacturers' handbooks and manuals• technical data• computer data |
| <i>Delivery</i> may include: | <ul style="list-style-type: none">• colleagues• business clients• community groups• general public <ul style="list-style-type: none">• pace of speech• voice characteristics such as volume, tone and inflection• accent• eye contact |

Unit Sector(s)

Common