



Australian Government

Department of Education, Employment and Workplace Relations

MEM16011A Communicate with individuals and small groups

Release: 1

MEM16011A Communicate with individuals and small groups

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers communicating effectively across a range of communication networks in the workplace. Communication levels include interpersonal (one-to-one), person-to-group, and mediated (e.g. telephone, letter, memo).
------------------------	--

Application of the Unit

Application of the unit	This unit applies where an individual is required to undertake a broad range of communication activities within a manufacturing or engineering organisation. The person would regularly use a variety of communication channels and media to communicate with others. To satisfy this unit, the person would need to exercise skills in verbal and non-verbal communication, along with demonstrating an understanding of communication principles and processes. Applications include common workplace activities such as facilitating small group discussions and meetings, writing memos or letters, making telephone calls, counselling co-workers, resolving issues or routine conflicts, talks or speeches. This unit includes written communication by letter, short memorandum or report etc. If research and/or structured report writing is required, Unit MEM16009A (Write reports) and/or Unit MEM16009A (Research and analyse engineering information) should be selected. Band: This unit has dual status and is to be regarded as both a Specialisation band A unit and Specialisation band B unit for progression to C5 (AQF level V). Unit Weight: 2
--------------------------------	--

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		
Path 1	MEM16006A	Organise and communicate information

Employability Skills Information

Employability skills	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 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.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan and prepare communication	1.1. Communication types and networks within the enterprise are identified. 1.2. Enterprise conventions, policies and procedures are followed when planning and preparing communication activities. 1.3. Communication channels and codes appropriate to objectives, circumstances and receiver/s are selected. 1.4. Communication is planned and structured to promote the accurate transfer of meaning. 1.5. Communication setting and climate is established appropriate to purpose and content of message. 1.6. Required resources are prepared and or obtained.
2. Communicate effectively in interpersonal, mediated and group settings	2.1. Effective communication skills, strategies and principles are applied to a variety of communication events. 2.2. Verbal and non-verbal language is used appropriate to the topic, sensitivities and technical understanding of the person/s being addressed. 2.3. Individual differences are respected and considered. 2.4. Purpose and objectives of communication are adhered to. 2.5. Participation in communication is encouraged. 2.6. Conventions, rules, policies and procedures are followed.
3. Evaluate communication	3.1. Feedback regarding the effectiveness of the communication activity is obtained. 3.2. Outcomes are assessed against communication objectives and selected channels and codes. 3.3. Communication barriers are identified and strategies for overcoming them are identified and implemented.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE**Required skills**

Look for evidence that confirms skills in:

- selecting and using various communication channels
- coding and decoding verbal and non-verbal messages
- giving and receiving feedback
- identifying blockages, barriers and breakdowns in communication
- applying principles of effective communication
- applying speaking and listening skills to interpersonal and group situations
- using writing skills to communicate technical and non-technical information using common verbal written channels
- undertaking reading and comprehension of written workplace communications

Required knowledge

Look for evidence that confirms knowledge of:

- communication process, stages and roles
- communication types and networks
- verbal and non-verbal channels - advantages and disadvantages
- verbal and non-verbal codes - advantages and disadvantages
- principles, strategies and conventions for interpersonal, mediated and group communication
- communication skills for sender and receiver
- communication blockages, barriers and breakdowns and strategies for overcoming them
- individual differences between communicators and strategies for effective communication
- establishing communication climate

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, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to communicate across a range of environments using different methods and techniques appropriate to the content and purpose of the communication. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with complex communication or other units requiring the exercise of the skills and knowledge covered by this unit.

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

EVIDENCE GUIDE**Guidance information for assessment****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. 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.

Communication types

- Upward - examples: reporting, suggestions, grievances
- Downward - examples: policy, procedure, job instruction, feedback, information
- Horizontal - examples: task coordination, conflict resolution, discussion, problem solving, information sharing

Communication networks

- Hierarchies, patterns or clusters of personnel
- Enterprise conventions, protocols and procedures for communication

Communication channels and codes

- Channels - defined here as the route a message takes through any of the three broad media: written verbal, spoken verbal and non-verbal
- verbal channels involve visual and sound media.
- non-verbal channels may involve visual, sound, touch, taste and smell and combinations of these
- Codes - defined here as any system of language, symbols, signals, gestures etc. that gives mutual meaning to a message. Codes may be:
 - verbal (spoken or written language)
 - non-verbal e.g. symbols and emblems, body language

Effective communication skills,

- Questioning and clarifying

RANGE STATEMENT	
strategies and principles	• Speaking and conversation skills • Effective and active listening • Reading and comprehension skills • Giving and receiving feedback • Giving and interpreting verbal and non-verbal messages • Using the telephone and similar mediated channels • Establishing communication climate • Basic conflict resolution • Seeking and acknowledging contribution • Agreeing on communication protocols • Clarifying the purpose of the communication activity • Principles and protocols for informal and formal meetings • Principles and protocols for speaking to a group • Group discussion strategies, principles and protocols • Interpersonal strategies and principles
Communication events	• Letters, memos, emails etc. • Telephone calls • Group talk • Meetings • Individual and group discussion • Task coordination • Information sharing
Individual differences	• Age, sex, ethnic origin, language • Status in the organisation • Level of expertise

Unit Sector(s)

Unit sector	
--------------------	--

Co-requisite units

Co-requisite units		

Competency field

Competency field	Communication
-------------------------	---------------