



Australian Government

Department of Education, Employment and Workplace Relations

PSPGOV312A Use workplace communication strategies

Revision Number: 3

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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 the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in *PSPGOV313A Compose workplace documents*.

In practice, using communication strategies may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, organising information, addressing client needs, 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
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV512A Use complex 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

- | | |
|---|--|
| 1. Respond to enquiries | 1.1 Responses are provided to enquiries from staff, the public and other clients in a timely manner or the matter is referred in accordance with organisational procedures.
1.2 Active listening techniques are utilised.
1.3 Respect for the individual is maintained and specific needs are identified and addressed in accordance with organisational policy and procedures.
1.4 Conflict or difficult situations are resolved in a confidential manner in accordance with standard procedures or are referred to others in accordance with organisational policy and procedures.
1.5 Communication is undertaken within the mandate of public sector legislation, the organisational code of conduct and ethics standards . |
| 2. Receive and give directions | 2.1 Oral directions are received, clarified and assessed to ensure they are ethical, lawful and reasonable.
2.2 Directions are acted on promptly in accordance with organisational policy and procedures or refused in accordance with public sector standards and ethics guidelines.
2.3 Directions are relayed in a clear and concise manner appropriate to the receiver.
2.4 Understanding of the directions by the receiver is questioned and confirmed.
2.5 Feedback on directions and outcomes is provided in accordance with organisational requirements. |
| 3. Participate in meetings | 3.1 Meeting agenda is confirmed and followed.
3.2 Input is focused on the objectives of the meeting and the agenda item at hand.
3.3 Input is provided fully but succinctly and in accordance with meeting protocol.
3.4 Other attendees are encouraged to participate in a manner suited to their experience and individual needs.
3.5 Meeting participants are treated with respect and trust-building behaviours are used to enhance relationships and meeting outcomes. |
| 4. Make presentations within the workgroup | 4.1 Job-related presentations are prepared and made within the workgroup.
4.2 Presentations are logically structured to contain relevant, accurate and complete information/content.
4.3 Presentations are structured and delivered to suit the intended audience.
4.4 Feedback is obtained from the audience and used to improve future presentations. |

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:

- speaking and listening relating to sustained communication exchanges
- taking part in interpersonal exchanges of information, with some awareness of different registers and strategies for interaction
- clarifying meaning, exploring issues and problem solving or referral
- deriving meaning from sustained oral discussions
- applying observation - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using information presented in graphic, diagrammatic, or visual form
- using technology such as telephones, computers with audio and presentation software, answering machines, facsimiles
- responding to diversity, including gender and disability.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication in the public sector such as privacy, confidentiality, freedom of information
- principles of effective communication, including presentations
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication
- conflict resolution techniques
- meeting formats and requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health, safety and environment in the context of workplace 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:
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV302B Contribute to workgroup activities
 - PSPGOV303B Build and maintain internal networks
 - PSPGOV306B Implement change
 - PSPGOV307B Organise workplace information
 - PSPGOV308B Work effectively with diversity
 - PSPGOV315A Give and receive workplace feedback
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to 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
- workplace communication strategies used 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 workplace communication in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using workplace communication strategies in the public sector

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 workplace communication strategies, including coping with difficulties, irregularities and breakdowns in routine

- workplace communication 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
- 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

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 ***bold italics*** in the Performance Criteria is explained here.

<i>Enquiries</i> may be:	• face-to-face • by telephone • via technology and other media, such as computers, email, short message service (SMS), facsimile, pagers • long or complex enquiries from internal or external clients • at organisational rather than workgroup level
<i>Other clients</i> may be:	• other agencies • unions • professional bodies • special interest groups • Minister's office • interstate or international clients • general public
<i>Active listening</i> may include:	• listening for central ideas • considering how information applies to the situation/person • identifying/eliminating emotional triggers or psychological deaf spots • using techniques for staying in touch with what the speaker is saying, as thought speed outstrips speed of speech • paraphrasing • summarising • using silence to elicit additional information • using and recognising body language
<i>Specific needs</i> may relate to:	• age • cultural background • disability • educational level • emotional state • ethnicity • expertise • family responsibilities • gender • interests • interpersonal approach

	• language • life experience • marital status • personality • physical ability • political orientation • religious belief • sexual orientation • socio-economic background • thinking/learning styles • work experience • working styles
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Legislation, code of conduct and ethics standards may include:	• Commonwealth and State/Territory legislation, standards and guidelines especially relating to equal employment opportunity, diversity, anti-discrimination • government policy • public sector code of ethics • national standards • the organisation's policies and practices • organisational code of conduct • international legislation/codes of behaviour
Trust-building behaviours may include:	• listening • sharing • helping • encouraging • speaking frankly and directly • respecting opinions • being consistent • cooperating • acting as equals • being confident, self-assured • accentuating the positive • acting calmly under stress • acting spontaneously and authentically • being empathetic • providing fair and accurate feedback • being physically or psychologically close • freeing and allowing • being caring/friendly • accepting and tolerating most behaviours • transparent, open, above board • open to new ideas and information • verbal and non-verbal congruency • resolving conflict and interpersonal problems • empowering and building up others • treating others as individuals
Presentations may be:	• oral • formal/informal • to a small/larger group depending on the size of the workgroup • supported by graphs, charts, tables or other information • supported by electronic slideshow/presentation
Feedback may include:	• informal feedback during the presentation • informal feedback after the presentation • feedback from supervisor, as part of performance management

Unit Sector(s)

Not applicable.

Competency field

Working in Government.