



# REGISTERED NATIONAL STANDARD

## UNIT OF COMPETENCY

<b>Title:</b>	<b>Teamwork communication</b>		
	<p><b>Note:</b> A mapping exercise conducted by the developer(s) of this unit of competency has confirmed comparability to unit of competencies <i>FSKOCM07 Interact effectively with others at work</i>, and <i>FSKRDG010 Read and respond to routine workplace information</i> in the Australia Training Package</p>		
<b>TQF Level:</b>	<b>3</b>	<b>Credits:</b>	<b>7</b>
		<b>Version:</b>	<b>1</b>
<b>National standard code:</b>	NS069-03		
<b>Associated qualification (and code):</b>	National Certificate in Work-readiness and Employability skills Level 3		
<b>Approval date:</b>	TBC	<b>Review date:</b>	TBC
<b>Purpose:</b>	<p>This unit describes the skills and knowledge required to interact effectively with others in the workplace, including external clients and internal staff. Interactions include giving or responding to spoken instructions, responding to customer queries and complaints, explaining a workplace procedure, or taking telephone calls from the general public or internal staff.</p> <p>This unit describes the skills and knowledge required to interpret and respond to information in routine workplace texts in printed or digital formats, such as instruction manuals, reports, emails, brochures, work instructions, notices, web pages with data and policies.</p> <p>An individual performing these tasks works independently and uses familiar support resources as needed.</p> <p>This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency.</p>		
<b>Learning Outcome 1 (LO1)</b>	Prepare to interact with others at work		
<b>Performance standards</b>	<p>1.1 Identify workplace policies or guidelines relevant to interactions in the workplace;</p> <p>1.2 Describe policy provisions regarding workplace interactions;</p>		

	<p>1.3 Identify types of interaction and audience;</p> <p>1.4 Explain <i>appropriateness of workplace interactions</i>;</p> <p>1.5 Interpret purpose of interaction and the information required for exchange;</p> <p>1.6 Establish appropriate style, tone and register of communication to meet audience needs;</p> <p>1.7 Identify oral communication strategies required for spoken interaction.</p>
<b>Learning Outcome 2 (LO2)</b>	Participate in interactions with others
<b>Performance Standards</b>	<p>2.1 Initiate and partake in a reciprocal conversation in the workplace;</p> <p>2.2 Answer a workplace phone following organisational procedure;</p> <p>2.3 Use oral communication strategies to communicate effectively;</p> <p>2.4 Demonstrate active listening skills;</p> <p>2.5 Ask effective questions to facilitate understanding;</p> <p>2.6 Use conventional grammar in workplace communication;</p> <p>2.7 Use specific and everyday vocabulary in routine workplace communication;</p> <p>2.8 Recognise and use appropriate non-verbal communication strategies;</p>
<b>Learning Outcome 3 (LO3)</b>	Review own communication performance
<b>Performance standards</b>	<p>3.1 Confirm if intended meaning and information has been communicated;</p> <p>3.2 Use appropriate strategies to seek feedback from others about one's own communication performance;</p> <p>3.3 Use feedback from others to evaluate the effectiveness of own communication performance;</p> <p>3.4 Identify strategies for improvement of own communication performance.</p>
<b>Learning Outcome 4 (LO4)</b>	Interpret information in text
<b>Performance standards</b>	<p>4.1 Use examples from own experience to describe what <i>texts</i> are;</p> <p>4.2 Use structure and features of information to navigate text and locate relevant information;</p> <p>4.3 Identify difficult and new workplace terminology in texts;</p> <p>4.4 Use appropriate strategies to understand the meaning of difficult or new workplace terminology in texts;</p> <p><i>[Range strategies include but not limited to asking appropriate colleagues</i></p>

	<p><i>for explanation or clarification, identifying relevant reference texts and materials, seeking assistance in regards to workplace reporting line, etc.]</i></p> <p>4.5 Use reading strategies to interpret relevant information and construct meaning;</p> <p>4.6 Use critical reading skills to analyse information.</p>
<b>Learning Outcome 5 (LO5)</b>	<p>Prepare to read routine workplace text</p> <p>[Range workplace texts include but not limited to: <i>messages (sms), emails, notices, instructions, policy written in simple terms and with clear wording, procedures, standard operating procedures (SOPs), instruction manual, forms, rosters, annotated diagrams, tables, charts, invoices, letters, statements, simple reports, and Work Health and Safety (WHS) records</i>].</p>
<b>Performance standards</b>	<p>5.1 Identify reason(s) for reading workplace texts and explicit questions to be answered;</p> <p>5.2 Identify workplace text types; [Range text types include but not limited to: longer texts such as <i>digital, printed, handwritten</i> and <i>visual</i> texts which require integration of a number of ideas and pieces of information. They may also be <i>formal, informal, free form, and formatted</i>]</p> <p>5.3 Identify audience and purpose of workplace text;</p> <p>5.4 Identify distinguishing workplace text features.</p>
<b>Learning Outcome 6 (LO6)</b>	Respond to workplace texts
<b>Performance standards</b>	<p>6.1 Check that information in a workplace text has been correctly understood;</p> <p>6.2 Use information to identify appropriate response;</p> <p>6.3 Explain why certain ways or manners of communication can be considered inappropriate or disrespectful;</p> <p>6.4 Appropriately respond to text;</p> <p>6.5 Reflect on text effectiveness of response in meeting intended purpose.</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skills and knowledge</b>	<p><b><u>Knowledge</u></b></p> <p>Understanding of:</p> <ul style="list-style-type: none"> <li>• Varieties of workplace texts and text-types;</li> <li>• Common workplace vocabulary;</li> <li>• Workplace stakeholders – internal and external;</li> <li>• How to interact effectively with workplace stakeholders including external clients and internal staff: <ul style="list-style-type: none"> <li>○ initiating a conversation in the workplace;</li> <li>○ participating in a reciprocal workplace conversation, such as discussing a new workplace procedure;</li> </ul> </li> </ul>

- asking questions for clarification;
- giving or responding to spoken instructions,
- responding to customer queries and complaints,
- active listening;
- explaining a workplace procedure,
- using the telephone to communicate with the general public or internal staff.

### **Skills**

- Communication skills – reading, writing, gestures, listening, speaking;
- Social skills; appropriate topics of workplace conversation, tone of voice and volume control, responding to questions, asking reciprocal questions, paying attention and listening to others, respecting the ideas of others, ending a conversation;
- Workplace etiquette for use of technology for work. Technology includes:
  - workplace internet, email, photocopier etc.;
  - private mobile phones and email.
- Open interpersonal skills to effectively communicate with stakeholders:
  - Internal stakeholders include managers and colleagues;
  - External stakeholders include people outside of the workplace but have interests in what the workplace does.
- Necessary skills required to:
  - Interpret routine workplace texts in printed or digital formats, such as instruction manuals, reports, emails, brochures, work instructions, notices, web pages with data and policies;
  - Answer and make telephone calls (internal and external);
  - Email (access, compose, make attachment, send);
  - Use oral communication skills to complete workplace activities.

## Assessment requirements

### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the performance criteria (i.e., performance standards) and foundation skills of this unit, including evidence of the ability to:

- participate in **at least two** (2) different spoken interactions at work appropriate to audience and purpose;
- interpret and identify appropriate response to information in **at least two** (2) different routine workplace texts;
- review own performance to identify areas for improvement.

### Knowledge Evidence

At all times the candidate must be able to demonstrate knowledge to complete the tasks outlined in the performance criteria (performance standards) and foundation skills of this unit, including knowledge of:

- reasons for reading routine workplace texts and explicit questions to be answered through reading;
- purpose and uses of routine workplace texts;
- distinguishing features of routine workplace texts;
- some specialized workplace terminologies in routine workplace texts;
- techniques to navigate routine workplace information using text structure and features;
- formal and informal text register of written text;
- techniques to self-monitor reading for sense and accuracy;
- reading strategies that support the interpretation of information in routine workplace texts;
- critical reading techniques to analyse routine workplace information in familiar texts;
- suitable responses to routine workplace information;
- oral communication strategies for spoken interactions;
- non-verbal communication for spoken interactions;
- grammar, vocabulary, and pronunciation for spoken interactions.

### Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context. Spoken exchanges must be undertaken with real individuals.

Skills must be demonstrated using routine information and texts that reflect those typically found in a workplace.

The following resources are to be made available:

	<ul style="list-style-type: none"> <li>• Access to routine workplace tools required to complete the performance evidence within the learner context. <ul style="list-style-type: none"> <li>○ Computer,</li> <li>○ Internet,</li> <li>○ Telephone,</li> <li>○ Workplace documentation, such as notices, instructions, policy written in simple terms and with clear wording, procedures, standard operating procedures (SOPs), instruction manual, forms, rosters.</li> </ul> </li> <li>• own familiar support resources;</li> <li>• dictionary or other references to determine the meaning of unknown words;</li> <li>• participants for interactions described in performance evidence;</li> <li>• routine workplace information.</li> </ul> <p><b>Re-assessments</b></p> <p>Candidates of assessments are eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 days of the completion of the first assessment.</p> <p><b>Reasonable adjustments</b></p> <p>Reasonable adjustments can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have, a particular need reasonable adjustment may be considered.</p>
<p><b>Moderation arrangements</b></p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> <li>1. use their existing moderation processes to moderate the assessment in this unit;</li> <li>2. plan their assessment and moderation and submit these to TNQAB for approval before they are implemented. Training providers are encouraged to use their own templates to plan their assessment and moderation. However, standard assessment and moderation plan forms are available on request from TNQAB.</li> </ol>
<p><b>Resource requirements</b></p>	<p>The following resources are to be made available:</p> <ol style="list-style-type: none"> <li>1. Workplace documents (refer to Assessment conditions),</li> <li>2. Relevant printed resources,</li> <li>3. Relevant Power Point presentations,</li> <li>4. Chalk/white board,</li> <li>5. Relevant video clips,</li> <li>6. Student and staff computers with internet access,</li> </ol>

	<ol style="list-style-type: none"> <li>7. Student and staff workstations (Tables and chairs)</li> <li>8. Student and staff stationary (Books &amp; Pens)</li> <li>9. Relevant space for role-plays,</li> <li>10. Own familiar support resources,</li> <li>11. Dictionary or other references to determine the meaning of unknown words,</li> <li>12. Routine workplace information.</li> </ol>
<p><b>Requirements to complete this unit</b></p>	<ol style="list-style-type: none"> <li>1 Students must demonstrate attainment of all learning outcomes.</li> <li>2 Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.</li> <li>3 Skills must be demonstrated using routine information and texts that reflect those typically found in a workplace.</li> <li>4 Re-assessments must be completed within 14 days of the completion of the first assessment.</li> </ol>
<p><b>Important notes and definitions</b></p>	<p><b><u>Important notes:</u></b></p> <ol style="list-style-type: none"> <li>1. This unit of competency should be delivered and assessed in a way that identifies and works toward related vocational outcomes so that learners are able to develop foundation skills related to their vocational skills.</li> <li>2. Moderation forms are available from TNQAB upon request.</li> </ol> <p><b><u>Definitions:</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Body language:</i> refers to the use of physical behaviour, facial expressions, eye contact, mannerisms, and body movements (such as hand gestures and posture) to communicate messages non-verbally. Body language may be used consciously or unconsciously.</li> <li>2. <i>Non-verbal communication:</i> refers to the transfer of information using body language, touch, space, and paralanguage such as talking speed, pitch, intonation, and volume, register, style, tones, to support the message as well as convey intention and feelings.</li> <li>3. <i>Oral communication strategies:</i> refer to approaches to communicate verbally and includes, but is not limited to, active listening, asking for clarification, asking open-ended and closed questions, recognizing, and responding to non-verbal cues and speaking clearly and concisely, use of humour.</li> <li>4. <i>Reasonable adjustment:</i> refers to a change that must be made (to workplace conditions) in order to remove or reduce a disadvantage related to a worker's disability when doing their job;</li> </ol>

	<ol style="list-style-type: none"> <li>5. <i>Reciprocal conversation</i>: refers to back-and-forth communication that develops into increasingly extended conversations with the appropriate social use of language,</li> <li>6. <i>Reciprocal question</i>: refers to when a question is asked, the other person responds, and then asks a similar question back.</li> <li>7. <i>Standard Operating Procedures</i>: refer to (SOP) is a set of step-by-step instructions compiled by an organization to help workers carry out routine operations. Many work places have SOP displayed in a prominent position next to equipment, so as to reduce accidents as well as misuse of equipment;</li> <li>8. <i>Text</i>: refers to written or spoken words;</li> <li>9. <i>Text types</i>: include longer texts such as digital, printed, handwritten and visual texts which require integration of a number of ideas and pieces of information. They are formal, informal, free form, formatted;</li> <li>10. <i>Workplace stakeholders</i>: refer to people and organizations who have an interest in a workplace. Stakeholders can either affect or be affected by your workplace. Stakeholders can be internal or external: <ol style="list-style-type: none"> <li>a. <i>Internal stakeholders</i> – refer to people whose interest a workplace comes through a direct relationship, such as employment, ownership, or investment (Examples include Owner of workplace, Board of directors, staff, shareholders, etc.);</li> <li>b. <i>External stakeholders</i> – refer to those who are not directly working in a workplace but are affected somehow by its products and services. (Example: parents, funders, other ministries, and community, are the external stakeholders of a community school).</li> </ol> </li> <li>11. <i>Workplace texts</i>: refers to different kinds of texts which are used in the workplace, which include but not limited to: text messages (sms), emails, notices, instructions, forms, rosters, simple diagrams, tables, charts, invoices, letters, statements, simple reports, and Work Health and Safety (WHS) records;</li> </ol>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>