



Australian Government

Australian Public Service Commission

Candidate Skills Recognition Booklet

PSP50104 Diploma of Government

**PSPGOV512A: Use complex workplace
communication strategies**



**NATIONALLY RECOGNISED
TRAINING**

**Candidate Name:
Department/Agency:
Telephone:
Email:**

Skills Recognition

This Booklet is designed for the recognition candidate to initially self-assess against each element within the unit of competency. It is, however, recommended that the supervisor is involved in supporting the Candidate through the assessment of their skills.

While this Booklet addresses each of these elements individually, they will be assessed together as a Unit of Competency or in conjunction with a number of Units.

This Booklet:

- ⇒ provides a framework to guide the Candidate in preparing a portfolio of evidence as a basis for recognition under the National Skills Framework for this Unit of Competency
- ⇒ breaks the unit down into its component elements and addresses these in order. While the recognition process itself will be more holistic, the Booklet allows Candidates to address each element either in isolation or in combination with other elements or Units
- ⇒ encourages the Candidate to identify evidence from within the workplace, if possible
- ⇒ contains a range statement that explains some of the terms in italics used in the Performance Criteria for each element
- ⇒ provides examples and optional work based activities
- ⇒ includes a third party report template and a feedback form.

Candidates should familiarise themselves with the information contained in the Candidates Information Guide that can be downloaded from the Australian Public Service Commission's website: <http://www.apsc.gov.au/rto/>

More information about the Unit of Competency contained in this booklet is available from the National Training Information Service. A link to the unit is included on page 3 of this booklet.

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

This Booklet can be downloaded from the Australian Public Service Commission website www.apsc.gov.au/rto/ and printed for completion by hand or electronic means. If there is insufficient space to record your input, please insert or attach additional pages. A completed copy of this booklet (with appropriate supporting evidence) can be submitted for recognition which can lead to the awarding of a nationally recognised Statement of Attainment or a Qualification from the Australian Public Service Commission.

Use complex workplace communication strategies

Introduction

This is a core unit of competency in the PSP50104 Diploma of Government and covers complex workplace communications for working at middle management level, with internal and external clients, colleagues and other staff. Being competent in this unit means being able to:

- ✓ *Prepare for complex communication*
- ✓ *Analyse and respond to opinions*
- ✓ *Present a convincing argument and*
- ✓ *Develop a range of communication strategies.*

There are other related competencies in the key area of working in government that deal with communication. If you feel this unit: **Use complex workplace communication strategies** is not appropriate to your skill level, please consider one of the Units below as an alternative.

- PSPGOV202B Use routine workplace communication techniques
- PSPGOV312A Use workplace communication strategies
- PSPGOV412A Use advanced workplace communication strategies
- PSPMNGT605A Persuade and influence opinion.

Useful links

Unit of Competency: PSPGOV512A Use complex workplace communication strategies

<http://www.ntis.gov.au/Default.aspx?/trainingpackage/PSP04/unit/PSPGOV512A>

The National Training Information Service: <http://www.ntis.gov.au/>

The APSC Registered Training Organisation website: <http://www.apsc.gov.au/rto/>

Relationship to the Integrated Leadership System

This Unit of Competency underpins the following capabilities outlined in the Integrated Leadership System.

EL1 Communicates with influence

- Communicates clearly
- Listens, understands and adapts to audience
- Negotiates persuasively

For further information

Please consult the Commission's [Candidate Information Guide](#) for additional information on the recognition process and how to initiate formal assessment and recognition by the Australian Public Service Commission.

Information for supervisors

As a supervisor you play an important role in assisting the Candidate to develop their skills. By undertaking this recognition activity, the Candidate will be assessed against competencies developed by Government Skills Australia, the Industry Skills Council with responsibility for the public sector. By having their skills recognised, the Candidate is contributing to the identification of your organisation's intellectual capital.

As every organisation is different, you may be able to assist the Candidate identify the work requirements, work practices and knowledge relevant to your environment.

The Candidate is encouraged to complete the self-assessment checklist and identify appropriate evidence, which is then recorded in the 'supporting evidence list' section. Sample work-based activities have been included in the Booklet for the candidate who is unable to identify sufficient evidence to address each competency and needs to produce further evidence of their skills and knowledge. The sample activities in the Booklet could be modified by the candidate and their supervisor to better suit workplace requirements and needs.

Third party reports

At the end of the booklet is a blank Third Party Report template. In some cases the candidate may require a corroborating statement from a third party. Supervisors, or other third parties, can complete these reports, where appropriate, which Candidates can add to their portfolio of evidence.

On completing their portfolio of evidence, Candidates can submit it to the Australian Public Service Commission for recognition, which can contribute to the awarding of a Diploma of Government.

Benefits for Supervisors

The self assessment process will enable you and your staff to identify current skill levels and assists you in determining if your staff are ready to undertake recognition or whether they may require additional training and/or development. Formal training can be an expensive option, especially if the Candidate can already demonstrate their existing skills and have them recognised.

Additionally, the assistance you provide the Candidate can be used as evidence for recognition of your skills against the *PSPGOV416A Monitor performance and provide feedback* and *PSPGOV510A Undertake and promote career management units of competency*.

Further information

If you have any questions, you can contact the National Recognition Coordinator on 02 6202 3787 or email your query to rto@apsc.gov.au.

Feedback

Finally, a feedback form template is included at the end of this Booklet. As we seek to continuously improve our processes, procedures and resource materials, we would appreciate your feedback as a supervisor. You can use a copy this template to detail your comments. If you provide feedback, consider keeping a copy of your submission as it supports *PSPGOV405B Provide Input to change processes*.

1 Preparing for complex communication

This element requires:

- **Communication objectives** are clarified, those to be **present** are confirmed and communication **mode** is identified
- Analysis is undertaken to anticipate the likely positions to be taken by those **present** on the matters under discussion
- Subject matter is researched/**organised**, key points to be conveyed are identified and recorded, and information to counter other positions is summarised
- Requirements of **legislation, policy and guidelines** relevant to the discussion are identified and incorporated

Text in **italics** is explained in the Range Statement on page 14 of the Booklet.



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I clarify communication objectives , confirm those to be present and identify a communication mode ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I undertake analysis to anticipate the likely positions to be taken by those present on the matters under discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I research/ organise subject matter, identify and record key points to be conveyed, and summarise information to counter other positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I identify and incorporate requirements of legislation, policy and guidelines relevant to the discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

The following list may provide guidance in identifying suitable evidence of your knowledge and skills.

- A copy of notes used to prepare for a presentation/meeting – they should:
 - be organised and structured
 - summarise key points to be made

- identify possible areas of disagreement
- include relevant statistics, facts/figures.
- An outline of a presentation made to Executive or senior management, complete with:
 - handouts
 - details of your approach
 - supportive evidence/overheads etc



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Preparing for complex communication

The following suggestion for a work-based activity may be of use in demonstrating your ability to meet the competency requirements of this unit.

Use the checklist below to prepare for a proposed communication activity. Alternatively use the checklist to review a recent communication activity you undertook. If you contributed part of a larger communication activity, only record your involvement.



Activity checklist

Detail the nature of the communication activity, including date and venue.	
What are/were the <i>communication objectives</i> ?	
Who will be/was present and why?	
What will be/was the communication <i>mode</i> ?	

What positions may be/was taken by those present on the matters under discussion?	
How will/did you research and organise your subject matter?	
What are/were the key points you want to convey?	
How will/did you counter other opinions?	
What are/were the requirements of <i>legislation, policy and guidelines</i> relevant to the discussion?	

2 Analyse and respond to opinions

This element requires:

- Discussion is evaluated to identify impartiality, bias or unsupported argument
- Points of view of other speakers are noted and information to counter opposing views is presented objectively in accordance with required position
- **Reaction** to speakers and their point of view is analysed to identify and manage emotional reactions and maintain objectivity
- Opposing/challenging views are examined for their value in achieving the same ends
- Active listening and questioning are used to clarify own understanding, challenge or justify other points of view



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I evaluate discussion to identify impartiality, bias or unsupported argument?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I note the points of view of other speakers and present information to counter opposing views objectively in accordance with required position?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do I analyse the **reaction** to speakers and their point of view to identify and manage emotional reactions and maintain objectivity?

Do I examine opposing/challenging views for their value in achieving the same ends?

Do I use active listening and questioning to clarify own understanding, challenge or justify other points of view?



Examples of evidence

- A description of a recent meeting where opinions contrary to your own were presented by colleagues, stakeholders or Executive members. Describe:
 - the purpose of the discussion
 - your perspective
 - the other positions proposed
 - the criteria you used to analyse these positions
 - strategies for clarifying arguments and perspectives.
- A copy of notes made in preparation for – and immediately after – a meeting of importance. Your notes should demonstrate your forward planning and your ability to clarify information, analyse different positions and reflect on your own behaviour.
- A testimonial from a colleague or line manager describing your communication style and behaviour at a recent meeting where others questioned your position and proposed alternatives. - In light of these comments – and your personal reflection on your performance – describe how you might communicate more effectively when next in a similar situation.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Analyse and respond to opinions

Use the following checklist to analyse a recent discussion in which you participated.



Activity checklist

What was the subject and purpose of the discussion?	
What positions were put forward during the discussion by other speakers?	
In evaluating these positions did you identify impartiality, bias or unsupported argument?	
What were your reactions to the various speakers and how did you maintain objectivity?	
What opposing views were raised that may have met the same ends?	
How did you use active listening and questioning to clarify your understanding and challenge or justify other points of view?	
Have a third party confirm your analysis	Third party confirmation: Signature: Date:

3 Present a convincing argument

This element requires:

- **Communication approach** is chosen and used to suit the given audience
- Prepared position is asserted with conviction and purpose
- **Verbal and non-verbal behaviour** are adjusted to maintain listener interest if the audience is unresponsive
- Questions are used to elicit feedback and check audience understanding.
- Audience questions and argument are responded to objectively, and answers are backed by reasoned explanation
- Agreement is negotiated where possible, concluding with a summary of agreed terms



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I choose and use a communication approach to suit the given audience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I assert a prepared position with conviction and purpose?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I adjust verbal and non-verbal behaviour to maintain listener interest if the audience is unresponsive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I use questions to elicit feedback and check audience understanding?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I respond to audience questions and argument objectively, and answers backed by reasoned explanation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I negotiate agreement where possible, and conclude with a summary of agreed items?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A five to ten minute video/audio tape of your presentation at a staff meeting. Your tape should contain:
 - your verbal presentation
 - questions to the audience to prompt feedback
 - succinct and objective responses to comments
 - evidence of your ability to negotiate
 - evidence of your ability to control and direct the proceedings.
- A one to two page summary of a recent presentation to your colleagues, a group of stakeholders or members of Executive. Describe:
 - your purpose
 - your content
 - your approach
 - including questions to elicit feedback
 - the nature of your responses
 - the outcome
 - your reflections.

This summary should be verified by at least one person who attended the presentation. You should also attach all handouts and notes used in the discussion.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this Booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Presenting a convincing argument

Present an argument or point of view prepared in accordance with the first work-based activity in this Booklet. Complete the following activity checklist after your presentation.



Activity checklist

What communication approach did you choose and use?	
What position did you assert?	
Did you present this position with conviction?	
Did you adjust verbal and non-verbal behaviour to maintain listener interest?	
Did you use questions to elicit feedback and check audience understanding?	
How did you respond to audience questions objectively?	
Did you need to negotiate agreement?	
How did you record or summarise agreed items?	

4 Developing a range of communication strategies

This element requires:

- Feedback from others is obtained and the outcomes of communication is assessed
- Lessons learnt are recorded and used to underpin future interactions
- **Language structures and features** that influence audiences to a preferred point of view are developed and practised
- Communication strategies are explored and practised for a range of workplace applications in accordance with organisational requirements.



Self assessment

Answering the following questions will help you assess the level of your current skills and help you identify appropriate evidence for your portfolio.

Ask yourself the following questions and indicate your response accordingly.	Yes	No	?	If you answer Yes , list examples of evidence you can provide
Do I obtain feedback from others and assess the outcomes of communication?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I record lessons learnt are recorded and use these to underpin future interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I develop and practise language structures and features that influence audiences to a preferred point of view?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do I explore and practise communication strategies for a range of workplace applications in accordance with organisational requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Examples of evidence

- A copy of your professional development goals with regard to your communication skills. This document should outline strategies for improvement, proposed timelines and should be signed by your line manager.

Provide a brief explanation of the feedback you received that led to the creation of these particular goals.

- A description of strategies you have used to evaluate your communication effectiveness. Summarise the feedback you have received and explain how this has influenced your behaviour. Provide two examples of where/how you have incorporated this feedback into your more recent presentations/group communications.



Confirm self-assessment with supervisor

Discuss your self assessment with your supervisor or other support person. If you have answered **Yes** to a question you should be able to identify potential examples of evidence to support this. List details of the evidence that you can enclose in a portfolio to submit with this booklet.

Reference number	Details of documents or other evidence that demonstrates your knowledge, skills and abilities.

If you have answered **No** to any of the above questions, or are unsure, or have been unable to identify sufficient suitable evidence, you could consider whether training, a work based activity or some other form of development would assist you in developing these skills.

The following work-based activity may assist in generating evidence for inclusion above.



Work-based activity: Develop a range of communication strategies

Obtain feedback on your performance during the above discussion from a participant or observer and consider the following activity questions.



Activity checklist

What feedback did you obtain?	
What lessons did you learn to underpin future interactions?	
How did you record these?	
What <i>language structures and features</i> did you use, or could you use to influence audiences to a preferred point of view?	
What other communication strategies could you use for different workplace applications?	


Range statement

The following information is taken from the Unit of Competency as outlined in the Public Sector Training Package (PSP04).

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 italics in the Performance Criteria is explained here.

<p>Communication objectives 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>Those to be present may include</p>	<ul style="list-style-type: none"> • peers • colleagues • those senior or junior to the position • staff from other agencies
<p>Mode of communication 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>Organisation 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>Legislation, policy and guidelines 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

	<ul style="list-style-type: none"> o opportunity, equity and diversity o freedom of information and privacy o intellectual property o fraud standards o professional liability
Reaction to speakers may include	<ul style="list-style-type: none"> • own reaction • others present
Communication approach 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
Verbal and non-verbal behaviour 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
Language structures and features 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

 **Third party report**

Third party reports provide supplementary evidence to support the recognition of your skills. Completed Third Party Reports can be referenced in your booklet and a copy placed in your portfolio of evidence. Copy this form if you require additional Reports. An electronic version in Microsoft Word format can be downloaded from <http://www.apsc.gov.au/rto/downloads.html>.

 **Candidate to complete:**

Dear <insert name of third party>,

In support of my seeking skills recognition I am requesting a third party report for the following Unit of Competency element.

<Candidate to write in element name>

I would appreciate your comments in relation to myself against the above criteria I would appreciate your return of the report to me on completion

Portfolio reference: _____

Candidate Name:.....Signature:.....

 **Third Party to complete:**

It would be appreciated if you could provide comments relating to the above-named Candidate for recognition against the criteria they have selected

Please provide your appraisal on the Candidate in the context of observed performance. Where possible please refer to relevant situations and examples of which you have observed or are aware.

Name:	Signature:
Position:	Date:
Relationship to Candidate: Indicate one (eg supervisor, manager, peer, other)	Duration: for months

If you have any queries about this process, please email the rto@apsc.gov.au
Additional information is available on the Australian Public Service Commission's RTO website:
<http://www.apsc.gov.au/rto>

Feedback

The Australian Public Service Commission welcomes for comments, feedback and suggestions for improvement.

We hope you have had the opportunity to review this booklet and would especially appreciate your thoughts.

Please forward completed forms to:

National Recognition Coordinator
Level 5, 16 Furzer Street
PHILLIP ACT 2606
Facsimile: 02 6202 3799
Email: rto@apsc.gov.au

Please Note:

If you provide feedback, keep a copy for your evidence portfolio as it supports *PSPGOV405B Provide Input to change processes*.

Please tick / circle your answers

1. I found this Skill Recognition Booklet to be?

Difficult to use 1 2 3 4 5 Easy to use

2. What suggestions do you have to improve this Skills Recognition Booklet?

- 3 Other comments