BSBCMM211

Apply communication skills

Learner Guide

Unit of Competency

Application

This unit describes the skills and knowledge required to apply basic communication skills in the workplace, including identifying, gathering and conveying information along with completing assigned written information.

The unit applies to individuals working under direct supervision, who are developing basic skills and knowledge of workplace communication in preparation for working in a broad range of settings.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Mapping Information

No equivalent unit. Supersedes but is not equivalent to:

- BSBCMM101 Apply basic communication skills
- BSBCMM201 Communicate in the workplace.

Unit Sector

Social Competence – Verbal Communication.

Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify communication requirements	**1.1** Identify work task **1.2** Identify communication channels in the organisation **1.3** Identify relevant stakeholders **1.4** Seek advice from supervisor on communication methods
2. Communicate using verbal and non-verbal communication skills	**2.1** Plan verbal communication **2.2** Use verbal communication to communicate with stakeholders **2.3** Use non-verbal communication to communicate with stakeholders **2.4** Seek and respond to feedback on communication
3. Draft written communications	**3.1** Identify formats for written information according to organisational policies and procedures **3.2** Draft written information and submit to supervisor for approval **3.3** Seek and respond to feedback on written communication

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Learning

- Develops skills required to carry out own role by seeking and acting on feedback.

Reading

- Reviews textual information to identify communication requirements and organisational procedures.

Writing

- Drafts simple texts using appropriate grammar, spelling and punctuation in accordance with organisational standards
- Proofreads own texts for accuracy and compliance with organisational requirements.

Teamwork

- Seeks to cooperate with others to achieve results in immediate work context.

Self-management

- Follows clearly defined instructions, seeking assistance when necessary
- Follows organisational policies and procedures and practices relevant to own role.

Technology

- Uses digital tools to complete tasks.

Initiative and enterprise

- Asks questions and listens to gain information and confirm understanding.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions
- Draft written documents and confirm that the documents meet organisational requirements on at least three occasions.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Organisational policies and procedures related to workplace communication
- Communication styles
- Questioning, listening and speaking skills
- Standards of written information applicable to own role
- Presentation styles, format and detail relevant to own role.

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- Workplace policies and procedures relating to communication.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

1. Identify communication requirements

1.1. Identify work task

1.2. Identify communication channels in the organisation

1.3. Identify relevant stakeholders

1.4. Seek advice from supervisor on communication methods

1.1 – Identify work task

By the end of this chapter, the learner should be able to:

- Suggest how to identify and confirm a work task
- Identify factors to confirm when identifying a work task.

Identifying your work task

This unit will aim to explore the skills and knowledge required to apply basic communication skills in the workplace; including identifying, gathering, and conveying information along with completing assigned written information. The first step to ensuring that communication is carried out appropriately and effectively is to determine the reason for this communication; the task that you want to achieve.

Different work tasks relating to communication could include:

- Gaining feedback
- Sharing information
- Exchanging ideas
- Giving feedback.

Bear in mind that the above list is not exhaustive; it provides only a few examples of work tasks which might require communication. These will differ depending on the nature of your workplace, as well as your own role and responsibilities.

There are a few different means of identifying the details of the work task you are required to complete. For example, you might consult with your supervisor or manager to confirm the requirements of the work task, or you might refer to the relevant documentation which will outline the task to be completed.

When identifying the work task, you should look to confirm the following details:

- The purpose and goal of the task
- If you will be working alone or with colleagues
- Who you will be communicating with
- How you will be communicating
- Any other key details you need to be aware of.

Communication styles

When identifying your work task, you will need to confirm the requirements of any communication you need to engage in. For this, it will be beneficial to consider the four basic styles of communication which are used in the workplace and in most general interactions.

The four main types of communication are as follows:

1. **Passive communication**

   Passive communication is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs.

2. **Aggressive communication**

   Aggressive communication is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive.

3. **Passive-aggressive communication**

   Passive-aggressive communication is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way. People who develop a pattern of passive-aggressive communication usually feel powerless, stuck, and resentful – in other words, they feel incapable of dealing directly with the object of their resentments. Instead, they express their anger by subtly undermining the object (real or imagined) of their resentments.

4. **Assertive communication**

   Assertive communication is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

Source: The Four Basic Styles of Communication

https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf

(Accessed 28.10.2020)

Please note that not all of the main types of communication should be adopted in the workplace. It is worth being aware of these so that you can recognise them, but it is never advisable to adopt aggressive or passive-aggressive communication styles during any interactions, and nor should you have to accept this from others.

Activity 1A

1.2 – Identify communication channels in the organisation

By the end of this chapter, the learner should be able to:

- Make a list of three communication channels regularly used in the workplace.

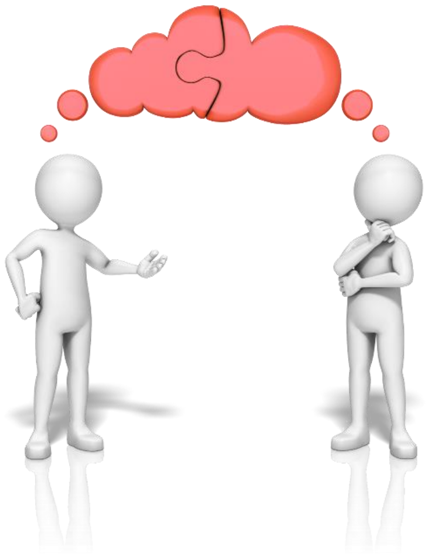
Communication channels

Channels of communication can refer to two different things. First, communication channels are often used to describe the general methods we use to communicate in everyday life.

These communication channels are:

- Verbal
- Non-verbal
- Written
- Visual.

The second way in which communication channels are referred to is the specific methods of communication which are used in the workplace. For clarity, we will refer to these as workplace communication channels.



<u>Workplace communication channels</u>

Workplace communication channels will include things such as:

- Face-to-face
- Telephone
- Letters
- Emails
- Social media
- Video call.

Each workplace communication channel will fit into one of the broader communication channels mentioned above; verbal, non-verbal, written or visual.

Activity 1B

1.3 – Identify relevant stakeholders

By the end of this chapter, the learner should be able to:

- List four people or groups who may be stakeholders in a business.

Who are stakeholders?

Stakeholders refer to any person or group of people who will affect or be affected by the performance of a business; Stakeholders can be internal or external, and will differ between different workplaces.

Examples of stakeholders include:

- Employees
- Investors
- Suppliers
- Customers
- Community
- Government bodies.

Identifying the stakeholders in your workplace is really important as they can have a huge impact on the business' success. If you are unsure of this information, it's a good idea to chat with a supervisor or a manager to confirm who the stakeholders are.

Stakeholders will need to be kept up to date as to the business's general performance. This information might differ between different stakeholders; for example, you will likely provide different information to customers than you would to investors. Your workplace should determine which information will be relevant to each stakeholder and ensure that this information is provided.

There will also be different ways to communicate with stakeholders, and some will be more appropriate for certain stakeholders than others. Both verbal and non-verbal methods of communication will be explored later in the unit.

Activity 1C

1.4 – Seek advice from supervisor on communication methods

By the end of this chapter, the learner should be able to:

- Suggest how they would seek advice from their supervisor on the best communication method to use, and explain why this is appropriate.

Seeking advice

If you are ever unsure of the best communication method(s) to use in a given situation, you should seek advice from your supervisor. They will be able to guide you towards best practice, whilst ensuring that you adhere to any given policies and procedures in place within your organisation.

Ironically, you will need to consider the best method of communication to use to seek advice. This will depend on the relationship you have with your supervisor, as well as their availability on a day-to-day basis.

For example, you might seek advice by:

- Email
- In person
- Telephone call
- Text message.

You should select the method which will allow you to gain a quick response, whilst making sure that you respect any professional boundaries in place. For example, depending on the relationship you have with your supervisor, a text message could either be a quick and convenient means to get a response, or a completely inappropriate way to contact them. You will need to practice your discretion to determine the best step to take for the given situation.

<u>**Organisational policies and procedures**</u>

As mentioned above, your supervisor will be able to provide you with guidance, making sure that you are following any relevant workplace policies and procedures.

These policies and procedures might relate to:

- Methods of communication
- Who to communicate with
- Approval which needs to be sought
- Information you are able to share.

Organisational policies and procedures can also be determined through things such as workplace documentation, contracts of employment, memo boards, etc. Remember that these policies and procedures may regularly change, you will need to make sure that you are applying up-to-date policies and procedures to your working practices by maintaining your knowledge to the best of your ability.

Activity 1D

2. Communicate using verbal and non-verbal communication skills

2.1. Plan verbal communication

2.2. Use verbal communication to communicate with stakeholders

2.3. Use non-verbal behaviour to communicate with stakeholders

2.4. Seek and respond to feedback on communication

2.1 – Plan verbal communication

By the end of this chapter, the learner should be able to:

- Plan verbal communication using an example scenario.

Planning verbal communication

To ensure the best outcome from your workplace interactions, you should aim to make a plan for all verbal and written communications before they occur.

In this section, we will look at how to plan for verbal communication. It's important to note that making a plan for communication isn't to say that you will need to plan the conversation word-by-word, but you should identify your key topic(s) and the method of communication you plan to use.

Let's explore a couple of ways in which you might verbally communicate in the workplace and how you can plan for these to ensure that they are successful.

Face-to-face

Face-to-face communication shouldn't come as too much of a wildcard for you. Most interactions in the workplace will occur in this way, and many of them won't occur with any planning beforehand. However, if there is something specific you want to discuss with somebody in the workplace, it is always beneficial to make a brief plan to ensure that this runs smoothly and follow up aren't required; time is precious after all!

When planning face-to-face communication, you should consider:

- The main point(s) of discussion
- The time needed for the discussion
- Any questions you want to ask.

Telephone communication

There is a fair chance that you'll spend large amounts of time on the telephone during the average working day. This might be to communicate with different departments within your workplace, customers, suppliers, or stakeholder, for example.

Planning for telephone communication should be done in the same way as face-to-face communication, considering the main points of discussion and how long you need. There are some additional factors which you will need to consider when using the telephone as opposed to communicating in person.

For example, it will be necessary to hone these telephone skills:

- Writing and following telephone scripts
- Addressing people appropriately
- Scheduling phone conversations at times to suit
- Listening actively and limiting the potential for distractions

- Reassuring people who feel unconfident when taking phone calls
- Communicating messages succinctly and managing time on the phone.

Voicemail

If a person is unable to take telephone calls, then it may be necessary to leave a voicemail. There will normally be a restriction on the length of such messages, which means that you may have to take more care to ensure that you relay everything you want to say.

When leaving voicemails, you should remember these tips:

1. Relax while you are speaking, for increased confidence and clarity
2. Speak at a reasonably slow pace to ensure that your message is understood
3. Use a conversational tone
4. Keep the message simple and relatively short
5. Follow up with a text message or email.

The possibility of going through to voicemail when trying to call somebody is a great incentive to plan your communication. Here you have the opportunity to tell the other person exactly why you wish to communicate with them, so it’s always good to be able to explain this as clearly and concisely as you can.

Activity 2A

2.2 – Use verbal communication to communicate with stakeholders

By the end of this chapter, the learner should be able to:

- Demonstrate the ability to verbally communicate with a stakeholder effectively as part of a role-play activity.

Using verbal communication

Effective communication will be key to establishing and maintaining positive relationships with your stakeholders. You will need to develop effective verbal and non-verbal communication skills so that you can play your role in these relationships, ensuring that the relevant information is passed on effectively and appropriately.

There are three main skills which you will need to develop to ensure effective verbal communication:

- Questioning
- Listening
- Speaking.

<u>Questioning</u>

Questioning is often an underrated skill, and it is much more than just asking what you feel in the moment. When dealing with stakeholders, you will need to consider your wording and how this will come across. In some cases, you might even be asking questions with the hope of getting a certain answer, for example, approval for an improvement you're passionate about, and the way in which you ask your questions will make it more likely for this to happen.

There are two types of questions:

- Closed – closed questions require a yes or no answer only. They will leave little room for elaboration. For example, 'Are you happy with how things are going?'
- Open-ended – open-ended questions will give the person being asked the question the option to elaborate. For example, 'Is there anything that you would like to see improved in the near future?' Open-ended questions are usually more useful in the workplace as, more often than not, you will want to know the reason behind an answer, rather than just taking the answer itself.

It's always a good idea to follow up either type of question with a confirmation. This will allow you to make sure you have understood the person's answer. For example, you might ask 'Have I understood you correctly with this?'

Effective questioning may also involve:

- Asking a specific question in order to obtain a specific answer/balancing open and closed questioning to get precise information, e.g. "Did you send the letter before 5pm yesterday?"
- Using probing questions to obtain further information, e.g. "So before the computer crashed, was there an error message or any other sign that it was about to break down?"
- Using summarising questions to clarify or ensure understanding, e.g. "So you're telling me that there is absolutely no way you can finish this project by Friday?"

Listening

A huge aspect of your ability to ask questions will be your ability to listen. There is no use in asking a person questions, if you aren't going to make the effort to listen and understand the response. This goes with any conversation too, you should never be so concerned with what you are saying that you disregard the response of the other person.

Ways of improving your listening skills:

- Interact with a wide variety of people and hone your skills
- Ensure that you're not distracted
- Relax and actively consider what the other person is saying
- Remember the importance of patience
- Learn to identify the meaning of tonal variations and emphasis on particular aspects of speech
- Take courses on communication.

Active listening

Active listening means ensuring that you really hear what is being said by another person and that you truly understand their meaning. This may involve reiterating, paraphrasing, or repeating what the person has said back to them, and asking clarifying questions to confirm your understanding.

Additionally, part of active listening is conveying interest to the speaker, so that the person knows that you are engaged with them and care about what they are saying. This may involve using verbal and non-verbal communication signs to show that what the person is saying is being heard and taken in.

Active listening is an essential skill in the workplace, for working with stakeholders as well as in general. In busy environments, it's easy to feel that the person you're speaking to isn't really listening to you as they have a thousand other things whizzing around their head. Demonstrating active listening will ensure that the person you are speaking to feels that you care about what they are saying, making them feel valued and appreciated, something which is essential to effective workplace relationships.

Active listening may be used as a blanket term to describe a range of communication strategies.

These may include:

- Attending skills
- Paraphrasing, reflecting, summarising
- Open and closed questioning
- Reframing
- Exploring options.

Speaking

There may be differing levels of emphasis on spoken communication with stakeholders, depending on the job that you do. But it is always important to develop the ability to confidently communicate with your organisation's stakeholders in different situations.

Here are some tips you can apply to successfully communicate verbally with stakeholders:

- Organise your speech and set agendas when giving presentations
- Speak at a reasonable pace, for easy comprehension
- Vary the tone and place emphasis on important points
- Speak at a good volume, so that everybody can hear
- Articulate your words, for general understanding
- Use uncomplicated language
- Pay attention to your audience
- Act positively for the achievement of desirable outcomes (especially when dealing with prospective customers)
- Be assertive, for the perception of confidence, and clarity of thought
- Don't dominate conversations.

Effective verbal communication skills don't come easily to everybody, especially if the situation is pressured, which might be the case when communicating with stakeholders.

Below is a list of different things you might do to improve your speaking skills:

- Communicate with flexibility and tailor your message to the audience
- Practice speaking in front of large groups
- Thoroughly research any topics before giving presentations
- Ask and respond to feedback

- Learn story-telling strategies and incorporate humour
- Take any training opportunities.

Remember that verbal communication is a two-way process. If you ever find yourself flustered with nerves or unsure of the right thing to say, ask the person(s) you are communicating with a question. This will give you the opportunity to gather your thoughts, whilst also prompting the conversation in a positive way.

Activity 2B

2.3 – Use non-verbal behaviour to communicate with stakeholders

By the end of this chapter, the learner should be able to:

- Reflect on previous communication to identify appropriate non-verbal behaviour used.

Using non-verbal behaviour

In business communications, your non-verbal behaviour can have just as much impact as what you say. How you hold yourself and the gestures you use can convey whether you are interested or disinterested in the conversation, and even the respect you have for the other person. Consideration of your non-verbal behaviour and how this may be interpreted by others is critical for building a rapport with others and in fostering effective working relationships with your stakeholders and others in the workplace.

Appropriate non-verbal behaviour may include:

- Maintaining eye contact
- Facing the person
- Nodding to show agreement, etc.
- Facial expressions appropriate to the topic and nature of the conversation, e.g. smiling during pleasantries or a serious expression during discussion of important issues
- Appropriate forms of touch at appropriate times, e.g. a handshake at the beginning or end of a meeting
- Culturally respectful behaviour and gestures.

On the other hand, behaviours to avoid may include:

- Leaning back or facing away
- Fidgeting
- Offensive hand gestures
- Overly-familiar bodily contact with others/invading personal space of others
- Rolling eyes
- Restlessness
- Wandering eyes/signs of distraction.

Your behaviour must be professional and appropriate at all times; it must convey interest, focus and respect for the other person. If you are ever unsure of appropriate non-verbal behaviours, due to cultural differences, for example, you can always ask the other person what will make them feel comfortable. This way, you are showing respect for their values and general feelings, whilst also avoiding making any mistakes which you might have inadvertently made without this confirmation.

Activity 2C

2.4 – Seek and respond to feedback on communication

By the end of this chapter, the learner should be able to:

- Identify how to seek feedback on their communication in the workplace
- Explain how to make sure their response to feedback received is positive.

Seeking feedback on communication

Feedback is essential in the workplace. Without this, it would be next to impossible to make positive improvements and to move forward.

Communication is no exception to this; you should always be looking to seek feedback on your communication skills from others in your workplace, and use this feedback to improve your practices.

<u>Different ways to seek feedback</u>

There are a variety of ways to seek feedback in the workplace. These will be much the same as the different communication methods we have already discussed in this unit.

For example:

- Face-to-face
- Telephone
- Email
- In writing.

As ever, the best method of seeking feedback will depend on the type of relationship you have with the person. For example, if you want to seek feedback from your colleagues, face-to-face might be a good option. You can ask questions in a more casual manner, without following formal processes. Alternatively, you might seek feedback from stakeholders through more formal methods such as email or in writing. This will allow you to maintain those professional boundaries we discussed earlier in the unit.

Responding to feedback

The way that you respond to feedback is just as important as the way in which it is sought. The purpose of feedback is to apply this and make improvements, so you shouldn't be surprised or deterred if feedback isn't always 100% positive. You will need to develop the ability to respond positively to all types of feedback, and make sure this is used for your own progress.

Here are some tips for responding to feedback:

- **Don't respond immediately** – if you receive feedback you disagree with, it can be easy to show your frustration or upset in your immediate response. However, if you delay this response then you can always prevent this from happening, ensuring that you maintain professionalism, and avoid saying anything out of anger

- **Avoid making excuses** – not only is this unprofessional, it's also a fruitless task. The people that you have sought feedback from most likely don't really care about the reasons why your communication might not have been up to normal standard. Put your ego aside and take any negative feedback on the chin
- **Ask for solutions** – rather than just asking if you communicated successfully or not, try to ask questions which provide you with steps moving forward. For example, you might ask a stakeholder if there was any way you could have made the communication clearer. This will avoid feedback along the lines of 'communication wasn't clear', and instead give you practical solutions which you can apply in the future.

Activity 2D

3. Draft written communications

3.1. Identify formats for written information according to organisational policies and procedures

3.2. Draft written information and submit to supervisor for approval

3.3. Seek and respond to feedback on written communication

3.1 – Identify formats for written information according to organisational policies and procedures

By the end of this chapter, the learner should be able to:

- List a range of formats for written information in the workplace.

Different forms of written information

Written communication in the workplace is just as important as verbal. The same focus should be placed on making sure that the intended message is relayed appropriately, maintaining professionalism, and building on the relationships you have with stakeholders and others in the workplace.

When deciding on the best format, it is important to consider the desired impact of written business communication. You might be aiming to persuade the reader to invest in a particular range of products. Or perhaps you're keen to resolve a conflict with a third-party supplier. Such considerations should have a bearing on the type of communication and style that you adopt.

In the same way, you are encouraged to think about the intended recipient of any written communication. You should address their concerns and write in a way that they are guaranteed to understand. You might be sending direct mail to a prospective client, or important legal documentation to a local authority. Think about the type of language that you are using and omit any jargon which may not be understood by the reader.

Common forms of written communication:

- Briefing notes
- Emails
- Faxes
- General correspondence
- Handwritten and printed materials
- Internal memos
- Telephone messages.

Standards of written information

In some ways, there is more pressure when communicating in writing, as the recipient will know that you have had time to revise this and make sure it is correct, unlike when communicating with somebody in person or over the phone. For this reason, there are likely to be specific standards which you will need to apply when producing all types of written information.

Standards could relate to:

- How information is presented; format and styling
- Use of vocabulary, punctuation, and grammar

- The content included
- The tone and register of the writing.

These standards will be outlined by your workplace, and you should ensure that you are aware of and apply these at all times.

Presentation and format

The way in which written communication is presented can have just as big an impact as the content itself. Although a book should never be judged by its cover, if a written text looks messy and inconsistent, then it's not going to give the reader a good first impression, potentially having a negative impact on the way they engage with the content.

Presentation and format relate to aspects such as:

- Text font and size
- Use of images, tables, charts, etc.
- Layout.

Presentation requirements will differ depending on the text you are developing, as well as the preferences of your workplace. You should always confirm these requirements before you begin drafting a text to make sure you have taken into consideration all necessary aspects.

Activity 3A

3.2 – Draft written information and submit to supervisor for approval

By the end of this chapter, the learner should be able to:

- Draft an email to a stakeholder.

The importance of drafting

If you're short on time, then it may be tempting to jump straight in and begin writing (or typing) your correspondence. However, your writing is likely to have a greater impact if you create an outline and draft beforehand.

Consider the benefits of drafting:

- It is an excellent way of outlining your thoughts and perspectives on a particular issue
- It allows you to focus on the content and flow of information
- It enables you to identify any problems in the communication and correct them accordingly
- It means that you don't spend undue amounts of time worrying about the crafting of 'perfect documents.

Different methods of drafting

Let's explore a few different methods of drafting your written information.

<u>Brainstorming</u>

Brainstorming is a particularly effective method of building business strategies and identifying solutions to problems. You are encouraged to conduct brainstorming activities as a team, for the best results. Each of the participants should be encouraged to make contributions, and there shouldn't be any fear of speaking out of turn or saying the wrong thing. The ideas can be recorded on a large piece of paper, or grouped on charts in your workplace. You'll find that a variety of interesting and potentially valuable ideas flow from the central theme. You may use different coloured pens and incorporate images as stimulus for fresh ideas. The best and most realistic ideas should be recorded, and action should be taken after the brainstorming session.

<u>Outline writing</u>

You may remember your teachers emphasising the importance of creating outlines and structuring your ideas before commencing the writing process. These techniques are also applicable to writing in the workplace. You'll find that it is possible to organise your thoughts and increase the speed of producing clear documentation after the creation of an outline.

You are encouraged to follow these simple steps:

1. Establish the purpose of your written correspondence and write it clearly at the top of your outline

2. Categorise the main points and ideas that you want to develop in your correspondence. These could be everything, from the specific benefits of a product, to the reasons for signing up to your company newsletter

3. Write secondary headings underneath the main categories. Remember what you want to achieve upon sending the correspondence

4. Expand upon the secondary headings with the main details of your correspondence. You can remove the headings once you are absolutely sure that all of the necessary information has been included.

Free writing

Free writing involves the production of a continuous stream of information about a pre-determined topic. The writer specifies a period of time for the free-writing process and jots down any thoughts that come to mind. They don't pay any attention to issues such as grammar or punctuation. The aim is to write freely, without self-criticism or doubt over the quality of work. You could set aside a short amount of time to see whether the free writing process is effective.

Presentation standards

As has been mentioned, there may be specific presentation and content standards which you need to adhere to. If you are unsure of these, always seek advice beforehand; it will be easier to confirm these at the earliest stage than to have to go back and change a text which you have spent a long time putting together.

Here are some tips for effective written presentation:

- **Ensure that the purpose of written communication is clear** – you should take some time to consider the goals of your written correspondence. Consider the interests of your audience and think about the techniques that could be used for optimum impact

- **Keep it simple** – you shouldn't make any presumptions about the intelligence or reading ability of your audience. However, you should write in a simple manner for the greatest chance of comprehension. The Australian government recommends the use of plain English in the production of everyday business documents

- **Write short and direct sentences/paragraphs** – it is very easy to ramble on about subjects that you have a great passion for. However, you are encouraged to keep your sentences and paragraphs as short as possible, to sustain the levels of reader interest

- **Use bullet points/numbered lists** – readers are typically put off by large chunks of text. Thankfully there are a variety of features which can be incorporated for enhanced visual presentation. Make use of bullet points and numbered lists to maintain interest
- **Incorporate pictures** – pictures should be included as a means of improving the visual appeal of your written documents and clarifying the meaning of your text. If you send documents on a regular basis, then it might be worth registering with one of the online image providers
- **Focus on the interests of the recipient** – you are encouraged to carry out extensive research and find out as much as possible about the intended audience of your written documents. You'll stand a good chance of achieving desired outcomes if you are able to establish a common ground with your readers
- **Provide a way of finding out more information** – there should be a way for the recipient to follow up on the details of any written documents. You could include relevant website links, telephone numbers, and detachable ordering forms for specific products
- **Write in an appropriately formal or informal style** – it is best to write in a friendly conversational style, unless you are producing important legal documents and business policies
- **Check the grammar and spelling** – it is always worth carrying out a spelling and grammar check on your computer. However, you are also advised to carry out a final proofreading session, for the identification of any mistakes that have gone unnoticed

- **Include a call to action** – time should be taken over the creation of an appropriate call to action. You might encourage the reader to call for further information, or visit your store and take advantage of special discounts. There should be a choice, for a feeling of control on behalf of the reader
- **Ask for feedback** – you might ask a trusted friend or co-worker to have a final read through your written documents to make sure everything looks ok.

Submitting your draft

Before you produce the final version of your written information, you might need to submit your draft to your supervisor for their approval. This will give them the chance to identify any mistakes, and make sure that you have taken into consideration all of the expectation policies and procedures of your workplace.

You might submit your draft in a few different ways, including:

- On paper
- By email
- By fax.

You should always make sure that you carry out your own checks before you submit your draft for approval. It's not your supervisor's job to correct things that you could have easily spotted if you spent the time.

Here are some tips to consider when proofreading your text:

- Ensure that all of the writing is in your company style
- Thoroughly check the formatting. Regular errors may result in the negative perception of your business
- Track all changes. You may need to provide evidence to a supervisor
- Lay the correspondence out correctly. You should take care over the setting of page margins/justifications and the inclusion of charts
- Present the company logo in accordance with organisational standards.

Activity 3B

3.3 – Seek and respond to feedback on written communication

By the end of this chapter, the learner should be able to:

- Identify how to seek feedback on their written communication in the workplace
- Explain how to ensure a positive response to feedback.

Seeking feedback on written communication

The process of seeking feedback was previously discussed in reference to verbal communication, and the process will be no different when seeking feedback for written communication.

Let's recap

There are a variety of ways to seek feedback in the workplace.

For example:

- Face-to-face
- Telephone
- Email
- In writing.

As ever, the best method of seeking feedback will depend on the type of relationship you have with the person. For example, if you want to seek feedback from your colleagues, face-to-face might be a good option. You can ask questions in a more casual manner, without following formal processes. Alternatively, you might seek feedback from stakeholders through more formal methods such as email or in writing. This will allow you to maintain those professional boundaries we discussed earlier in the unit.

Responding to feedback

The way that you respond to feedback is just as important as the way in which it is sought. The purpose of feedback is to apply this and make improvements, so you shouldn't be surprised or deterred if feedback isn't always 100% positive. You will need to develop the ability to respond positively to all types of feedback, and make sure this is used for your own progress.

Here are some tips for responding to feedback:

- Don't respond immediately
- Avoid making excuses
- Ask for solutions.

Activity 3C

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills Activity
- Knowledge Activity
- Performance Activity.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!

BSBTWK201

Work effectively with others

Learner Guide

Unit of Competency

Application

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

The unit applies to individuals who perform a range of routine tasks in a team environment and use a basic knowledge of teamwork in a defined context, under direct supervision, or with limited individual responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Mapping Information

Supersedes and is equivalent to BSBWOR203 Work effectively with others.

Supersedes and is not equivalent to BSBFLM312 Contribute to team effectiveness.

Unit Sector

Social Competence – Teamwork and Relationships

Performance Criteria

Element *Elements describe the essential outcomes.*	**Performance Criteria** *Performance criteria describe the performance needed to demonstrate achievement of the element.*
4. Develop effective workplace relationships	**1.5** Identify individual responsibilities in relation to workgroup members **1.6** Clarify individual and workgroup responsibilities with work team **1.7** Participate in informal meetings and information sharing with workgroup **1.8** Request and apply feedback from supervisor on individual practices
5. Improve workgroup processes	**2.1** Support team members to meet workgroup goals **2.2** Contribute to workgroup goals and tasks according to organisational requirements **2.3** Share work-related information with workgroup according to organisational policies and procedures **2.4** Plan strategies for team performance improvement with workgroup
3. Resolve issues, problems and conflict	**3.1** Identify advantages of differences in values and beliefs between workgroup members **3.2** Respond to any linguistic and cultural differences in communication styles according to legislation, organisational policies and procedures and ethical standards **3.3** Identify potential workgroup issues, problems and conflicts encountered in the workplace **3.4** Seek assistance from supervisor to address problems and conflicts that arise **3.5** Suggest possible ways of dealing with identified workplace issues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Reading:

- Identifies and interprets information to determine task requirements.

Writing:

- Completes required documentation using organisational formats
- Composes simple documents for others to read.

Oral Communication:

- Presents information and seeks advice using language and features appropriate to audience
- Participates in discussions using listening and questioning to elicit views of others and to clarify or confirm understanding.

Initiative and enterprise:

- Identifies responsibilities of own role and follows explicit and implicit organisational protocols and procedures.

Teamwork:

- Selects and uses appropriate communication practices when seeking or sharing information
- Establishes and builds rapport and relationships with others to foster a culture of respect and cooperation in communications
- Listens to the ideas of others and considers their needs.

Planning and organising:

- Plans and organises work commitments to ensure deadlines and objectives are met.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- Work with a group to achieve an objective on at least two occasions and address at least one identified problem or conflict on each occasion.

In the course of the above, the candidate must:

- Distinguish individual responsibilities from workgroup responsibilities
- Demonstrate the ability to:
    - support team members
    - communicate according to the cultural and linguistic requirements of the individual
    - act on constructive feedback
    - use communication channels to share information
    - cooperate and contribute to team goals
    - identify improvement opportunities
- Identify problems and conflicts and address them according to organisational and ethical policies and procedures.

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- Organisational and ethical standards, policies and procedures that relate to own work role
- Team responsibilities and duties and their relationship to individual responsibilities and duties
- Organisational policies and procedures relating to workplace discrimination and bullying
- Personal values and beliefs including their importance in the development of relationships
- Communication channels used to communicate in work teams including:
    - team meetings
    - one-on-one interactions with individual team members
    - emails
    - instant messaging
    - calls
- Key problems and conflicts arising in workgroup contexts
- Methods of resolving team problems including referral to relevant organisational personnel
- Conflict resolution techniques

Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- Workplace discrimination and bullying legislation
- Organisational and ethical standards, policies and procedures for working with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guide is found on VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

1. Develop effective workplace relationships

1.1. Identify individual responsibilities in relation to workgroup members

1.2. Clarify individual and workgroup responsibilities with work team

1.3. Participate in informal meetings and information sharing with workgroup

1.4. Request and apply feedback from supervisor on individual practices

1.1 – Identify individual responsibilities in relation to workgroup members

By the end of this chapter, the learner should be able to:

- Describe the individual responsibilities of their own job role and those of other workgroup members.

Awareness of responsibilities of individual workgroup members

As a member of your workgroup, an understanding of everyone's role in the team is an essential component of being successful in your career. Not only does it give an insight into the tasks and objectives of every member of the team, it also helps you as an individual to gain a better understanding of where your role fits into the team dynamic.

Research has shown that understanding team roles (not just your own) makes a significant difference to the success of a team. For instance, there could be gaps in the knowledge of workgroup practices that could lead to a deficiency in performance and outcomes. In addition, it is important that team members understand what their own role is in the team and how their responsibilities contribute to the organisation.

A crucial aspect of team organisation is knowledge of other team members' roles and responsibilities. It can be helpful to regularly reflect on how much you know about your fellow workgroup colleagues' roles in the organisation. In addition to facilitating insight into other's jobs, this can also aid in the feeling of mutual commitment, cooperation, and coordination of teams. All of which contributes toward organisational objectives.

Reading job descriptions to ascertain this kind of useful information is not always the most helpful method, as job descriptions can often be generic and vague. It is far better to talk to the individual and gain insight through direct engagement.

Importance of team balance

There has been much research into how teams function. For instance, Belbin studied teams extensively. He observed that people in teams naturally assume different roles. He defined these roles as a tendency to behave, contribute and interrelate with others in a particular way.

What is meant by "team balance"? Well-functioning teams have a tendency to give clear responsibilities to each team member. When this aspect is impaired, it can lead to a disruption in performance levels of the team and, consequently, the organisation. It follows that knowledge of your team is crucial.

In addition, the roles of individual team members perform specific functions within the team and complement each other.

Types of roles can include:

- Manager or team leader
- Frontline worker – perhaps customer-facing
- Financial and payroll
- Human resources
- PR, marketing, and communications
- Sales
- Maintenance and estates.

There are many other job roles in addition to those listed above. This example list is representative of the ways different roles contribute to the operation of the organisation in an organic way: these roles seem natural and necessary for a functional organisation.

Each of these types may have subdivisions with more detailed and specific roles within each main area of work, with respective individual responsibilities. As stated, it is important for team members to understand their roles as well as the roles of others. Much of this knowledge will be picked up along the way as an inevitable outcome of day-to-day operations. However, as stated earlier, it can be fruitful to gain a deeper understanding of others' roles and responsibilities. How can we do this?

Three steps to identifying individual responsibilities of team members:

- Firstly, how much do you know about your own job role and responsibilities? Specifically, how do these fit in with the rest of your team and the organisation as a whole? It is a good idea to reflect on this periodically and perhaps make notes on how your day-to-day activities contribute to the workings of the organisation as a whole
- Gather information in order to learn about other team members' job roles and responsibilities. There will be plenty of information available from your organisation, including job descriptions, team diagrams and outlines, company policy, meeting minutes, emails, and contracts
- Thirdly, you can talk to colleagues as a way of gaining this sort of insight. You may have gathered a lot of information about the roles of other team members without being actively conscious of it – it is a natural consequence of working together. However, it is often beneficial to show interest in your colleague's work. As well as the social benefit, this is an excellent way to find out what they do and how their responsibilities are situated in the running of your organisation.

Activity 1A

1.2 – Clarify individual and workgroup responsibilities with work team

By the end of this chapter, the learner should be able to:

- Describe and clarify the difference between individual and workgroup responsibilities within a typical work team.

Understanding individual and team responsibilities

Some work responsibilities are more effectively performed by an individual team member, while others are better taken on by the whole team. To complicate matters further, many responsibilities can be broken down into smaller tasks, which can then be carried out by individual team members. However, these overall responsibilities fall into the team responsibility category as this is their starting point.

It can be helpful to understand and appreciate this distinction, as an individual may need to be aware of which responsibilities are theirs and therefore should be treated as such. For instance, if a team member is responsible solely for a particular task, then it will be their responsibility alone to ensure this task takes place. Conversely, an individual team member is likely to need knowledge of what responsibilities are shared with the team.

Clarifying responsibilities of individuals and teams

Effective communication between individuals and teams requires a holistic approach. This can be viewed as the meeting of an organisation's objectives through the performance of teams, and will inevitably incorporate considerations of team and individual roles. As mentioned earlier, some responsibilities are overarching and are broken down into sub-tasks. It is often the overarching tasks that are the team responsibility. Ultimate responsibility for these is taken by the team leader or manager, but all individuals have a responsibility.

Typical elements that need to be considered when thinking about team roles and individuals:

- Experience
- Time management
- People skills
- IT literacy
- Communication skills
- Networking opportunities/connections.

To ensure maximum productivity, individuals should be assigned roles and responsibilities that play to their strengths. For example, for networking it will be wise to assign this responsibility to someone who is experienced in their field and has maybe worked for multiple businesses during their career, meaning that they have made many contacts over time.

Tuckman's team development model

Tuckman's team development model focuses on the initial team forming process. The model breaks the process into stages in order to add structure to the team-building process and provide performance targets. The process divides up the stages that a team pass through to attain a shared purpose and become independent within the individual roles and responsibilities, helping to clarify the distinction between them.

1. Forming	**2. Storming**
➢ High level of guidance required from management ➢ Individual purpose and roles are unclear ➢ The process has not yet been established	➢ Understanding how decisions will be made ➢ Coaching and power struggles will occur ➢ Purpose becomes clear ➢ Individual relationships and roles still unclear
3. Norming	**4. Performing**
➢ Roles and relationships are clarified within the team ➢ Commitment to team goals is applied ➢ Team process begins	➢ The team is committed to performing ➢ There is a planned focus ➢ The team starts to run independently with little input from management

This is then followed by a final stage that simply represents positive completion and recognition of achieving the required outcome. Managers, of course, also must maintain team members' motivation and enthusiasm within this context. However, all team members have an interest.

Activity 1B

1.3 – Participate in informal meetings and information sharing with workgroup

By the end of this chapter, the learner should be able to:

- Describe the skills needed to participate effectively in informal meetings and in sharing information with the workgroup.

Informal meetings

Informal meetings are likely to occur in an ad-hoc way. For instance, an informal conversation between team members about a particular workplace challenge could organically develop into an informal meeting – particularly if more team members join the conversation. Another way an informal meeting could occur is if it is specifically called by a team member or manager. It could even be arranged in advance. Quite often, this type of meeting can happen during breaks, and team members should not feel obligated to attend if this is the case.

When such an informal meeting occurs, there are usually two elements to the discussion:

- Identifying issues or challenges in the workplace
- Identifying potential solutions to these challenges.

Information sharing

A crucial element in any meeting is the sharing of information. This can be in the form of making suggestions or asking and receiving answers to questions you may have. A very basic way of sharing information in this context is by bringing up a workplace issue. A member of the team may bring this issue to the attention of their team during the ordinary working day and suggest a discussion. Or an informal meeting could be called in advance. In this example, and in most cases, the issue is known in advance. This can give team members time to prepare further questions around the subject and perhaps solutions. Data and other forms of information can also be shared.

Examples of data sharing include:

- Spreadsheets
- Memos/letters
- Newspaper articles
- Information from a website
- Policy documents
- Internal communications/emails.

<u>Expressing your ideas and information clearly</u>

The ability to communicate effectively during an informal meeting is essential. Even in an informal meeting, it is important that voices are heard and that questions and suggestions from all contributors are taken into account.

Here are some points which you may want to consider:

- **Listen to what others are saying** – This means using eye contact, nodding to show you are listening and taking note of their main points. This will help you think about your own responses and make them relevant and clear to help move the discussion forward
- **Plan what you will say** – A plan is always useful to help you formulate your ideas before you speak. This will also help you gain respect from your colleagues because you have considered your responses first
- **Make your contributions relevant** – Don't be tempted to come away from the main points. Time is valuable in the workplace, and your colleagues and managers will appreciate you getting to the point clearly and effectively as much as you can

__Using questions__

Questioning is often an underrated skill, and it is much more than just asking what you feel in the moment. Within the workplace, you will need to consider your wording and how this will come across. In some cases, you might even be asking questions with the hope of getting a certain answer, for example, approval for a task you're passionate about, and the way in which you ask your questions will make it more likely for this to happen.

There are two types of questions:

- **Closed** – Closed questions require a yes or no answer only. They will leave little room for elaboration. For example, 'Are you happy with how things are going?'
- **Open-ended** – Open-ended questions will give the person being asked the question the option to elaborate. For example, 'Is there anything that you would like to see improved in the near future?' Open-ended questions are usually more useful in the workplace as, more often than not, you will want to know the reason behind an answer, rather than just taking the answer itself.

It's always a good idea to follow up on either type of question with a confirmation. This will allow you to make sure you have understood the person's answer. For example, you might ask, 'Have I understood you correctly with this?'

Activity 1C

1.4 – Request and apply feedback from supervisor on individual practices

By the end of this chapter, the learner should be able to:

- Identify methods of requesting feedback and ways of applying this feedback to individual practices.

Methods of requesting feedback

Feedback is essential in the workplace. Without it, making positive improvements and development would be impossible. Communication is no exception to this; you should always be looking to seek feedback on your communication skills from others in your workplace, and use this feedback to improve your practices. There are different ways to seek feedback from your supervisor or manager.

For example:

- Face-to-face
- Telephone
- Email
- In writing.

As ever, the best method of requesting feedback will depend on the type of relationship you have with your supervisor or manager. For example, if you want to seek feedback from your colleagues, face-to-face might be a good option, as you can ask questions in a more casual manner, without following formal processes. However, with a team leader, you might seek feedback through more formal methods such as email or in writing. This has the benefit of retaining the feedback in written form for future use. On the other hand, you may be able to request a quick impromptu meeting with your manager in person, as you may have a working relationship that allows this. It is a good idea to bring a notebook with you to this sort of meeting.

Applying feedback

Feedback is only beneficial if taken on board and put into practice. Firstly, you should aim to ensure that you understand all the feedback you have been given. Did you ask enough questions? Do you need to go back and ask more? Look back at your notes, or written feedback. If necessary, make notes and annotations as you go through it. You may develop further questions during this stage and may have to go back to your supervisor.

Once you have understood all the feedback you have been given, it's time to put it into practice.

Try using the following process:

- It's a good idea to put together a list of tasks from the feedback. Start by identifying all the separate points made
- These can then be numbered, perhaps in order of priority. This will form your to-do list

- It will probably be necessary to add deadlines to at least some of the tasks on the list. Make sure these are realistic dates.

Activity 1D

2. Improve workgroup processes

2.1. Support team members to meet workgroup goals

2.2. Contribute to workgroup goals and tasks according to organisational requirements

2.3. Share work-related information with workgroup according to organisational policies and procedures

2.4. Plan strategies for team performance improvement with workgroup

2.1 – Support team members to meet workgroup goals

By the end of this chapter, the learner should be able to:

- Identify signs that a team member is in need of support
- Describe methods of providing support to other team members in order to achieve workplace goals.

Considering support for team members

In any organisation, there will be times when individual team members experience difficulties with tasks and workplace goals. We can all experience these challenges, so it is important to avoid making assumptions about the reasons for the difficulty. The more important factor is working out if and how we can help. This can be a challenge in itself as some colleagues may find it difficult to ask for assistance or even to acknowledge that there is a problem in the first place.

Signs that a team member might be experiencing difficulty:

- **They ask for help** – this is the most straightforward expression of a need for support. However, the team member may remain unaware of the actual issue and may need help with identifying this
- **They show signs of anxiety** – for instance, expressing more than average worries about work, or demonstrate more emotion than usual
- **They show signs of irritability** – above the normal level you would expect on a day-to-day basis. For instance, there may be an outburst of anger
- **Low performance or productivity** – work is clearly not meeting the requirements of the workgroup goals
- **Being overly defensive** – aggressive or irritable responses when work is questioned
- **Higher absence rate** – above-average levels
- **Quieter and more isolated** – the colleague may be much less talkative than usual, or may rarely join in with group gatherings, for instance, during breaks.

If you are ever unsure of whether a colleague is in need of support, you should always seek advice from a person in authority, such as a supervisor or line manager. They will be able to guide you towards best practice and will most likely directly support the team member themselves.

Identifying the issue

It is possible to apply four key elements in identifying team member support needs:

- Listening
- Empathising

- Getting the right information
- Avoiding judgement.

Listening

Listening is a skill that can be learned and improved. True listening involves taking a step back, not interrupting and genuinely taking on board what the other person is saying. To listen, you should try to avoid the feeling of merely waiting for your turn to speak. It is instead preferable to stay quiet and alert for whatever length of time is necessary for the other person to get their point across. However, it is also good practice to let the person speaking know that you are taking on board what they are saying. This can be done with eye contact, nods of the head and verbal signals, as well as relevant questions.

Empathising

To properly empathise, it is necessary to attempt to see matters from the speaker's perspective. Try to imagine that you are experiencing what they are describing to you. How would it make you feel? This simple technique can bring about a significant level of understanding, which in turn can encourage more realistic potential solutions.

Getting the right information

It is important that all relevant facts are taking into account. One objective is to ascertain the exact nature of the problem. This could mean that you might wish to obtain information from other sources other than the person with the support need. For instance, you could talk to other team members, clients or look at data or work produced. This could be crucial when trying to ascertain the central issue, which might not be exactly what the team member in question feels it is.

Avoiding judgement

Try not to judge the thoughts and actions of the team member who is experiencing difficulty. Using the empathising technique mentioned above may help here. We can all experience times when we are not "firing on all cylinders", and this should be taken into account when ascertaining the problem and in attempting to identify possible solutions. A way to do this is to focus as much as possible on the facts and information given and not on the possible motivations and psychology behind actions.

Providing support

You may be able to provide support yourself to the individual, or you may need to refer the issue to someone more suitable. This could be a manager or the HR department. This could depend on the type of problem encountered, workplace guidelines and regulations or other considerations.

Types of support can include:

- Providing guidance on a challenging task that you might be more familiar with
- Helping with the task, if the colleague is overloaded and you have spare capacity
- Suggesting a source of guidance to the team member

- Offering creative solutions, which can be enhanced by the fact that you are coming to the problem from a different perspective, with fresh eyes
- Suggesting the team member contacts a manager or the HR department
- A training programme
- If you are the team member's manager, you will wish to manage performance according to organisational policies and procedures
- Trade union support.

Activity 2A

2.2 – Contribute to workgroup goals and tasks according to organisational requirements

By the end of this chapter, the learner should be able to:

- Describe methods of contributing to workgroup goals and tasks according to organisational requirements.

Organisational requirements

In order to survive and thrive, an organisation must be run competently and efficiently. Organisations inevitably need to maintain essential requirements to ensure this, such as profitability or a level of performance. To meet these requirements, certain goals are set and achieved. Examples of these are the need to make a profit in a privately-run business, or to achieve a level of funding at a charity. A profit target is usually set in a company along with certain specific goals. This could involve setting cost-cutting objectives or efficiency drives. Another example might be a growth target, which could involve measurable goals around sales increases. Other requirements might include policy matters for staff and miscellaneous considerations such as dress code, expenses rules and other HR factors.

Workgroup goals

Management set goals for organisational success. However, this success is made up of countless smaller successes. For instance, in the example above, a charity may wish to increase its funding. This might involve a variety of roles and departments. Marketing will be a factor, as well as the finance department. Within these departments will be teams of colleagues, working together to achieve this one objective. Each of the team members will have their own set of goals to achieve.

Workgroup goals might include:

- Increasing sales by a certain percentage
- Improving productivity
- Converting a certain number of inquiries into sales
- Recruiting a certain number of subscribers.

Contributing to workgroup goals

All team members should contribute to the workgroup goals set by senior management and supervisors. To do this, all staff need to be aware of what these goals are. Your supervisor should inform you, usually on a regular basis, what your current and immediate future responsibilities and objectives are. Some of these will be organisation-wide goals, and some will be organised locally specifically for your team. You may wish to ask for updates now and again. The important thing is to be aware and informed.

Key performance indicators

Key performance indicators (KPIs) are a way of measuring progress that helps team members to apply focus for organisational improvement. A KPI will allow for a critical analysis of a company's long-term progress by assessing multiple separate elements individually. In other words, overall goals are broken down into smaller, measurable objectives. KPIs are used for managing goals and tracking the progress of both individuals and teams as a whole. They help a team member to understand what they need to do and how they are performing.

A KPI should be made up of:

- **A measure:** Every KPI needs a measure of success, so that employees can assess their progress against a target
- **A target:** Each KPI needs a target that matches the measure and the period of your goal
- **A data source:** A KPI needs a clearly defined data source so it is clear how each indicator is being measured or tracked
- **Reporting frequency:** KPIs may require different reporting needs, but it is wise to review these regularly.

KPIs are vital in target setting as they provide a measurement method that is essential in gauging personal development, and each KPI must be relevant and attainable for the individual's ability within their role.

Examples of KPIs include:

- Number of new contacts signed
- Net sales
- Orders fulfilled
- Growth in revenue
- Gross profit margin
- Number of customers retained
- Percentage of market share
- Order fulfilment time
- Number of qualifies leads
- The number of articles published.

Whatever your role and industry, there will be many benchmarks that can be used as KPIs. These should be identified and implemented as a way of monitoring progress and attaining your organisation's goals. Each employee must have performance plans in place to monitor and support them to achieve performance outcomes.

Activity 2B

2.3 – Share work-related information with workgroup according to organisational policies and procedures

By the end of this chapter, the learner should be able to:

- Describe methods for sharing information with the workgroup
- Ensure the sharing of information meets the requirements of organisational policies and procedures.

Sharing information

It is inevitable that information will need to be shared in the workplace. You will at times need to share information both internally and externally, in other words, within the organisation and outside it. You may need to share information from a meeting with a colleague who wasn't able to attend, for instance, or you might need to provide a customer with information on a product or service.

Communicating internally

Unless you work in a customer-facing role, it is likely that the bulk of your communication and information sharing will be within the organisation.

Internal workgroup communications could be directed to:

- Management
- Staff members within your team
- Staff members in other teams or departments

There are various methods of communicating work-related information to other team members within the workgroup.

You might share information and ideas with others via:

- Presentations
- Meetings
- Emails
- Informal conversations
- Newsletters
- Training sessions
- Memos
- Posters and notices.

However you choose to share information internally with workgroup members, you must always communicate in a way that is clear for everyone. In meetings, you should allow individuals the time to ask questions, and answer those questions as clearly as possible.

This is where you must select or adjust your communication style to maintain the effectiveness of interaction and build and maintain engagement consistent with organisational requirements.

The way you interact with people will have a significant impact on your relationships, so it is vital to communicate in a manner that is both appropriate and sensitive to each individual and to the cultural and social diversity of the workplace. This means using appropriate language, developing cultural sensitivity, using appropriate body language and remaining non-judgemental as much as possible.

<u>Communicating externally</u>

If you have a customer-facing role, such as sales, it is likely the bulk of your communications will be external, with members of the public. However, there are many other external elements that could be recipients of your communications outside the organisation.

External elements could include:

- Business partners
- Communities
- Governments
- Customers
- Suppliers
- Contractors
- Investors
- Advisers
- Trade unions
- Charities.

You might share information and ideas externally via:

- Face-to-face meetings
- Online meetings using Zoom, Microsoft Teams, etc.
- Phone calls
- Communications via social media
- Email correspondence
- Conferences, workshops, seminars, and lectures.

Using appropriate language

The point of communication is to ensure that information has been relayed to the intended person or people (recipients). Be articulate; speak and present information in a way that can be understood and is effective for the needs of the business. However, you should also be mindful of the language you use; do not use words or phrases that may cause offence to your audience.

Being mindful of language and tone involves:

- Using a level of formality appropriate to your audience
- Refraining from using swear words
- Being clear and avoiding slang
- Avoiding biased, inappropriate, or derogatory comments
- Not patronising or condescending your audience.

To help you develop your communication and language skills, look to widening your use of vocabulary. Use alternative words rather than repeating the same words over and over. A business-specific dictionary is also useful for using business terms and for understanding their usage within business communications.

Remember that English may not be an employee's first language. Sticking to a few basic techniques will help you improve the level of cross-cultural communication in the workplace.

Organisational policies and procedures

Organisations typically have a set of policies that provide guidance for all staff, including management, on every aspect of workplace activity. These are guidelines on what the organisation expects in a particular area, such as how team members should behave while at work.

Examples of workplace policies include:

- Staff code of conduct
- Recruitment policy
- Internet and email policy
- Mobile phone policy
- Smoking, drug and alcohol policies
- Health and safety policy
- Anti-discrimination and harassment policy.

Procedures

Many policies have procedures to explain how the policy should be put into practice. These are instructions on practical aspects of the policy. For example, your workplace will probably have a petty cash procedure that describes step-by-step how petty cash should be handled and documented, along with timescales for reporting to management.

Adhering to policies and procedures when sharing information in the workplace

Most forms of information-sharing are included in such policies as the organisation's internet/email and other communications policies. You will be able to review these, and they will help you to understand what your approach should be when sharing information with workplace colleagues. It is important to read workplace policies so as to avoid any misunderstandings or more serious errors at work. Ensure you are familiar with the policies that most directly relate to your own role.

Activity 2C

2.4 – Plan strategies for team performance improvement with workgroup

By the end of this chapter, the learner should be able to:

- Describe ways of planning strategies for improving workgroup team performance.

Performing as a team

For a team to function efficiently, there are a variety of factors that need to be in place. Not only do these factors have to be present, they must also be delivered effectively.

Effective team factors include:

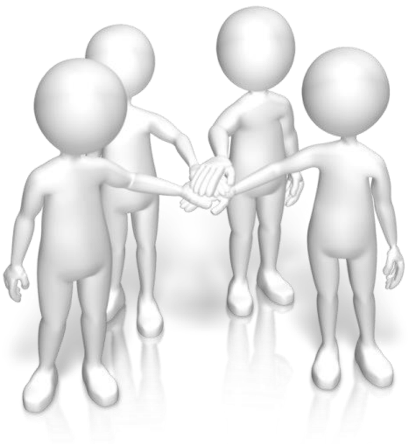
- Collaboration
- Effective identification and agreement of workgroup objectives
- Planning and strategy.

Collaboration

Why collaborate?

In today's workplace, collaboration is more essential than ever before. A team cannot live up to its name without the members of that team working together rather than in isolation. In addition, there are more ways to do it than ever before. However, it is crucial that teams collaborate effectively; otherwise, there is a risk of it being nothing more than a tick-box exercise. It is useful to examine the reasons for collaboration in more detail.

Benefits of team collaboration include:



- Less time spent and more money saved
- Important tasks finished quicker
- Deadlines met more efficiently
- Sharing information
- Sharing good practice
- Records of ideas and information
- Increase in respect and team-focused decisions.

Ways to collaborate

Now that we understand some of the reasons to collaborate, it might be useful to examine ways of doing it. Many if not all of these you will already be doing on a daily basis. It should be noted that the way you interact with people will have a significant impact on your relationships in the workplace, so it is vital to communicate in a manner that is both appropriate and sensitive to each individual and to the cultural and social diversity of the workplace. This shows respect for opinions, values and the particular needs of others.

Ways to collaborate include:

- Networking
- Working on a shared task or project with other team members
- Sharing information or good practice
- Providing or receiving resources
- Working with other teams or departments
- Giving and receiving feedback.

Objectives

All workgroups have objectives, whether they be sales targets, subscription objectives or standards of service. We have seen how key performance indicators (KPIs) can assist team members in identifying specific workgroup objectives that will demonstrate performance levels and ascertain improvements. However, there are many group objectives and larger organisational goals that may not be included in these. For instance, daily and weekly objectives may arise that do not recur and therefore are not included in yearly or career objectives.

Identifying objectives

For teams to work successfully, team members should be able to work out what their workgroup objectives are. Some of these may be provided by management, often in KPIs. Teams will also often have to produce their own objectives for their team on an unplanned, ad hoc basis. For instance, a team may identify that a particular aspect of production or sales is needed that had been overlooked previously.

Objectives will vary between industries, organisations, departments, and individuals, and they are made up of the accomplishments needed to reach end goals. They require meaningful, simple, and attainable steps to achieve them.

Typical workplace objectives may include:

- **Sales:**
  - generating leads
  - creating opportunities
  - closing deals
  - upselling
  - sales efficiency
- **Marketing:**
  - brand engagement
  - customer satisfaction

- market share
- brand recognition
- customer retention

- **Information technology:**
  - applications
  - automation
  - algorithms
  - systems
  - user experience

- **Quality:**
  - durability
  - reliability
  - experience quality
  - availability
  - performance
  - safety
- **Organisations and teams:**
  - efficiency
  - compliance
  - productivity
  - employee satisfaction
  - sustainability.

Strategy

As an essential part of the process of collaboration, there should be an effective plan for everyone involved. This strategic planning will enable the realisation of an outcome through efficient team collaboration. In developing a strategy, it will be necessary to put together a plan which includes the essential actions needed to help achieve these goals.

Developing a strategy can include:

- Setting priorities
- Focusing energy and resources
- Strengthening operations
- Setting deadlines
- Ensuring employees (and other stakeholders) are working towards common goals
- Establishing agreement on intended results and outcomes
- Assessing and adjusting the organisation's direction in response to changing environment.

Bringing it all together

The crucial aspect of this strategic planning is that team members are agreed on the strategy and that they work together to achieve a common goal. Teams should begin with an agreement on objectives. They should only then move on to creating and developing a strategy to achieve those goals. Lastly, the team should establish ways of recognising when a common goal is achieved. Following this process will allow for a successful strategy, which in turn will contribute to performance improvement and an efficiently run, effective team.

Activity 2D

3. Resolve issues, problems and conflict

3.1. Identify advantages of differences in values and beliefs between workgroup members

3.2. Respond to any linguistic and cultural differences in communication styles according to legislation, organisational policies and procedures and ethical standards

3.3. Identify potential workgroup issues, problems and conflicts encountered in the workplace

3.4. Seek assistance from supervisor to address problems and conflicts that arise

3.5. Suggest possible ways of dealing with identified workplace issues

3.1 – Identify advantages of differences in values and beliefs between workgroup members

By the end of this chapter, the learner should be able to:

- Describe advantages of differences in values and beliefs between workgroup members.

Respecting difference

In today's globalised workplace, there are universal values and practices that people can understand wherever they live in the world. For instance, profit objectives, sales, human resources and health and safety are worldwide considerations, appreciated by all.

In addition, today's workplace also reflects changing demographics and other developments in society, such as new attitudes and alterations to laws and guidance. To be able to communicate successfully at work, you must be able to show respect for different kinds of people. Understanding diverse backgrounds means being aware that everyone is different and that cultural variations can mean that others do not necessarily see the world in exactly the same way you do. Understanding and respecting different kinds of people will help you maintain effective relationships, build mutual trust, and help to build your own confidence when communicating in the workplace.

Diversity

When communicating with others, you should consider that people from different cultures and backgrounds may have different expectations of respectful interactions. These factors should be identified and incorporated into your actions and words.

People's attitudes and expectations might differ depending on:

- Age
- Experience
- Cultural background
- Race
- Religion
- Gender
- Marital status
- Political and social views.

Advantages of diversity

In the past, difference was often seen as a drawback. This view is out of date and mistaken. Nowadays, diversity is seen as an asset to an organisation. This is because bringing in differences of background, views, and approach can bring new vitality and energy to an organisation. It can also bring innovative ways of looking at problems and solutions. Another advantage is that diverse perspectives can bring in an increasingly globalised workplace and market.

These elements can give an organisation a competitive edge and increase productivity. In fact, research has shown that diverse workforces produce up to 19% more revenue (BCG Henderson, 2017).

Summary of the benefits of diversity in the workplace:

- Increased productivity
- Increased revenue
- Increased range of perspectives on problems and solutions
- Increased innovation and creativity
- Global outlook
- Inclusivity
- Competitive edge in a globalised workplace
- Greater sense of belonging and team spirit.

Activity 3A

3.2 – Respond to any linguistic and cultural differences in communication styles according to legislation, organisational policies and procedures and ethical standards

By the end of this chapter, the learner should be able to:

- Identify workplace legislation, policies, procedures, and ethical standards that can affect the way workers communicate across cultures
- Describe ways of responding to linguistic and cultural differences in communication styles accordingly.

Cross-cultural communication

We have seen that demographics are changing in the workplace and that diversity is to be celebrated at work, along with many reasons for this. Consequently, are there adjustments that need to take place to ensure successful communication in today's multicultural workplace? On the one hand, it might be felt that everyone should be treated the same in every way, including with regard to communication. However, cultural differences cannot be disregarded, so certain considerations do need to be taken into account. Because of this, many organisations embed government legislation into their policies and procedures.

When communicating with people from other cultures, you should consider your use of language, phrasing, and approach. For example, people with English as a second language will form a clearer understanding when plain English is used. Alternatively, people from an Aboriginal community might prefer for you to not make eye contact, or use physical touch greetings such as handshaking. Respecting cultural differences in communication is making sure that you have thought about how to communicate in an inclusive and respectful way. You should make sure that no one who needs to be included is left out of the communication, and that no actions or words you choose make any individual feel excluded.

It should go without saying that you should also make sure that communication does not offend the cultural groups that you interact with; this may include particular values and beliefs. As far as possible, communication should be neutral and without bias against another group.

<u>How to adjust methods of communication</u>

Taking into consideration the above points, it might be necessary to adjust your communication to suit the audience.

Adjustments can be made in the following way:

- Having an awareness of cultural etiquette (as relevant to the culture) and making sure this is followed

- Avoiding complex use of language for those with English as a second language or those who have limited abilities in general
- Not using slang words
- Listening to the other person, to understand their needs
- Being aware of any aspects of communication that have upset or caused offence, and making sure this not repeated
- Being aware of cultural observances, such as religious holidays and festivals
- Being aware of time differences (if communicating with others from different parts of the world) and different hours of business
- Having patience and showing that you respect the other person's opinions and views
- Seeking a middle ground where you can both communicate together.

Communicating with individuals with a disability

Equally, respect in communication for this group will also be centred upon making any form of communication accessible to those who should be included. This can mean adapting communication methods to suit specific needs, such as large-format text for individuals with sight difficulties.

You should also make sure that communication is not carried out in a way that makes individuals feel patronised. Communication should not highlight a specific need or draw out the individual in a way that is uncomfortable or makes them feel inferior. People should be treated equally, regardless of any disability.

Adhering to workplace legislation, policy and procedure

As stated, workplaces often implement policy and procedure based on government legislation. If your organisation does not have any policies or procedures in this area, it would be advisable to encourage senior management to do so. In addition, some policies and procedures concerning the way workers communicate across cultures may be included in others, so they might not be immediately noticeable. Look out for areas such as communications and inclusion policies. Organisations may also implement their own additional policies and procedures based upon best practice.

Ensure you are familiar with these policies and procedures, as they are both crucial in terms of adhering to your organisation's procedures and informative and useful in terms of knowledge and best practice at work. At the core of much policy are your workplace's ethical standards. For instance, your organisation's policy on inclusion will guide you on the organisations standing on such issues – as will whether or not your workplace has such a policy. Nevertheless, most if not all workplaces will base their best practice in this area on the concepts of fairness and equality of opportunity.

Activity 3B

3.3 – Identify potential workgroup issues, problems and conflicts encountered in the workplace

By the end of this chapter, the learner should be able to:

- Identify potential issues and conflicts in the workplace.

Workgroup issues

In the following two chapters, we will examine solutions to issues and conflicts that may arise in the workplace. In this chapter, we will look at how to identify these issues. Of particular relevance is the identification of potential issues that might arise in the near future. This is because it is usually preferable to find a solution to such an issue before it has the capacity to escalate into an even bigger problem. It is also important to identify the type of issue that is showing signs of escalating.

Some issues that may arise in the workplace:

- **Clash between team members over a work matter** – for instance, a method of completing a task
- **Personality clash** – members of staff who have an unforeseen aversion to each other
- **Perceived unfairness** – a team member may feel that they are being unfairly treated compared with another team member. The team member may feel this is as a result of discrimination or favouritism
- **Workload** – the team member may feel they have too much work allocated
- **Bullying or harassment** – the team member may feel they are being victimised by an aggressive supervisor or other team member.

This list is not exhaustive, and you may wish to spend a couple of minutes writing down any more potential workplace issues that come to mind. A good method is to think about issues you or your colleagues have experienced at work in the past.

<u>Identifying issues before they escalate</u>

The consequences of workplace disputes and issues can be troubling and damaging. It is, therefore, preferable to manage such issues at an early stage so as to prevent escalation. We will look further into how to manage this in Chapter 3.5. At this point, we will examine how to identify issues so that they can be addressed at an early stage. The idea is to deal with an issue when it is a minor problem and before it has the potential to become a full crisis.

Many issues and conflicts arise as a result of misunderstandings. For instance, a team member may take a different meaning from a conversation, meeting or information than was intended. If these misunderstandings or feelings of being wronged are not dealt with when they first arise, this can lead to further disputes months and sometimes years later. In addition, some issues are related to tasks and processes (see Chapter 3.4).

Possible signs of conflict or issues arising in the workplace:

- Lack of communication between two or more employees
- Lack of communication or other signs of hostility between team members who are known to have had issues in the past
- A team member feels wronged by communication from a meeting, email or feedback or other action
- Team members do not feel enabled to communicate grievances, potentially causing resentment to build
- Team members mentioning a lack of information, thereby feeling left out of decision-making or future planning.

Activity 3C

3.4 – Seek assistance from supervisor to address problems and conflicts that arise

By the end of this chapter, the learner should be able to:

- Describe ways of seeking assistance from a supervisor to address problems and conflicts
- Identify appropriate personnel and information needed for further support.

When to seek assistance

Many issues and problems can be dealt with locally, either within the team or by an individual team member. Nevertheless, there are occasions when a team member may need to seek assistance from their supervisor or manager. This could be because the issue is between two or more team members and they are unable to resolve it themselves, or it could be a problem that demands more or higher-level expertise or decision-making.

If such a situation arises, there is no reason to hesitate in approaching a supervisor. Someone in this role is expected to assist in these types of issues and would find it natural to do so.

Some reasons to seek assistance from a supervisor:

- A dispute between team members that seems unresolvable
- Higher-level knowledge or expertise is needed
- Higher-level decision-making capability is needed
- A private issue that a team member does not wish to disclose to co-workers
- A complaint about another team member
- Customer or service-user complaint.

How to seek assistance

If and when you get to the point where you need to seek assistance for an issue, you will firstly need to ensure you are in possession of all relevant facts and information. This will ensure that you get a full picture of the situation, equipping you with all the relevant details before you move to a higher level. You will also need to establish who the relevant personnel are so you can approach the appropriate source of support.

<u>Gathering information</u>

When you are getting your information together, it is essential that you are able to interpret what is being said and take the correct steps to clarify information if necessary to ensure there is no misunderstanding. Your ability to gather the most appropriate responses is critical to you being able to respond to a difficult situation in the most appropriate way. There are elements of good practice, shown below, that can help to ensure this.

When you are gathering information from relevant team members, you could:

- **Actively listen** – by trying to listen intently and thinking about what the person is saying. When you actively listen, you can better understand the details
- **Take notes** – taking notes is good practice to document the conversations you have with relevant personal. These notes could be important to refer back to during a potentially difficult conversation ahead
- **Ask relevant questions** – by asking relevant and effective questions, you will be able to specifically focus on the information you need to carry out any difficult conversation. It will also help you analyse situations more carefully to ensure you are taking the most appropriate steps.

Identifying relevant personnel

The next step is to work out who can help with the issue. This will largely depend on the type of problem you are facing (see Chapter 3.3).

Broadly speaking, it is possible to separate most issues into two main areas:

- Personnel issues
- Process issues.

<u>Personnel issues</u>

Personnel issues, of the kind examined earlier, can be particularly problematic. Therefore, carefully handling such matters is crucial. As previously seen, there is a variety of problems that can fall into this category.

Personnel issues can include:

- A clash between team members over a work matter
- Personality clash
- Perceived unfairness
- Workload
- Bullying or harassment.

For all of these, it will normally be prudent to go to the line manager in the first instance. In the second instance, the human resources department will need to get involved. This will usually be set in motion by the line manager, but there might be some instances where they may be approached directly – for instance, if the matter involved the line manager or supervisor. It should be noted that there will be specific policies and procedures for each of this type of issue (see Chapter 2.3) and that it is advised that these are consulted before proceeding.

<u>Process issues</u>

This type of issue is to do with the way we work and what we do, in other words, the day-to-day processes that we take part in to earn a day's wage. In our time working for a particular organisation or company, we usually have a period first of all where we are learning new systems and new or different ways of doing things that you may already be familiar with, such as an engineering or computer task. We then move on to a more mature phase where we mostly know what we are doing and may even run on "autopilot" for much of the day.

Nevertheless, we will encounter problems and challenges in our day-to-day processes. No individual – and no workplace – is perfect, after all. Therefore, we will, on occasion, need to deal with issues and challenges that relate to workplace processes. Some of these will need further advice and guidance and perhaps even intervention.

Process issues can include:

- Insufficient knowledge of a task
- Insufficient skills to complete a task
- Incomplete or incorrect information
- Insufficient training
- New developments in tasks or processes
- Problems with equipment or resources.

For this type of issue, a slightly different approach may be suitable. For instance, it is normally advisable with process issues to approach a fellow workplace team member who is a peer. This is because the fellow team member may have information that could help with the issue. They may also have a skill or experience that can be passed on. You would normally only escalate the situation to a supervisor if you are unable to get help from other team members. With this type of issue, approaching the human resources department is rarely needed, and problems are usually resolved fairly quickly. However, there may be situations where such an escalation is needed, for example, where a supervisor is insufficiently helpful.

Activity 3D

3.5 – Suggest possible ways of dealing with identified workplace issues

By the end of this chapter, the learner should be able to:

- Identify potential solutions for dealing with workplace issues.

Finding solutions

In many instances, you may be able to resolve issues yourself or with colleagues, rather than escalating to a supervisor level. This is often a preferable route, as it saves time and energy in most cases. However, finding a solution to a workplace issue that arises can be a sizeable challenge.

The first step is to identify the issue. Ensure you have enough information to be able to understand all aspects of the issue. Once you understand the nature of the problem at hand, you can then move on to identifying potential solutions. This will involve a process of consideration of options, followed by an evaluation of these options. Finally, you will be ready to implement your solution, usually by suggesting the required resolution to a supervisor.

Defining the problem

You may wish to refer to Chapter 3.3 at this point. The important element here is to ensure you know what you are dealing with. Gather as much information that you need to identify the challenge.

Questions to help in defining the problem:

- Who is involved?
- What is causing the issue?
- What is the background to the issue?
- What are the facts, and what are the opinions?

Considering the options

Once you have identified the problem the best you can, it's time to move on to consider your options. This stage is the heart of problem-solving, and it may involve some creative ideas. Brainstorming is an excellent way to achieve this. You can do it on your own or with other team members.

Some ways to brainstorm:

- **Produce a mind-map** – draw out some bubbles on a page and connect up the ideas, as per the example below. Start with some words or phrases related to the original problem
- **Produce a list of ideas** – possible solutions
- **Produce a pros and cons list or lists** – list positives and negatives of the situation
- **Produce a SWOT analysis** – list strengths, weaknesses, opportunities, and threats. Used mainly in business planning, but can be useful in other situations.

Evaluating the options

The next step is to evaluate and select the best idea or ideas for solutions from your list. It can sometimes be useful to present more than one idea to a supervisor, so that they, in turn, have options. However, these should be the best of the bunch, or the best single idea.

When first whittling the ideas down, think about which would be viable. In other words, which could actually be carried out, with the resources that the organisation or company has. Think also about contingency – what if the first plan doesn't work, or the supervisor thinks it isn't viable? This is another good reason for presenting more than one idea.

This might also be a good time to bring in the pros and cons list, helping you and your colleagues to eliminate less viable or effective ideas. Ultimately, the objective is to produce the best idea or ideas that will provide an agreeable solution within the staffing and resource limitations of the workplace.

Implementation

Finally, the options for viable resolution need to be implemented. On a small scale, this could be enacted by individual team members. If the problem is larger, the solution or solutions will need to be taken on by a supervisor or a more senior manager.

You may need to set one or more deadlines for putting your solution into practice. Additionally, there may be a need for an action plan, so that implementation can be organised and planned in advance. Ascertaining the effectiveness of the implementation is the most important factor here. This will only be achievable once the solution has been implemented.

Questions on the effectiveness of implementation:

- Did the suggested solution work?
- How do you know it worked?
- What data do you have to prove it worked?
- Were there some elements that worked and some that didn't?
- What can you learn from implementation?

Activity 3E

Summative Assessments

At the end of your Learner Workbook, you will find the Summative Assessments.

This includes:

- Skills Activity
- Knowledge Activity
- Performance Activity.

This holistically assesses your understanding and application of the skills, knowledge and performance requirements for this unit. Once this is completed, you will have finished this unit and be ready to move onto the next one – well done!