



Chisholm

## ASSESSMENT GUIDE

CHCCOM003

Develop Workplace Communication Strategies

TAFE  VICTORIA

1300 244 746 [chisholm.edu.au](https://chisholm.edu.au)

On campus | Online | Workplace | International

## **ASSESSMENT REQUIREMENTS**

Please read all assessment instructions to ensure you fully understand the requirements outlined in each task.

To achieve competence in the unit/s a learner must meet requirements for all assessment tasks listed before a result of competency can be awarded. Where competency is not achieved your assessor will provide feedback and request further evidence as needed.

It is important that you clearly understand all the requirements of assessment. If you have difficulty with the assessment terms or the steps to follow please speak to your Assessor/Instructor prior to commencing the task/s. Your Assessor will provide additional information to ensure all aspects of the tasks are clear.

### **RE-ASSESSMENT**

If you do not achieve the required standard to achieve competence, you will be given the opportunity to be re-assessed by the assessor and the requirement for additional evidence will be outlined. Arrangements will be made on an individual basis to ensure the process is valid, fair and reliable.

### **ASSESSMENT APPEALS**

A student who is dissatisfied with the outcome of his/her assessment should first discuss their concerns with the teacher/assessor and/or program coordinator in the associated business area. If the issue is not resolved, the student may appeal the decision(s) by following the Complaints and Appeals process as outlined in the Chisholm Student Guide.

## **ASSESSMENT METHODS**

You will be required to undertake a range of assessment tasks to establish competence for the unit/s you are undertaking. It is important to understand the types of assessment you may be required to complete as part of the evidence gathering process.

Please see below the range of assessment methods that are used at Chisholm to ensure competency is appropriately measured and valid, reliable and fair assessment judgements are made.

The assessor will provide all required information about the assessment process and conditions prior to the assessment taking place.

1. Questioning
2. Project
3. Presentation

Please note, where additional questioning has taken place to determine competency and understanding this must be recorded as evidence to support the assessment judgement.

## ASSESSMENTS

The following assessments will be used to collect evidence of the knowledge and skills you have gained from your Learning Program. You will be required to demonstrate your ability to perform to the standard required in the workplace, as specified within the identified unit/s of competency.

The table below indicates the methods of assessment that will be used to establish competence for this unit/s and the expected timeline.

| Assessment Tasks  | Session                     |
|---|-----------------------------|
| 1 - Questioning – Communication Questions                         | See LAG for session details |
| 2 – Project – Communication strategy for external clients Project | See LAG for session details |
| 3 – Presentation – Internal Team Presentation                     | See LAG for session details |

## 1. QUESTIONING – WRITTEN

### STUDENT INSTRUCTIONS

You will be provided with a series of questions related to the unit of competency undertaken in your course. The questions are used to assess your level of knowledge in relation to various aspects of the unit.

It is important that you read each question carefully prior to starting the assessment and seek clarification if any question is unclear. Please note your assessor can only provide more information to clarify the intent of the question, not provide details of the required answer.

- You are required to complete 9 questions.
- This task will require you to successfully answer all questions to be deemed satisfactory.
- All questions are short answer.
- Each response must cover the criteria related to the unit of competency.
- Your assessor will mark your assessment; the results will be available in Moodle.
- ALL answers must be submitted on Moodle by the due date in pdf format.

Most questions will ask for a brief summary or description. A brief summary or description involves a student showing their understanding of that particular aspect and providing the response in their own words, that would align with industry practices. There is no word count for a brief summary or description, however it must show a clear understanding of subject matter.

| Assessment 1 - Questioning – Communication Questions  |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
|---|---|-----------|------------------------------|--|-----|-------------|---|-----------|-----------------------------------|------------------|--|---|--|--|--|
| UNIT/S OF COMPETENCY – Code   |   | CHCCOM003 | Title                        | Develop Workplace Communication Strategies |     |             |   |           |                                   |                  |  |   |  |  |  |
| Student Name  |   |           | Student Number               |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| Student Signature   |   |           | Assessment Date              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| Assessment Location   |   |           | Assessment Time/<br>Duration |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| <b>Q1: Explain how the following factors can influence communication strategies:</b><br>a) Political<br>b) Economic<br>c) Social<br>d) Technological  |   |           |                              | MR   | FER |             |   |           |                                   |                  |  |   |  |  |  |
| <table border="1"> <tr> <td>a) Political</td> <td></td> </tr> <tr> <td>b) Economic</td> <td></td> </tr> <tr> <td>c) Social</td> <td></td> </tr> <tr> <td>d) Technological</td> <td></td> </tr> </table>   |   |           |                              | a) Political                               |     | b) Economic |   | c) Social |                                   | d) Technological |  |   |  |  |  |
| a) Political  |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| b) Economic   |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| c) Social   |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| d) Technological  |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| <b>Q2: Who are your competitors in the Community Services sector?</b>   |   |           |                              | MR   | FER |             |   |           |                                   |                  |  |   |  |  |  |
|   |   |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| <b>Q3. Explain how business plans and strategic plans influence communication strategies both internally and externally?</b>  |   |           |                              | MR   | FER |             |   |           |                                   |                  |  |   |  |  |  |
| <table border="1"> <tr> <td rowspan="2">Internal communication influences</td> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td rowspan="2">External communication influences</td> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> </table> |   |           |                              | Internal communication influences          | 1   |             | 2 |           | External communication influences | 1                |  | 2 |  |  |  |
| Internal communication influences   | 1 |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
|   | 2 |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| External communication influences   | 1 |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
|   | 2 |           |                              |  |     |             |   |           |                                   |                  |  |   |  |  |  |
| <b>Q4. Provide an example of how each of the following legal &amp; ethical considerations relate to communication strategies:</b><br>a) privacy, confidentiality and disclosure<br>b) discrimination<br>c) duty of care<br>d) mandatory reporting<br>e) informed consent  |   |           |                              | MR   | FER |             |   |           |                                   |                  |  |   |  |  |  |

|   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
|---|--|--|-----|----------------------------------|--|----------------------------------|--|----------------------------------|--|---|--|---|--|-------------------------------|--|-------------------------------|--|-------------------------------|--|--|--|
| <table><tr><td>a) privacy, confidentiality and disclosure</td><td></td></tr><tr><td>b) discrimination</td><td></td></tr><tr><td>c) duty of care</td><td></td></tr><tr><td>d) mandatory reporting</td><td></td></tr><tr><td>e) informed consent</td><td></td></tr></table>   |  | a) privacy, confidentiality and disclosure |     | b) discrimination                |  | c) duty of care                  |  | d) mandatory reporting           |  | e) informed consent   |  |   |  |                               |  |                               |  |                               |  |  |  |
| a) privacy, confidentiality and disclosure  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| b) discrimination   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| c) duty of care   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| d) mandatory reporting  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| e) informed consent   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| Q5: Provide two (2) examples of special communication needs that may exist for community services workers within an organisation.   |  | MR   | FER |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| <table><tr><td>Special communication need 1</td><td></td></tr><tr><td>Special communication need 2</td><td></td></tr></table>   |  | Special communication need 1               |     | Special communication need 2     |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| Special communication need 1  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| Special communication need 2  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| Q6: a) Summarise five (5) communication strategies that follow organisational communication channels and protocols, including considerations for crisis communication planning (can use Appendix 3 – CASS Policies and Procedures to guide your understanding)<br>b) Summarise professional conduct for communication<br>c) Summarise three (3) barriers with communication   |  | MR   | FER |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| <table><tr><td>a) Communication Strategy/Plan 1</td><td></td></tr><tr><td>a) Communication Strategy/Plan 2</td><td></td></tr><tr><td>a) Communication Strategy/Plan 3</td><td></td></tr><tr><td>a) Communication Strategy/Plan 4</td><td></td></tr><tr><td>a) Communication Strategy/Plan 5, including crisis communication planning</td><td></td></tr><tr><td>b) Professional conduct for communication</td><td></td></tr><tr><td>c) Barrier to communication 1</td><td></td></tr><tr><td>c) Barrier to communication 2</td><td></td></tr><tr><td>c) Barrier to communication 3</td><td></td></tr></table> |  | a) Communication Strategy/Plan 1           |     | a) Communication Strategy/Plan 2 |  | a) Communication Strategy/Plan 3 |  | a) Communication Strategy/Plan 4 |  | a) Communication Strategy/Plan 5, including crisis communication planning |  | b) Professional conduct for communication |  | c) Barrier to communication 1 |  | c) Barrier to communication 2 |  | c) Barrier to communication 3 |  |  |  |
| a) Communication Strategy/Plan 1  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| a) Communication Strategy/Plan 2  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| a) Communication Strategy/Plan 3  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| a) Communication Strategy/Plan 4  |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| a) Communication Strategy/Plan 5, including crisis communication planning   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| b) Professional conduct for communication   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| c) Barrier to communication 1   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| c) Barrier to communication 2   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| c) Barrier to communication 3   |  |  |     |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |
| Q7: Provide three (3) examples of traditional media that is widely used in the Community Services sector and explain why it is most appropriate.  |  | MR   | FER |                                  |  |                                  |  |                                  |  |   |  |   |  |                               |  |                               |  |                               |  |  |  |



|   |  |      |    |     |
|---|--|------|----|-----|
| Traditional Media 1   |  |      |    |     |
| Why it is appropriate   |  |      |    |     |
| Traditional Media 2   |  |      |    |     |
| Why it is appropriate   |  |      |    |     |
| Traditional Media 3   |  |      |    |     |
| Why it is appropriate   |  |      |    |     |
| Q8: Explain how organisation processes and hierarchy influences the implementation of communication strategies.   |  |      | MR | FER |
|   |  |      |    |     |
| Q9: a) Provide a brief summary of three (3) practices and principles of mentoring and coaching.<br>b) Provide an example of how mentoring and coaching can be used to enhance communication strategies across an organisation.          |  |      | MR | FER |
| Practices and principles of mentoring and coaching  | 1  |      |    |     |
|   | 2  |      |    |     |
|   | 3  |      |    |     |
| Example of how mentoring and coaching can be used to enhance communication strategies   |  |      |    |     |
| Assessor Feedback   |  |      |    |     |
|   |  |      |    |     |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. |  |      |    |     |
| Assessor Name   |  |      |    |     |
| Assessor Signature  |  | Date |    |     |
| Assessment Task Result (Please tick appropriate Assessment Result)  | MR <input type="checkbox"/> FER <input type="checkbox"/> |      |    |     |
| Marking Scheme  | Competency based <input checked="" type="checkbox"/>     |      |    |     |

## 2. PROJECT

### STUDENT INSTRUCTIONS

You are required to present information to your group/class/teacher as part of the assessment process to achieve competence in the associated unit/s. Your assessor will provide clear guidelines for the task including all criteria that must be covered, any specific tasks that must be carried out, or evidence that must be submitted.

The topic of the presentation is stated below, the assessor will provide you with an explanation of assessment requirements; date, time and location of assessment and should also include a list of any equipment available to conduct the presentation.

A presentation may be oral, electronic using PowerPoint or similar, a visual display of work, a demonstration of a task or combination of different processes that may be interactive. The purpose of a presentation is to assess your ability to communicate within a team environment or present information in a public forum. The process will include research or knowledge development prior to the actual presentation. **The assessor will observe you present and will complete an observation checklist which contain the performance standards that they will assess you against- your assessor will provide you a copy of these benchmarks (see assessment criteria below).**

| Assessment 2 – Project – Communication strategy for external clients Project   |           |       |  |
|--|-----------|-------|--|
| UNIT OF COMPETENCY – Code  | CHCCOM003 | Title | Develop Workplace Communication Strategies |
| Student Name   |           |       | Student Number                             |
| Student Signature  |           |       | Submission Date                            |
| <p><b>Description of Project:</b></p> <p>Students are to develop a <b>communication strategy</b>. The strategy is to communicate organisation specific information based on the below scenario to <b>external stakeholders</b>.</p> <p>Students are to complete the project using Microsoft Word and submit via the Moodle online platform by the due date or as advised by their teacher.</p> <p><b>Please Note: This response relates only to the external stakeholders as the internal stakeholders will receive a different communication</b></p> <p><b>Scenario</b></p> <p><b>US Support Services</b> is a community organisation that delivers support programs to the local community. You are a middle level manager within the company.<br/>(See APPENDIX 1 for contextual overview of the organisation).</p> <p>The organisation's CEO has been advised that due to changes to government policy due to the implementation of the National Disability Insurance Scheme (NDIS) your organisation's funding will be reduced.</p> <p>This will result in one of the programs that the organisation offer the community being cancelled and this will impact staff who run these programs with the potential for redundancy.</p> |           |       |  |



The programs affected are those of the rehabilitation team and the workshops run under the program will be finalised within the next 12 months. The rehabilitation team run these workshops weekly from Monday – Friday and vary from cooking classes to walking groups.

The team has 1 team leader, 4 full time staff and 3 part time staff members and welcome 10 participants to each AM & PM workshop ran weekly approx. 100 clients.

### About US Support Service

#### Vision

Support people living in the local community to thrive whilst living a fully independent life.

#### Mission

US Support Services Inc. provides support and services to help people maximise their potential through responding to client and carer needs and by fostering independent living skills.

#### Values

In achieving its vision, US Support Services is an organisation that values:

- Dignity and Respect for the individual
- Responding to client needs and focusing on client strengths and aspirations
- Innovation and Excellence
- Reputation for Integrity and positive contribution with the community
- Meeting or exceeding the relevant services standards
- Effective and Efficient service delivery
- Linking clients to other services, supports and to their communities
- Commitment to continuous quality improvement

#### The US Strategic Plan

**Goal one:** provide effective, quality and responsive community support services to our local community

Objective:

- ensure services are of high quality
- Maintain client focused responsive approach to feedback
- Strengthen local partnerships

**Goal two:** connect with our local community

Objective:

- Create opportunities for client participation
- Promote rights and needs of our clients
- Provide ongoing advocacy

**Goal three:** provide opportunities for innovation to enable sustainable, creative and flexible response

Objective:

- Peruse corporate partnerships
- Peruse opportunities for diverse funding base
- Seek opportunities to further promote the service to government and corporate services
- Partnerships with tertiary institutes to undertake research and education

**Goal four:** ensure the workforce is informed and well skilled

Objective:

- Attract and retain highly skilled staff
- Recognise and acknowledge staff achievement
- Ensure human resources and systems are relevant and effective
- Train, develop and support staff

**Goal five:** ensure internal resources are effective

**Objective:**

- Manage financial and physical resources
- Adapt and alter management information systems to ensure they provide the information needed to pursue best practice and service improvements

Develop protocols to deliver communications via digital media to the 100 external clients in a professional and consistent way advising of the above changes.

**Plan**

- Plan the communication strategy taking into account stakeholder's information needs and organisation objectives.
- Define the communication/message to external stakeholders and try to pre-empt any questions/concerns. Use the PEST analysis method to identify political, economic, social and technological factors that may be relevant.
- Investigate which channels of communication would best suit external stakeholders, what possible barriers and restraints could pose difficulties with communication, and evaluate using SWOT analysis method to decide on the approach.
- Define what internal stakeholders require to effectively implement the strategy with external clients?

**Develop**

- Develop protocols and processes to facilitate the communication with external clients. This could include copywriting, templates, guidelines/scheduling, feedback forms/methods to review strategy etc.

**\*\* WHAT TO SUBMIT:**

- Copy of the external digital communication (this may be uploaded or a print version)
- Word document containing additional assessment responses

For examples of how to develop communication strategies, the following links could be useful:

- <https://www.health.vic.gov.au/dementia-friendly-environments/communication-strategies>
- [https://www.ourcommunity.com.au/marketing/marketing\\_article.jsp?articleId=1601](https://www.ourcommunity.com.au/marketing/marketing_article.jsp?articleId=1601)
- <https://www.redcross.org.au/getmedia/6d4963f0-88ca-47a2-8b24-0c1df630a47b/ES3-Communication-strategy.pdf.aspx>

Within the project, the student is required to satisfactorily address the key criteria and cover the required information.

| Project Task                             | Assessment Criteria  | MR | FER |
|--|--|----|-----|
| PR1. Develop your communication strategy | PR1.1 Use a SWOT analysis to identify the following aspects of your communication strategy: <ul style="list-style-type: none"><li>▪ Strengths</li><li>▪ Weaknesses</li><li>▪ Opportunities</li><li>▪ Threats</li></ul>   |    |     |
|  | PR1.2 Identify organisational communication requirements including: <ul style="list-style-type: none"><li>▪ Know what you are communicating</li><li>▪ Know the message you want to communicate</li></ul>   |    |     |
|  | PR1.3 Identify information needs of external clients and any competing or conflicting interests including: <ul style="list-style-type: none"><li>▪ Work out the audience for your message</li><li>▪ Work out the best method to communicate to target audience/s</li></ul> |    |     |
|  | PR1.4 Identify digital media communication needs to promote the organisation to clients including: <ul style="list-style-type: none"><li>▪ Types of digital media</li></ul>  |    |     |

|                                      |   |  |  |
|--------------------------------------|---|--|--|
|                                      | <ul style="list-style-type: none"> <li>▪ Etiquette for use of digital media</li> <li>▪ Marketing strategies for digital media</li> </ul>  |  |  |
|                                      | PR1.5 Identify the following needs and considerations: <ul style="list-style-type: none"> <li>▪ Stakeholders needs</li> <li>▪ Legal and ethical considerations</li> <li>▪ Required resources</li> </ul>   |  |  |
|                                      | PR1.6 Identify the financial implications including: <ul style="list-style-type: none"> <li>▪ Items/Resources</li> <li>▪ Costs</li> <li>▪ Source of investment</li> <li>▪ Return on investment</li> </ul> |  |  |
|                                      | PR1.7 Identify factors to support the following PEST aspects: <ul style="list-style-type: none"> <li>▪ Political</li> <li>▪ Economic</li> <li>▪ Social</li> <li>▪ Technological</li> </ul>                |  |  |
|                                      | PR1.8 Develop a communication plan that will best suit the organisation's needs and goals. (as per Appendix 1)  |  |  |
| PR2. Establish protocols             | PR2.1 Identify processes and protocols, to ensure communication is suitable to external client context  |  |  |
|                                      | PR2.2 Develop processes and protocols for reviewing the communication strategy and client feedback  |  |  |
|                                      | PR2.3 Prepare information and resources to support the team to implement the protocols and strategy for external communications.  |  |  |
| PR3 Implement communication strategy | PR3.1 Evidence of implementation to clients   |  |  |
| <b>Assessor Feedback</b>             |   |  |  |

|   |  |      |  |
|---|--|------|--|
|   |  |      |  |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. |  |      |  |
| Assessor Name   |  |      |  |
| Assessor Signature  |  | Date |  |
| Assessment Task Result (Please tick appropriate Assessment Result)  | MR <input type="checkbox"/> FER <input type="checkbox"/> |      |  |
| Marking Scheme  | Competency based <input checked="" type="checkbox"/>     |      |  |

### 3. PRESENTATION

#### STUDENT INSTRUCTIONS

You are required to present information to your group/class/teacher as part of the assessment process to achieve competence in the associated unit/s. Your assessor will provide clear guidelines for the task including all criteria that must be covered, any specific tasks that must be carried out, or evidence that must be submitted.

The topic of the presentation will be provided to you by your assessor, with an explanation of assessment requirements; date, time and location of assessment and should also include a list of any equipment available to conduct the presentation.

A presentation may be oral, electronic using PowerPoint or similar, a visual display of work, a demonstration of a task or combination of different processes that may be interactive. The purpose of a presentation is to assess your ability to communicate within a team environment or present information in a public forum. The process will include research or knowledge development prior to the actual presentation.

| Assessment 3 – Presentation – Internal Team Presentation  |                      |                              |  |
|---|----------------------|------------------------------|--|
| UNIT OF COMPETENCY – Code   | CHCCOM003            | Title                        | Develop Workplace Communication Strategies |
| Student Name  |                      | Student Number               |  |
| Student Signature   |                      | Assessment Date              |  |
| Assessment Location   | On campus (room tba) | Assessment Time/<br>Duration | 15 minutes                                 |
| <b>Description of Presentation:</b><br>For the purpose of this assessment, you will assume the role of a middle level manager communicating to your team as indicated in the below scenario.<br><br>The purpose of this presentation is to develop and implement a communication strategy that will: <ul style="list-style-type: none"><li>• <b>Communicate funding cuts</b> and ramifications directly to the <b>8 internal stakeholders</b> (<i>the team</i> in below scenario) in a professional and sympathetic manner appropriate to their context. (minimum of three team members must be present for the presentation)</li><li>• <b>Introduce the team to the external <i>communication strategy</i></b> produced in AT1 (communicating funding cuts to external clients)</li></ul><br><b>Scenario (Same as AT1)</b><br><b>US Support Services</b> is a community organisation that delivers support programs to the local community. <b>You are a middle level manager within the company.</b><br>(See APPENDIX 1 for contextual overview of the organisation). |                      |                              |  |

The organisation's CEO has been advised that due to changes to government policy due to the implementation of the National Disability Insurance Scheme (NDIS) your organisation's funding will be reduced.

This will result in one of the programs that the organisation offer the community being cancelled and this will impact staff who run these programs with the potential for redundancy.

The programs affected are those of the rehabilitation team and the workshops run under the program will be finalised within the next 12 months. The rehabilitation team run these workshops weekly from Monday – Friday and vary from cooking classes to walking groups.

The team has 1 team leader, 4 full time staff and 3 part time staff members and welcome 10 participants to each AM & PM workshop ran weekly approx. 100 clients.

Students will

- Identify information needs of *the team*
- Identify competing or conflicting interests
- Develop a plan for the presentation
- Prepare information and resources required for the presentation.
- Make the presentation
- Review and provide feedback on strategy presented

What you need to submit:

- Copy of the Presentation
- Feedback evidence & continuous improvement evidence (*Word document*)

During the presentation, the student is required to satisfactorily demonstrate required skills and cover the required information.

| Presentation Criteria                                | Assessment Criteria  | MR | FER |
|--|--|----|-----|
| P1. Plan for the presentation                        | P1.1 Identify information needs of the internal team   |    |     |
|  | P1.2 Identify competing or conflicting interests   |    |     |
|  | P1.3 Develop a plan for the presentation that includes: <ul style="list-style-type: none"> <li>- context and potential ramifications</li> <li>- special communication needs of the team</li> <li>- Background and context appropriate to the team</li> <li>- Specific clear message</li> <li>- Opportunity to ask questions</li> <li>- Socialisation of the communication strategy for external clients</li> <li>- Communication protocols, organisation standards as a means to mentor the team.</li> <li>- Staff feedback process</li> </ul> |    |     |
| P2. Prepare the presentation                         | P2.1 Develop required resources to effectively support the delivery of required information to the team  |    |     |
| P3. Implement communication strategy to inform staff | P3.1 Communicate required information to staff using presentation plan ( <i>min 3 members of the internal team</i> ).  |    |     |
|  | P3.2 Model effective communication   |    |     |



|   |  |  |                                     |
|---|--|--|-------------------------------------|
|   | P3.3 Discuss how you maintained networks and relationships to meet the objectives of the organisation and presentation |  |                                     |
| P4. Seek feedback from team   | P4.1 Implement feedback process to measure the effectiveness of the internal communication strategy with your team     |  |                                     |
|   | P4.2 Review the feedback provided by the team and identify 2 specific areas of improvement.                            |  |                                     |
| During the activity, did you ask the student any questions to ensure the assessment outcome was valid?  |  | If yes, please record your discussion notes below:<br>Yes <input type="checkbox"/> No <input type="checkbox"/> |                                     |
|   |  |  |                                     |
| <b>Assessor Feedback</b>  |  |  |                                     |
|   |  |  |                                     |
| Assessor note: Please ensure all above criteria have been met to a satisfactory standard. Where not, additional evidence must be obtained and recorded to meet assessment criteria. All additional evidence must be clearly documented. |  |  |                                     |
| <b>Assessor Name</b>  |  |  |                                     |
| <b>Assessor Signature</b>   |  | <b>Date</b>  |                                     |
| <b>Assessment Task Result</b> (Please tick appropriate Assessment Result)   |  | <b>MR</b> <input type="checkbox"/>   | <b>FER</b> <input type="checkbox"/> |
| <b>Marking Scheme</b>   | Competency based <input checked="" type="checkbox"/>   |  |                                     |

## Appendix 1:

### About US Support Service

#### Vision

Support people living in the local community to thrive whilst living a fully independent life.

#### Mission

US Support Services Inc. provides support and services to help people maximise their potential through responding to client and carer needs and by fostering independent living skills.

#### Values

In achieving its vision, US Support Services is an organisation that values:

- Dignity and Respect for the individual
- Responding to client needs and focusing on client strengths and aspirations
- Innovation and Excellence
- Reputation for Integrity and positive contribution with the community
- Meeting or exceeding the relevant services standards
- Effective and Efficient service delivery
- Linking clients to other services, supports and to their communities
- Commitment to continuous quality improvement

#### The US Strategic Plan

**Goal one:** provide effective, quality and responsive community support services to our local community

Objective:

- ensure services are of high quality
- Maintain client focused responsive approach to feedback
- Strengthen local partnerships

**Goal two:** connect with our local community

Objective:

- Create opportunities for client participation
- Promote rights and needs of our clients
- Provide ongoing advocacy

**Goal three:** provide opportunities for innovation to enable sustainable, creative and flexible response

Objective:

- Peruse corporate partnerships
- Peruse opportunities for diverse funding base
- Seek opportunities to further promote the service to government and corporate services
- Partnerships with tertiary institutes to undertake research and education

**Goal four:** ensure the workforce is informed and well skilled

Objective:

- Attract and retain highly skilled staff
- Recognise and acknowledge staff achievement
- Ensure human resources and systems are relevant and effective
- Train, develop and support staff

**Goal five:** ensure internal resources are effective

Objective:

- Manage financial and physical resources
- Adapt and alter management information systems to ensure they provide the information needed to pursue best practice and service improvements

## Appendix 2 – Resources

### CHCCOM003 Communication in the Workplace

#### PEST Analysis

Use to examine political, economic, social and technological factors.

|                  |                      |
|------------------|----------------------|
| <b>Political</b> | <b>Economic</b>      |
| <b>Social</b>    | <b>Technological</b> |

#### SWOT Analysis

Use to aid in any decision making process.

|                                 |                              |
|---------------------------------|------------------------------|
| <b>Strengths (Internal)</b>     | <b>Weaknesses (Internal)</b> |
| <b>Opportunities (External)</b> | <b>Threats (External)</b>    |

#### Financial Implications

Use to identify resources/costs associated with implementing your communication strategy and the return on investment, which is not always fiscal.

| <b>Item/resource</b> | <b>Cost</b> | <b>Source</b> | <b>Return on investment</b> |
|----------------------|-------------|---------------|-----------------------------|
|                      |             |               |                             |
|                      |             |               |                             |
|                      |             |               |                             |
|                      |             |               |                             |

#### Digital Media

|   |  |
|---|--|
| <b>Types of digital media</b>                 |  |
| <b>Etiquette for use of digital media</b>     |  |
| <b>Marketing strategies for digital media</b> |  |

## Appendix 3 – Policies and Procedures

### CASS PRIVACY STATEMENT

**Policy** The organisation is committed to a privacy statement that safeguards the privacy of client and, for organisations with an annual turnover of \$3 million or more, complies with its obligations under the *Privacy Act 1998*.

**Definition** A privacy statement is a document that declares the intentions of the organisation in relation to client information and data, how personal information is stored, how clients can access this information and the purposes for which personal information is used and disclosed.

#### Procedure

The organisation's privacy statement should include sections on the following areas:

- data collection
- data storage
- data use
- data disclosure
- access by an individual.

#### Data collection

This area states why the organisation needs to collect personal information. For example, "The organisation collects your personal information to ensure we provide you with the most appropriate assistance. The information is collected in a fair, legal and transparent way."

#### Data storage

This section needs to state how the organisation will store the personal information collected. For example, "Information collected by the organisation while you are accessing our services will be kept in a personal file. Files are stored in a secure location within the premises".

#### Data use

This area requires a statement about how the organisation will use the information collected. For example, "The organisation will only use the personal information collected for the purposes for which it was collected, or other purposes that are agreed to between the organisation and the client. Additional purposes may be required to comply with legislation. If this is the case, the organisation will communicate to the client that this has occurred."

#### Data disclosure

Data disclosure refers to making your information available to another party. For example, "The organisation undertakes to disclose your data only under the following circumstances:

- where required by law

- with your consent
- where permitted by law”.

**Access by an individual**

This area states how an individual can access their own personal information from the organisation. For example, “The organisation provides you with access to your information. The organisation undertakes to ensure access is:

- convenient
- without reasonable delay
- without cost”.

To assist the organisation in this process, the organisation can access examples of privacy statements on this CD-ROM.

For further information, contact The Office of Privacy Commissioner on the toll free number 1300 363 992 or 1800 620 241 (for hearing impaired only, no voice calls).

You can also email the commission at [privacy@privacy.gov.au](mailto:privacy@privacy.gov.au) or access the website address at <http://www.privacy.gov.au>

# CASS CODE OF CONDUCT

**Policy** Employees and Management Committee members adhere to the organisation's Code of Conduct which reflects the behaviour expected and is designed to encourage integrity and professionalism.

**Definitions** A **Code of Conduct** is a set of rules, regulations and guidelines which employees are expected to observe during their employment.

## Procedure

### Code of Conduct philosophy

The organisation prides itself on the professionalism and ability of its employees and Management Committee to meet community needs. The organisation strives to be a leading service provider and to provide a safe, healthy and happy workplace.

This Code of Conduct is designed to ensure that all employees, Management Committee and community members are treated in a manner that reflects the mission, culture and legal obligations of the organisation.

### Compliance

- All employees and Management Committee members are expected to:
  - observe all policies, procedures, rules and regulations at all times
  - comply with all Federal, State and local laws and regulations
  - comply with all reasonable, lawful instructions and decisions related to their work
  - maintain a high degree of ethics, integrity, honesty and professionalism in dealing with community members and other employees
  - adhere to the *Workplace Health and Safety Policy and Procedure*
  - maintain the confidentiality of the organisation's operations in relation to service activities, confidential documentation and work practices during and after their employment
  - take reasonable steps to ensure their own health, safety and welfare in the workplace, as well as that of other employees and community members. Employees are expected to make themselves familiar with their workplace health and safety obligations.

### Employee and Management Committee behaviour

- If an employee breaches the following guidelines, disciplinary action may be taken.
- If the breach of conduct is of a legal nature, it will be addressed in accordance with relevant Federal, State or local government laws.
- Employees and Management Committee members **should not**:
  - discriminate against another employee or community member on the basis of sex, age, race, religion, disability, pregnancy, marital status or sexual preference



- engage in fighting or disorderly conduct, or sexually harass other employees and community members
- steal, damage or destroy property belonging to the organisation, its employees or community members
- work intoxicated or under the influence of controlled or illegal substances
- bring controlled or illegal substances to the workplace
- smoke on the organisation's premises or in its motor vehicles
- accept benefits or gifts which give rise to a real or apparent conflict of interest.

### **Dress code**

- Employees and Management Committee members **should**:
  - dress to comply with workplace health and safety regulations relevant to their work activities
  - dress suitably for their position, presenting a clean, neat and tidy appearance at all times
  - wear minimal jewellery

wear a uniform (if supplied) and maintain its condition (clean and not torn)

  - consult with the Manager or Program Supervisor if unsure of the type of clothing appropriate to their position.
- Employees who deliberately breach this dress code may receive disciplinary action.

### **Privacy and confidentiality**

- Securely store personal information provided by a client or employee.
- Take reasonable steps to ensure this material is kept secure against:
  - loss
  - unauthorised access
  - use
  - modification or disclosure
  - misuse.
- Use personal information only for the purposes for which it was collected. Do not disclose personal information to another party unless the individual is aware of, or has consented to, the disclosure.
- Keep information about all service provision confidential within the organisation. Do not disclose information associated either directly or indirectly, to the organisation to external parties unless authorised by the Manager or Program Supervisor.

### Dealing with aggressive behaviour

- Employees are expected to provide high standards of service provision but the organisation does not accept any form of aggressive, threatening or abusive behaviour towards its employees by community members.
- If an employee is unable to calm the person and/or believes the situation places them or other employees in danger, they should notify the Manager or their Program Supervisor.

### Use of computers, telephones, facsimiles

- Unauthorised access and use of confidential information can severely damage the reputation of the organisation and undermine personal privacy.
- Employees and Management Committee members **should**:
  - use communication and information devices for officially approved purposes only
  - use these communication and information devices for limited personal use, as long this use does not interfere with their daily duties
  - not share their password/s with another employee or share another employee's password/s.

### Use of the Internet and email

- Internet and email are provided to employees and Management Committee members for genuine work-related purposes.
- Employees and Management Committee members **should**:
  - limit personal use to a minimum. The organisation may monitor use and call upon employees to explain their use.
  - comply with copyright regulations when using the Internet or email.
- Employees and Management Committee members **should not**:
  - divulge personal or confidential information via the Internet or email
  - use the Internet to access websites or send emails of an explicit sexual nature or in any manner that breaches the *Equity, Anti-Discrimination and Workplace Harassment Policy and Procedure*.
- While the privacy of all employees is respected, emails may be used as evidence if legal action is taken against an employee.
- This information may also be used as evidence of a breach of the *Code of Conduct* or the *Equity, Anti-Discrimination and Workplace Harassment Policy and Procedure*.

# CASS CLIENT/CONSUMER COMPLAINTS AND GRIEVANCES

**Policy** The organisation is committed to handling and resolving client complaints in a confidential, fair and timely manner.

**Definitions** Nil

## Procedure

### Types of Complaints

There are many factors that influence a client's decision to make a complaint. There is also a range in the types of complaints that can be made. Examples of factors and types of complaints include:

Service delivery complaints

- dissatisfaction with service provision
- accuracy and timeliness of information
- communication breakdown
- cultural issues
- stress and fatigue
- incidents of conflict
- inappropriate behaviour of staff and volunteers
- poor maintenance of facilities and equipment
- client abuse, harassment, discrimination and neglect
- breach in client confidentiality.

Governance complaints:

- financial mismanagement
- fraud
- procedures followed not in accordance with the organisation's constitution or organisational policies.

Complaints of potentially criminal nature:

- If the complaint has criminal implications, such as fraud or abuse, then the Police should be notified immediately.

### Methods of complaint

There are two ways clients may choose to make a complaint to the organisation:

- verbal – face to face or by phone

- written – formal letter, e-mail, fax.

### **Anonymous complaints**

- Some clients may wish to remain anonymous in making their complaint. This should be respected and the complaint investigated.

### **Responding to complaints**

- All client complaints should aim to handle and resolve every complaint immediately, wherever possible, using the following process:

### **Verbal complaints**

- It is suggested that employees:
  - listen carefully and respond to the client in a polite and respectful manner
  - clarify your understanding of the complaint and ask the client how they would like the complaint resolved. Wherever possible, try to resolve the complaint at the time.
- If the circumstances do not allow the complaint to be resolved immediately, direct the complaint to the Manager.
- If the Manager is unavailable, the complaint should be directed to the staff member with the most appropriate skills to handle the matter, e.g. Workplace Health and Safety Officer (WHSO).
- If the client wishes only to speak with the Manager, arrange a meeting between the Manager and the client at a time that is mutually convenient.
- Advise the client that they may submit the complaint in writing. See ***Client Complaint Form***.
- Follow the process for written complaints below.
- Record complaint in the ***Client Complaint Log***. For guidance refer to the ***Client Complaint Log (sample)***.

### **Written complaints**

- All complaints of a serious nature, e.g. corruption, fraud, harassment, etc. should be submitted in writing and referred to the Manager for investigation. If the complaint involves the Manager or the client feels that the Manager is not the appropriate person to handle the complaint, refer the matter to the Chair of the Management Committee.
- Upon receiving a written complaint, the Manager or Management Committee should aim to provide a response within ten (10) working days.

- The response may include the following:
  - confirmation that the complaint has been received and the matter is being investigated
  - an understanding of the complaint
  - suggested actions for resolving the complaint
  - complaint process, including the estimated timeframe for resolution
  - client satisfaction and right to appeal
  - contact name and number.

### **Appeals and seeking outside assistance**

- If the complaint involves the Manager, the matter can be referred to the Management Committee.
- If the complaint cannot be resolved internally, an option could be to seek support from the Dispute Resolution Branch of the Department of Justice and Attorney General.

#### **Dispute Resolution Branch**

Floor 1  
Brisbane Magistrates Court  
363 George Street  
Brisbane Qld 4000

GPO Box 149  
Brisbane Qld 4001

Ph: (07) 3239 6269  
Toll free outside Brisbane 1800 017 288  
Fax: (07) 3239 6284

- If the complaint still cannot be resolved, the client should be informed that they have the right to make a complaint to the Office of the Ombudsmen.

Queensland Ombudsmen

Level 25, 288 Edward Street  
Brisbane QLD 4000  
GPO Box 3314  
Brisbane QLD 4001

Tel: 07 3005 7000  
Toll Free (outside Brisbane): 1800 068 908  
Fax: 07 3005 7067  
TTY: 3006 8174  
Email: [ombudsman@ombudsman.qld.gov.au](mailto:ombudsman@ombudsman.qld.gov.au)

# CASS EQUITY, ANTI-DISCRIMINATION AND WORKPLACE HARASSMENT

|                    |  |
|--------------------|--|
| <b>Policy</b>      | The organisation is an equal opportunity employer and its employees are expected to conform to equity and anti-discrimination guidelines.  |
| <b>Definitions</b> | <p><b>Discrimination</b> occurs when someone is treated less favourably than another in similar circumstances because of a personal attribute that has no relevance to the situation.</p> <p><b>Equity</b> allows all employees to be treated fairly and without discrimination.</p> <p><b>Sexual harassment</b> is any form of unwanted, unwelcome or uninvited sexual behaviour that is offensive, humiliating or embarrassing.</p> <p><b>Workplace harassment</b> is repeated behaviour, other than behaviour amounting to sexual harassment, of one employee or group of employees that is unwelcome, unsolicited, and considered to be offensive, intimidating, humiliating or threatening by another employee.</p> |

## Procedure

### Equity and anti-discrimination philosophy

- The organisation strives to provide a positive working environment in which all employees are valued and encouraged to contribute.
- As an equal opportunity employer, the organisation is bound by all relevant State and Federal legislation in relation to equal employment opportunity (EEO). This legislation ensures that no employee will be discriminated against unfairly or unlawfully.
- Work practices and processes are continuously reviewed to ensure they comply with EEO requirements. These work practices include:
  - recruitment and selection
  - pay and benefits
  - training and development
  - promotion
  - discrimination and harassment
  - performance appraisals/reviews



- grievance procedures
- terminations.

### Compliance

- Employees must neither be discriminated against nor discriminate, treat unfairly or unlawfully another employee or community member on the following grounds:
  - sex
  - race, colour, nationality or ethnic origin
  - religion
  - disability
  - age
  - pregnancy
  - marital or parental status
  - political belief or activity
  - trade union activity
  - lawful sexual activity
  - association with or relation to a person with any of the above attributes.

### Harassment

- Employees should not be subject to, or engage in unlawful harassment or discrimination against another employee or community member in a manner which is unwanted, intimidating or offensive.
- Forms of harassment include:
  - sexual harassment
  - homosexual and transgender vilification
  - HIV/AIDS vilification
  - racial vilification.
- Sexual harassment includes:
  - unwanted attention or touching
  - sexual propositions
  - leering or staring
  - offensive language
  - displaying nude images
  - persistent requests for dates
  - crude or offensive jokes.
- Harassment will not be tolerated and disciplinary action will be taken against those responsible.

### **Inclusive language**

- When writing internal or external documents, ensure that non-sexist and non-racist language is used by:
  - avoiding male-dominated terms (e.g. use 'chair' or 'chairperson' instead of 'chairman')
  - eliminating the unnecessary use of the person's gender (e.g. 'female Manager')
  - avoiding the use of 'he' or 'she' (use 'their' instead of 'his' or 'her').

### **Breaches of EEO**

- All breaches of EEO will be taken seriously.
- Complaints will be dealt with promptly and in accordance with relevant State and Federal legislation.
- All complaints will remain confidential.

Employees who feel that they are victims of discrimination or harassment:

- Approach the Manager to discuss appropriate actions or options.
- Lodge a formal complaint or grievance which will be dealt with by the Manager.

## UNIT ASSESSMENT SUMMARY RESULT SHEET

|  |  |           |              |  |                                   |
|--|--|-----------|--------------|--|-----------------------------------|
| <b>COURSE – Code</b>   |  |           | <b>Title</b> |  |                                   |
| <b>UNIT/S OF COMPETENCY – Code</b>   |  | CHCCOM003 | <b>Title</b> | Develop Workplace Communication Strategies                             |                                   |
| <b>Student Name</b>  |  |           |              | <b>Student Number</b>  |                                   |
| <b>ASSESSMENT TASK</b>   |  |           |              | <b>MET REQUIREMENTS</b>  | <b>DATE ASSESSMENT TOOK PLACE</b> |
| <b>1 - Questioning – Communication Questions</b>   |  |           |              | <b>MR</b> <input type="checkbox"/> <b>FER</b> <input type="checkbox"/> |                                   |
| <b>2 – Project – Communication strategy for external clients Project</b>   |  |           |              | <b>MR</b> <input type="checkbox"/> <b>FER</b> <input type="checkbox"/> |                                   |
| <b>3 – Presentation – Internal Team Presentation</b>   |  |           |              | <b>MR</b> <input type="checkbox"/> <b>FER</b> <input type="checkbox"/> |                                   |
| <b>Reasonable Adjustments:</b> Is adjustment that may be made to an assessment process to cater for the needs of a student undertaking the assessment without compromise to the validity of the process or required competence criteria. |  |           |              |  |                                   |
|  |  |           |              |  |                                   |
| <b>Student has Met Requirements (MR) of all assessment tasks</b> <input type="checkbox"/>  |  |           |              |  |                                   |
| <b>Student did not complete the Further Evidence Requirements (FER)</b> <input type="checkbox"/>   |  |           |              |  |                                   |
| <b>COMPETENCE RESULT</b>   |  |           |              |  |                                   |
| <b>Competent</b> <input type="checkbox"/> <b>Not Competent</b> <input type="checkbox"/>  |  |           |              |  |                                   |
| <b>Additional Assessor comments: (if required)</b><br><br>   |  |           |              |  |                                   |
| <b>Assessor name</b>   |  |           |              |  |                                   |
| <b>Assessor signature</b>  |  |           |              | <b>Date</b>  |                                   |

*Chisholm*