

CHCORG620C

Promote and represent the service

Descriptor

This unit describes the knowledge and skills required to promote and represent the organisation to the community

Employability Skills

This unit contains Employability Skills

Application

The skills described in this unit may be applied across a range of community services workplace contexts

ELEMENT

Elements define the essential outcomes of a unit of competency.

1. Promote community awareness of the clients, their needs and their importance
2. Promote the service to increase its profile in the community

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

- 1.1 Prepare and deliver *presentations* in a way appropriate to the target group
- 1.2 Design presentations to be relevant to the concerns and interests of the target group
- 2.1 Identify stakeholders and supporters in the community and their particular interests and resources
- 2.2 Target communications to areas where the profile needs raising or clarifying
- 2.3 Facilitate opportunities for the community to view and contribute to the service
- 2.4 Prepare and use a range of materials and resources providing information to the community
- 2.5 Use a range of different *methods of promotion*
- 2.6 Develop and use a strategy to review the profile of the service in the community
- 2.7 Develop information campaigns to address particular issues, as required
- 2.8 Consider and utilise as relevant opportunities for involvement in the community
- 2.9 Encourage staff to participate in appropriate forums
- 2.10 Utilise press and other publicity appropriately
- 2.11 Provide accurate and positive information to the community to develop a positive community image

ELEMENT

Elements define the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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| 3. Represent the service | 3.1 Clearly and accurately represent the philosophy, purpose, policies and procedures of the service |
| | 3.2 Respond to and follow up questions and concerns about the service |
| | 3.3 Represent the service's need for resources to appropriate forums/organisations |
| | 3.4 Represent the perspective and experience of the service to relevant forums |
| 4. Respond to negative publicity and perceptions, as required | 4.1 Analyse negative publicity and perceptions for potential outcomes and implications for the service |
| | 4.2 Listen carefully to spokespersons in order to develop an understanding of their position |
| | 4.3 Seek advice from stakeholders and supporters in the community if required |
| | 4.4 Nominate a spokesperson to represent the service if required |
| | 4.5 Ensure communications used do not exacerbate existing negative perceptions |
| | 4.6 Review organisation policies in light of issues raised, as appropriate |
| | 4.7 Develop and implement a strategy to deal with negative publicity and perceptions |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

- Current trends in client service delivery
- Range of organisations and their provision of service
- Ideas about issues where promotion is required relevant to the service
- Awareness of relevant current issues, concerns and debates
- Relevant accreditation principles and service standards

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Develop and deliver an effective and convincing promotion of the organisation

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

- Listen to and investigate other points of view about organisations and their practices
- Demonstrate application of skills in:
 - communication skills, both written and spoken
 - negotiation skills
 - conflict resolution skills
 - basic skills in presenting information clearly and with impact, including effective use of relevant information technology in line with occupational health and safety (OHS) guidelines
 - commitment to service/field
 - networking skills

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Methods of promotion may include:

- Public speaking
- Articles and reports in local media
- Press releases
- Liaison
- Lobbying
- Leaflets
- Radio interviews
- Posters

Presentations may need to vary according to the needs of the target group and may include:

- Age
- Language
- Cultural beliefs and practices

Aspects that may be promoted include:

- Needs for community support
- Contribution of families to the workplace and/or community
- Examples of achievements
- Breaking down stereotypes
- Dispelling myths
- Changing needs in the community with regard to needs

Promotion and representation of the service may be targeted to:

- The local community
- Specific stakeholders or key people
- Specific groups within the community
- Organisations who have a related role
- Existing and potential referral sources
- Parent groups
- Service users
- Government agencies
- Existing and potential funding sources
- Local schools and organisations

RANGE STATEMENT

Represent the service may be required in a range of contexts such as:

- Meetings and forums
- Consultation processes
- Enquires to the service
- Training opportunities
- Conferences and seminars
- Community education

Managing negative publicity, as well as promoting a service may depend on:

- The financial resources of the service/organisation

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit may be assessed on the job or under simulation
- Assessment may be conducted on one or more occasions but should include demonstration of the critical aspects of assessment and include at least three different methods of promotion

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment of this unit include access to:
 - an appropriate workplace where assessment can be conducted or simulation of realistic workplace setting for assessment

Method of assessment:

- Assessment may include observations, questioning and evidence gathered from the workplace