資歷架構
Qualifications
Framework

Specification of Generic Competencies (SGC) on Communication Skills

March 2025

Table of Contents

Chapter 1:

Communication Skills in the Workplace

Communication skills are among the core soft skills in the workplace, not only affecting individuals' career development but also being pivotal to the overall success of an organisation. This article will focus on their role and application in professional settings to illustrate the rationale for developing the *Specification of Generic Competencies (SGC) on Communication Skills*.

A) The Fourth Industrial Revolution and Power Skills

The Fourth Industrial Revolution has brought disruptive technologies such as cloud computing, artificial intelligence (AI), virtual reality, etc., which not only replace many highly repetitive jobs, but also create new ones. Employers aim to use technology to create a more productive workplace where everyone can work smarter.

For organisations to thrive in the Fourth Industrial Revolution, they must ensure that their employees are retrained and upskilled. On a personal level, it is also necessary to continue learning, deepen essential skills, and acquire new ones to perform in various roles within the organisation.

In the Fourth Industrial Revolution, the importance of power skills remains significant:

- Although technology is advancing rapidly, the core tasks still require human communication and interaction. Power skills facilitate communication between people and between humans and machines.

- In this ever-changing world, individuals must be flexible and innovative to adapt to constant change. Strong problem-solving abilities and creativity are crucial power skills.

- While many jobs will be replaced by machines or systems, and production/management processes will be automated, skills such as empathy, teamwork, and conflict resolution will remain essential. These are all important components of power skills.

- In a rapidly changing and challenging environment, learning ability and resilience are especially valuable. Individuals need to keep learning and acquire new skills and knowledge. This requires strong self-motivation and self-management skills.

- In an era of increasing technology, ethical character and values (e.g., sincerity, integrity) remain key to achieving an organisation's goals. Good moral character and values are fundamental power skills.

In summary, while technical competence is essential, it is the level of power skills that ultimately determines the success or failure of individuals and organisations in the Fourth Industrial Revolution. Therefore, organisations should prioritise and cultivate the power skills of their employees. Among these various power skills, how crucial are communication skills?

B) The Importance of Communication Skills in the Workplace

Communication skills are becoming increasingly vital in the modern business environment. With technological advancements, virtual work and global connectivity have made effective communication indispensable. Strong communication skills enhance productivity and are highly valued during recruitment. Even in a digital landscape, strong communication skills are the key to success.

1. Communication skills required of job seekers

In the job market, communication skills are regarded as one of the most essential power skills. The demand for communication skills in job advertisements far exceeds that for other competencies. Employers expect candidates to possess interpersonal skills, active listening, non-verbal communication, written communication, presentation skills, public speaking, empathy, relationship building, conflict resolution, and negotiation abilities.

Using the job advertisements published on 28 June 2023 from a local recruitment website as a data source, and searching with 11 sets of English keywords to gain further insight into employers' requirements for job seekers' communication skills. The results are as follows:

No. of Job Vacancies

Skill	No. of Job Vacancies
Communication Skills	23,341
Interpersonal Skills	15,425
Presentation	6,181
Writing	4,563
Leadership	3,427
Negotiation	2,522
Relationship Building	2,341
Empathy	72
Conflict Resolution	64
Public Speaking	55
Active Listening	24
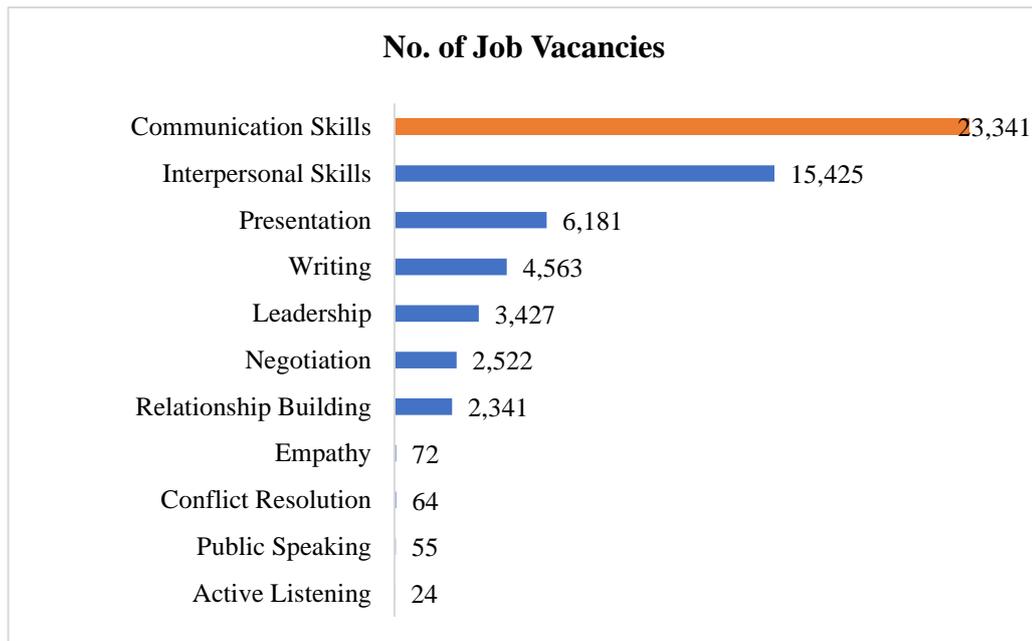
As evidenced by the search results, communication skills are the most frequently mentioned requirement in local job vacancies.

2. The impact of virtual work and global connectivity on the need for communication skills

In the post-pandemic era, digital communication has become the primary channel for business interactions, requiring employees to master collaboration tools for flexible work. While face-to-face communication still has advantages, these flexible work arrangements require employees to master collaboration tools and enhance their ability to communicate across cultures and time zones. However, not everyone is familiar with digital communication, which can lead to misunderstandings. Strong communication skills are especially crucial in this context to facilitate discussions and avoid awkward situations.

In customer service, an increasing number of customers prefer to use chatbots to resolve issues, indicating a declining demand for human interaction. Simultaneously, AI is providing faster response and personalised service in customer support, which may further transform business operations.

While generative AI may replace some jobs, there remains a demand for individuals with strong communication skills, particularly in roles that require human interaction and creativity. Strong communication skills (e.g., clear expression, active listening) will be vital power skills in the workplace of the future.

3. **The impact of changes in the labour force on the communication skills required in the workplace**

Changes in the global workforce, including ageing, diversity, and generational differences, have profoundly influenced the communication skills demanded in the professional settings. Many employees quit their jobs in pursuit of well-being and work-life balance, while Hong Kong's emigration wave has exacerbated mid-level vacancies, disrupting talent mobility.

As workforces age, organisations need to understand the differences in communication between generations. Younger employees favour instant messaging platforms, whereas older ones prefer structured communication methods. Such discrepancies can lead to misunderstandings, so there is a need to strengthen communication training in digital communication tools and environments to bridge knowledge transfer.

To improve collaboration across different age groups, organisations should implement age-inclusive human resource practices and leverage communication channels preferred by various age demographics. Effective communication requires skills such as respect, listening, and empathy, recognised as power skills, along with emphasis on intuitive creativity, collaboration, and problem-solving to address intergenerational communication challenges.

4. **The impact of economic factors on the demand for communication skills**

Economic factors (e.g., economic growth, globalisation, and industry trends) have a significant impact on the demand for communication skills. Industries such as sales, marketing, and customer service rely heavily on effective communication to drive business results. As consumer behaviour and marketing strategies evolve, the demand for communication skills in these industries correspondingly increases.

Globalisation provides expansion opportunities for industries, especially in the areas of customer service and sales, where there is a growing demand for negotiation and cross-cultural communication skills. In a multicultural environment, intercultural communication skills are crucial for effectively interacting with people from diverse backgrounds.

In remote and hybrid work settings, written communication (e.g., email, instant messaging) has become the primary means of contact, highlighting the importance of phrasing and interpretive skills. Additionally, the ability to communicate formally and reach agreements is indispensable in a globalised economy and is a key element of legally valid contracts.

The need for strong communication skills is not expected to decline in the next five to ten years, and while AI and automation may reduce the need for everyday communication, the demand for interpersonal communication skills will rise.

C) Challenges in Communication and Their Solutions

There are a variety of communication challenges in the workplace. For example, negotiating business terms, presenting to senior management, communicating with stakeholders from different cultures, addressing miscommunication among project team members, and resolving conflicts between executives. The approach to dealing with these communication challenges can vary depending on the situation, but common

strategies include showing empathy, active listening, clear messaging, addressing objections respectfully, and allowing extra time to reach consensus.

Specific challenges may require additional skills. For instance, negotiating with a state-owned enterprise, handling a medical dispute, or conducting a remote risk seminar may require mediation skills. Bridging the technology knowledge gap between generations may also require improved communication and regular management meetings to encourage interactions.

When conveying difficult messages (e.g., mass layoffs) or challenging industry norms (e.g., introducing the concept of modular construction), good planning, clear and direct communication, empathy, attentive listening to stakeholders' concerns, providing support and resources, and maintaining respect and confidentiality are essential.

In summary, tackling communication challenges requires a combination of technical and power skills, including empathy, active listening, clear messaging, and the ability to understand the genuine needs of different stakeholders.

D) The Benefits of Effective Communication Skills for Work or Career

Effective communication positively impacts various aspects, including:

- Intercultural Sensitivity: Courtesy and creative expression in business can foster collaboration and help overcome language and cultural barriers.

- Building Rapport: An open management style and a clear communication of upcoming changes to relevant stakeholders can enhance trust and collaboration, narrowing the gap between colleagues and customers.

- Age-inclusive Human Resource Management: Understanding learners' needs and abilities helps bridge the technical knowledge gap, allowing employees quickly adapt to the work environment and contribute to business development.

- Intuitive Creativity: Regular meetings and clear communication promote collaboration and enable early resolution of potential issues.

A wide range of communication skills (e.g., active listening, diplomacy), when used properly, can lead to better understanding, trust, teamwork and business results, which can have a positive impact on work.

E) Essential Communication Skills for Employees

Frontline, mid-level, and senior staff require different communication skills across various industries.

Frontline staff need to be equipped with written communication, group communication, emotional intelligence, negotiation, problem-solving, in-depth product knowledge, persuasion, active listening to customer needs, sincerity, empathy, and visual expression.

Mid-level employees should possess communication skills such as active listening, written communication, persuasion, facilitation, conflict resolution, interpersonal skills, providing timely feedback, leadership

communication, strategic communication, change management, teamwork, mediation, mentoring, and organisational communication.

Senior or executive-level employees are expected to possess visionary leadership, strategic communication, public speaking, openness to feedback, decision-making, negotiation, crisis communication, positive body language, questioning and listening, motivation and inspiration, as well as emotional intelligence.

Overall, strong communication skills are essential for employees at all levels to enhance productivity and ensure business success.

Chapter 2:

SGC on Communication Skills

SGC on Communication Skills

## A) Hong Kong Qualifications Framework (HKQF)

The Government of the Hong Kong Special Administrative Region (HKSAR) launched the Qualifications Framework (QF) in 2008 to promote continuing education and lifelong learning. The QF establishes clear and objective criteria for qualifications across the academic, vocational and professional, as well as continuing education sectors, ensuring the quality of qualifications attained by learners and the corresponding learning programmes. It also ensures that the learning content aligns with industry needs. In the long run, the QF aims to enhance the quality and competitiveness of Hong Kong's workforce.

B) Generic Competences

Generic competence is as crucial to effective performance as industry-specific expertise. The SGC, developed by the Education Bureau, covers four key areas: English, Chinese (including Cantonese and Putonghua), Information Technology, and Numeracy. The newly introduced specification of Communication Skills (also part of the SGC) addresses competencies related to communication skills at QF Levels 2 to 5. When developing a learning curriculum tailored to industry needs, the SGC and the *Specification of Competency Standards* (SCS) can complement each other.

C) Communication Skills Domains

Based on the views and opinions gathered from interviews, focus groups, and market research, the *SGC on Communication Skills* summarises communication skills into the following six domains:
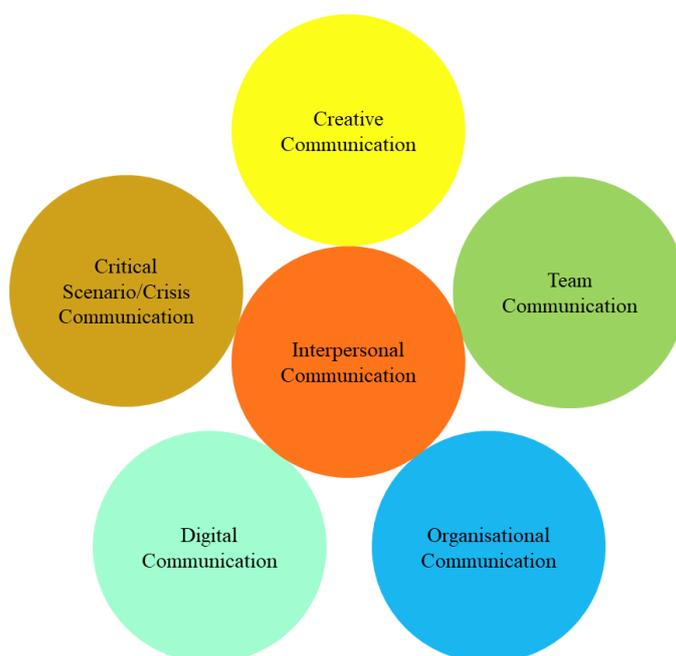
Interpersonal communication: This domain includes skills for maintaining effective two-way communication to foster a sense of closeness, security, and understanding in interpersonal relationships. It serves as the cornerstone for supporting other communication skills domains, developing advanced communication skills, and successfully building personal and professional relationships.

Team Communication: This domain covers some skills for building cohesion and collaboration within a team through open, engaging, and inclusive communication. It involves listening to diverse perspectives, facilitating discussions, managing group dynamics, and building consensus.

Organisational communication: This domain covers skills for communicating information clearly, concisely, and consistently at all levels of the organisation, using both formal and informal communication channels. These skills ensure that employees fully understand the organisation's goals, mission, and values, allowing for active engagement and alignment.

Digital Communication: This domain covers interconnected, interactive, and effective communication skills utilising digital tools and platforms. It involves writing in a tone and style appropriate for various media, employing visual elements to enhance communication, and understanding and responding to nuances in technology-mediated communication.

Critical Scenario/Crisis Communication: This domain covers some skills for transparent, empathetic, and proactive communication in critical, emergency, or crises. It involves minimising confusion and distress, building and maintaining trust, as well as mitigating potential damages.

Creative Communication: This domain covers novel, original, and thought-provoking communication skills to convey ideas, information, and data. It involves using creative storytelling techniques, employing imagery, and delivering professional communication that resonates and inspires actions.

Table of SGC on Communication Skills Units of Competency

Domains	QF Level				Total
	2	3	4	5	
Interpersonal communication	2	3	1	1	**7**
Team Communication	1	0	2	1	**4**
Organisational communication	1	1	2	1	**5**
Digital Communication	0	1	2	0	**3**
Critical Scenario/Crisis Communication	1	1	1	1	**4**

Creative Communication	0	1	1	1	3
Total	5	7	9	5	26

D) QF Levels

The HKQF is a seven-level hierarchy framework. Each qualification is assigned a level in accordance with the Generic Level Descriptors (GLD) which specifies the expected outcome standards for qualifications at each level. The GLD reflect the depth and complexity of learning, as well as the standards of achievement to be met. The GLD are divided into four domains, namely:

1. "Knowledge and Intellectual Skills";
2. "Processes";
3. "Autonomy and Accountability"; and
4. "Communication, ICT and Numeracy".

The GLD describes different levels in a step-by-step manner, from shallow to deep, for instance, the simplest competencies at Level 1 progress to the highest competencies at Level 7. The GLD can be downloaded from the QF website www.hkqf.gov.hk.

E) QF Credits

QF credits reflect the amount of learning for a qualification, allowing learners to understand how long it takes to complete their studies and achieve the learning outcomes. Under the HKQF, one credit consists of 10 notional learning hours. Takes into account the total time likely to be spent by an average learner in all modes of learning to achieve the learning outcomes, including class contact hours, e-learning, practicum, self-study, and assessments.

F) Units of Competency

Each competency in the *SGC on Communication Skills* is presented as a "unit of competency (UoC)". Each "UoC" consists of eight basic items as follows:

1. Title
2. Code
3. Range
4. Level
5. Credit
6. Competency
7. Assessment Criteria
8. Remarks

Each "UoC" is based on the benchmark set out in the GLD. It is worth noting that the competencies listed in the "UoC" may cover all or part of the GLD. When determining the QF level to which a UoC belongs, one should consider the integrated outcome requirements of the "UoC" before making a judgment.

Chapter 3:

Overview of the Units of Competency

Overview of the Units of Competency

"Interpersonal Communication" Domain

Level	Title	Code	Credit	Page
Level 2	Communicate information clearly to ensure mutual understanding	111500L2	1	IV-1
Level 2	Participate in discussions through active listening	111501L2	1	IV-3
Level 3	Practise body language to reinforce spoken messages	111502L3	1	IV-4
Level 3	Identify emotions and express empathy	111503L3	1	IV-5
Level 3	Apply social etiquette and skills to interact	111504L3	1	IV-7
Level 4	Provide constructive feedback	111505L4	1	IV-8
Level 5	Apply questioning skills to improve communication quality and problem-solving	111506L5	1	IV-10

"Team Communication" Domain

Level	Title	Code	Credit	Page
Level 2	Communicate with the target audience through interactive presentations	111507L2	1	IV-12
Level 4	Apply meeting skills to enhance consensus and collaboration	111508L4	1	IV-13
Level 4	Influence and persuade others to achieve defined objectives	111509L4	1	IV-15
Level 5	Manage differences and conflicts	111510L5	2	IV-17

"Organisational Communication" Domain

Level	Title	Code	Credit	Page
Level 2	Demonstrate an appropriate multicultural communication approach	111511L2	1	IV-19
Level 3	Select appropriate workplace communication channels to convey messages to the target audience	111512L3	1	IV-21
Level 4	Advocate the positive messages regarding the organisation's strategic direction	111513L4	1	IV-23
Level 4	Compile business documents to meet defined communication purposes	111514L4	2	IV-24
Level 5	Negotiate to reach agreements	111515L5	2	IV-26

"Digital Communication" Domain

Level	Title	Code	Credit	Page
Level 3	Write social media or electronic messages to communicate with the target audience	111516L3	2	IV-28
Level 4	Use multimedia and multimodal presentations to convey messages	111517L4	2	IV-29
Level 4	Conduct video conferences	111518L4	1	IV-31

"Critical Scenario/Crisis Communication" Domain

Level	Title	Code	Credit	Page
Level 2	Respond to and/or share verified information with designated persons	111519L2	1	IV-33
Level 3	Deal with different critical scenarios	111520L3	1	IV-35
Level 4	Proactively communicate with stakeholders to resolve crises or mitigate risks	111521L4	1	IV-36
Level 5	Manage different critical scenarios	111522L5	1	IV-37

"Creative Communication" Domain

Level	Title	Code	Credit	Page
Level 3	Use creative storytelling skills to reinforce messages	111523L3	1	IV-38
Level 4	Use imagery to explain ideas/concepts	111524L4	1	IV-39
Level 5	Master workplace communication skills that resonate and inspire actions	111525L5	1	IV-40
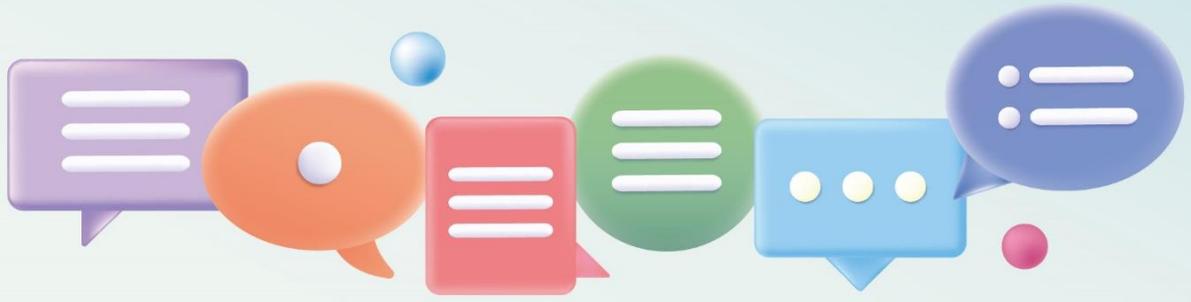
Chapter 4:

Units of Competency

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Communicate information clearly to ensure mutual understanding
Code	111500L2
Range	This UoC is applicable to professionals responsible for actively engaging in daily communication with others on known topics.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Be aware of the fundamentals of workplace communication
	
	• Be aware of the basic principles of interpersonal communication (e.g., two-way, respectful)
	• Be aware of the main modes and channels of workplace communication
	    o Verbal communication (e.g., face-to-face meetings, phone calls)
	    o Written communication (e.g., manuals, notices)
	    o Electronic communication (e.g., social media, web forums)
	• Be aware of the importance of verbal communication (e.g., spoken, written) and non-verbal communication (e.g., graphics, gestures) in interpersonal communication and their role in ensuring mutual understanding
	• Be aware of the professional field and the communication styles of the industry
	• Be aware of the real-life cases or other relevant examples in the professional field and industry
	
	2. Proactively and clearly communicate information on known topics to ensure mutual understanding
	
	• Use concise sentences to convey messages
	• During conversations, use a variety of communication skills (e.g., listening, visual-auditory-kinesthetic communication)
	• Provide relevant background information or knowledge to help others understand the discussion
	• Use everyday language and avoid jargons or industry-specific terminologies
	• Actively explain any terminology or concepts used (e.g., the meaning of a specific abbreviation or trendy term)
	• Include relevant examples to illustrate ideas, including:
	    o Use verbal statements and body language to express ideas and help others understand
	    o Give some real-life examples to explain ideas, and use simple and engaging language to enhance comprehension
	• At the end of the conversation, summarise the conversation or invite others to summarise it to ensure understanding
	
	3. Professional Behaviour and Attitude
	
	• In addition to verbal communication, use non-verbal communication to convey emotions and attitudes relevant to the professional field and industry

Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to demonstrate the fundamentals of workplace communication and proactively and clearly communicate information on known topics to ensure mutual understanding and prevent misunderstandings

SGC on Communication Skills - Unit of Competency (UoC)

Remark	This UoC is applicable to various workplace communication situations and is recommended to be used in conjunction with relevant UoC(s).

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Participate in discussions through active listening
Code	111501L2
Range	This UoC is applicable to professionals responsible for participating in discussions actively on known topics through active listening.
Level	2
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the basic active listening knowledge and industry communication characteristics • Be aware of the concept of active listening (e.g., not only hearing the opinions and viewpoints of others, but also emphasising understanding and responding to others' meanings and feelings) • Be aware of the elements of active listening (e.g., focusing, asking questions and seeking clarification, expressing empathy, providing feedback) • Be aware of the industry-specific jargons, communication habits, and expectations 2. Actively participate in discussions on known topics through active listening • Identify the opinions and non-verbal expressions of others in a familiar and/or everyday situation • Attentively listen to others' opinions and viewpoints (e.g., not interrupting, maintaining eye contact) • Use repetition and feedback to sustain interactions with some assistance in familiar and routine contexts, and use industry-specific jargons appropriately • Ask specific questions or request further clarification to ensure a clear understanding of others' intentions and viewpoints • Be attentive to others' non-verbal communication (e.g., facial expressions, speech rate) • Use non-verbal communication skills (e.g., nodding, smiling) to show concern and support to others • Use affirmative words (e.g., thank you, compliments) to demonstrate respect and interest in others' viewpoints • Keep a record of key points and relevant information, providing constructive responses, comments, or suggestions in specified written and oral formats 3. Professional Behaviour and Attitude • Be able to practise active listening in work meetings, discussions, or social situations, and use industry-specific communication styles as appropriate
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to demonstrate basic active listening knowledge and industry communication characteristics, express opinions on known topics, and understand others' viewpoints in order to maintain a good atmosphere for discussion
Remark	This UoC is applicable to various workplace communication situations and is recommended to be used in conjunction with relevant UoC(s).

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Practise body language to reinforce spoken messages
Code	111502L3
Range	This UoC is applicable to professionals responsible for communicating in familiar but sometimes unfamiliar contexts.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the body language skills and related knowledge • Be aware of the definition and principles of body language (e.g., body language can convey rich emotional messages and complement verbal communication to deliver messages more completely) • Be aware of the role of body language in communication (e.g., when saying "nice to meet you", smiling and maintaining eye contact can emphasise joy and sincerity) • Be aware of various body language elements (e.g., facial expressions, gestures, tone of voice, touch, personal space) • Be aware of the body language expression skills (e.g., grooming, tone of voice, eye contact) • Be aware of the methods for interpreting body language (e.g., consistency or contradiction between words and body language) 2. Practise body language to reinforce spoken messages in familiar but sometimes unfamiliar contexts • Distinguish between verbal and non-verbal communication (e.g., grooming/gestures that reflect personality types or associations between gestures and cultural backgrounds) • Identify basic manifestations of common body language elements in the workplace (e.g., seating arrangements in meetings) • Practise body language to reinforce spoken messages, ensuring consistency and clarity (e.g., patting other's back in addition to verbal praise to reinforce the message) • Use appropriate facial expressions, gestures, postures, and intonation to convey different emotions and intentions (e.g., keeping an appropriate distance from co-workers and respecting their personal space) • Observe others' body language and recognise their underlying meanings, intentions, needs, and expectations (e.g., frequent blinking or wandering eyes may indicate anxiety or panic) • Practise body language to build trust and strengthen connections with others • Adapt to body language differences across various cultural contexts to prevent misunderstandings and conflicts (e.g., in Western culture, a nod usually indicates approval; however, in some Asian cultures, a nod may signify respect, listening, or understanding, but not necessarily approval)
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to practise body language skills and related knowledge to reinforce spoken messages and convey emotions and intentions, enhancing the quality of communication, increasing mutual understanding, and building positive interpersonal relationships
Remark	This UoC is applicable to various workplace communication situations and is recommended to be used in conjunction with relevant UoC(s).

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Identify emotions and express empathy
Code	111503L3
Range	This UoC is applicable to professionals responsible for identifying emotions and expressing empathy in familiar but sometimes unfamiliar contexts.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Understand the meaning of empathy
	
	• Be aware of that emotions can often be divided into positive emotions (e.g., happiness) and negative emotions (e.g., anxiety), both of which can occur in the workplace
	• Be aware of the three categories of empathy and their value
	    o Cognitive empathy allows us to convey messages in the way that best communicates them to others
	    o Emotional empathy allows us to build emotional connections with others
	    o Compassionate empathy enables us to provide assistance to others
	• Be aware of the influence of different elements (e.g., different personality traits, upbringing, learning experiences, cultural styles) on communication styles (e.g., the concept of time may also affect communication styles in different cultures. Some cultures place a strong emphasis on punctuality and efficiency of time, thus preferring direct and timely communication)
	• Be aware of the characteristics of various communication styles (e.g., direct, extroverted)
	• Understand that empathy refers to the ability to grasp the thoughts and feelings of others. Aligning with others' communication styles can enhance communication and build business partnerships
	
	2. Identify emotions and express empathy in familiar but sometimes unfamiliar contexts
	
	• Identify basic expressions of common emotions in the workplace (e.g., frowning when nervous)
	• Identify the communication styles of different types of people
	• Utilise comprehension to interpret others' intentions (e.g., discerning whether the keywords they use are relevant to their needs)
	• Use appropriate words and behaviours to express empathy depending on the situation (e.g., use affirmative words, active listening)
	• Express understanding and support for others' situations and emotions (e.g., sharing personal experiences or offering advice to help others overcome difficulties when facing changes in work patterns)
	• Apply skills in emotion recognition and empathy in workplace interactions (e.g., identifying customers' emotions when listening to complaints, practising body language and words to express empathy and understand customer needs to find solutions)
	• Apply skills in emotion recognition and empathy to address conflicts, regulating one's behaviour and emotions to maintain harmonious and supportive interpersonal relationships

Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to apply knowledge and skills in emotion recognition and empathy to engage in workplace interactions and build trusting relationships

SGC on Communication Skills - Unit of Competency (UoC)

Remark	This UoC is applicable to various workplace communication situations and is recommended to be used in conjunction with relevant UoC(s).

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Apply social etiquette and skills to interact
Code	111504L3
Range	This UoC is applicable to professionals responsible for interacting socially with a wide range of people in familiar but sometimes unfamiliar contexts.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of various workplace networking skills and related knowledge • Be aware of the norms of various social occasions (e.g., cocktail parties, banquets) • Be aware of the social etiquette, dress codes, and other expectations for various social occasions • Understand the social habits and needs of people from diverse age groups, occupations, and cultural backgrounds • Be aware of various workplace social skills 2. Apply social etiquette and skills to interact in familiar but sometimes unfamiliar contexts • Follow basic social etiquette by initiating greetings and self-introductions • Use an appropriate tone and words to interact with different people in a friendly manner • Tailor discussions to the needs of specific occasions, aligning topics with social customs • Avoid discussing sensitive or overly complex issues • Practise appropriate body language to convey an open and friendly attitude • Understand conversational skills such as proactive introductions, questioning, and topic transitions • Adapt to and respect the social habits and taboos of people from diverse cultural backgrounds • Be attentive to and consider the participation of people with special needs • Respond to people with different backgrounds and reflect the importance of diversity and inclusion in social interactions
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to apply a variety of workplace social knowledge, etiquette, and skills to interact with others, thereby fostering good interpersonal relationships with mutual respect and inclusivity
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Provide constructive feedback
Code	111505L4
Range	This UoC is applicable to professionals responsible for giving clear, specific, and constructive feedback to others.
Level	4
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Master the skills and knowledge of providing constructive feedback
	
	• Understand the concept and value of constructive feedback (e.g., role in facilitating growth and development within a team)
	• Understand the principles of providing constructive feedback (e.g., describing actions rather than inferring, focusing on issues rather than individuals)
	• Master the skills of providing constructive feedback (e.g., using positive words, specifying behaviours)
	• Understand the influence of different cultural values/personal growth experiences/learning experiences on communication styles (e.g., individualism, collectivism)
	• Understand the appropriate communication styles for different audience
	• Understand the application of different communication styles
	
	2. Provide constructive feedback through logical inquiry and argumentation
	
	• Identify situations where constructive feedback is necessary (e.g., corrections, performance management)
	• Prepare for providing constructive feedback by analysing data on performance and behaviour, employee strengths, and areas for improvement
	• Use a structured approach to present the content and viewpoints of constructive feedback in a way that is easy for others to understand, accept, and apply
	    ○ Describe observed behaviour or situation (e.g., a colleague smiling or not smiling when serving customers)
	    ○ Express your feelings when you observe the above behaviour
	    ○ offer actionable and practical advice to help others enhance positive performance or address areas for improvement
	    ○ Provide encouragement to strengthen others' confidence, determination, and perseverance in applying the above advice
	• Balance positive and negative feedback and offer feasible and practical advice or solutions for improvement as appropriate
	• Respond to and discuss feedback with an open mind (e.g., listen to and respect others' responses)
	• Adjust communication style and utilise a variety of communication methods, including:
	    ○ Language: Communicate in others' native or preferred language
	    ○ Body language: Be attentive to others' body language (e.g., gestures, facial expressions), interpret and respond to their communication signals to prevent misunderstandings due to cultural differences
	    ○ Tone and intonation: Adjust the tone and intonation to align with others' communication styles
	    ○ Visual elements: Be attentive to cultural symbols in others' attire (e.g., patterns on clothing, colour combinations) and try to understand their meaning to ensure that the message is appropriate and visually appealing

	○ Social etiquette: Understand and respect social customs and etiquette norms across cultures, including greetings, salutations, and business etiquette, to build trust and good relationships • Interpret and respond to communication signals, including indirect expressions, etiquette language, and approaches to prevent conflicts • Tailor the approach to provide constructive feedback for meeting individual and team needs • Take responsibility for the quality of your own work and remain open to constructive feedback from others • Respect and embrace the views, values, and beliefs of different people to enhance consensus and cooperation, and to resolve potential conflicts and misunderstandings
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to master the skills and knowledge of providing constructive feedback to facilitate individual and team learning and improvement, while enhancing cooperation and cohesion
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Interpersonal Communication - Domain

Title	Apply questioning skills to improve communication quality and problem-solving
Code	111506L5
Range	This UoC is applicable to professionals responsible for applying questioning skills to improve communication quality and problem-solving in different types of technical, professional, or managerial work.
Level	5
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Master questioning skills and related knowledge • Master the appropriate use of different questioning skills according to the purpose (e.g., open-ended questioning, probing questioning) • Analyse the application scenarios of different questioning skills and evaluate and/or integrate ideas, concepts, information, and issues, including: o Gathering information o Clarification o Testing the depth and breadth of others' knowledge on a particular topic o Inspiring others to think differently about a particular topic 2. Apply questioning skills to improve communication quality and problem-solving in different types of technical, professional, or managerial work • Formulate questions according to the purpose and theme, anticipating some possible responses • Present the problem to different people in a step-by-step manner to facilitate the flow of the conversation or discussion o Pleasantries o Explaining the intent of the conversation o Asking questions o Listening and expressing a willingness to listen to responses o Providing feedback • Adjust the questioning approach based on the conversation or discussion (e.g., if you cannot gather more information from an open-ended question, switch to funnel questioning) • Apply follow-up questioning skills (e.g., connecting all responses and modifying questions slightly) to help others express themselves and encourage them to speak in depth • Propose innovative questioning methods to address unconventional and complex problems (e.g., "5 whys", hypothetical scenarios) • Tailor the question presentation according to others' communication styles to enhance understanding (e.g., draw or write key words for visual people while asking questions)
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master questioning skills and related knowledge, applying various questioning skills to gather information and clarify questions according to different purposes and scenarios, thereby improving communication quality and problem-solving • Be able to adjust the questioning approach in a timely manner based on the dynamics of the conversation or discussion to ensure effective information transmission and understanding

SGC on Communication Skills - Unit of Competency (UoC)

Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Team Communication - Domain

Title	Communicate with the target audience through interactive presentations
Code	111507L2
Range	This UoC is applicable to professionals responsible for using presentation skills to share information on known topics in their daily work (e.g., meetings, work reports, training sessions, product presentations).
Level	2
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the basic presentation skills and related knowledge • Be aware of the basic structure of a presentation (i.e., opening remarks, main content, summary) • Be aware of the methods to increase persuasiveness of the presentation (e.g., statistics, images, examples) • Be aware of the tools that can make presentations more interactive and interesting (e.g., online instant polls, simple games) 2. Communicate with the target audience through interactive presentations on known topics • Gather information according to the presentation topic and prepare the script • In the process of organising the presentation, focus on elements such as "why", "who", "what", and "how" • In predictable and structured contexts, logically organise the content based on the basic structure of a presentation • Use basic aids (e.g., slides, props, demonstrations) and materials to enhance the target audience's understanding and retention of the presentation • Present the content clearly and engage with the target audience using appropriate language and tone • Use non-verbal communication skills (e.g., eye contact, gestures) to enhance the presentation's effectiveness • Use rehearsed stages to respond to questions from the target audience • Come up with new and interesting ideas, with some assistance in familiar and routine contexts, to stimulate audience participation and discussion during the presentation (e.g., getting the target audience to endorse the proposal) • Collaborate with other team members to build fun and impactful presentations
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to demonstrate basic presentation knowledge and skills, communicate with the target audience through interactive presentations on known topics, and deepen their understanding and retention of the presentation content
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Team Communication - Domain

Title	Apply meeting skills to enhance consensus and collaboration
Code	111508L4
Range	This UoC is applicable to professionals responsible for chairing meetings (e.g., business meetings, project discussions).
Level	4
Credit	1　（For Reference Only）

Competency	Performance Requirements
	1. Understand meeting skills and related knowledge
	
	• Understand how to set clear meeting objectives
	• Understand how to invite the right people to the meetings
	• Understand how to encourage participation and sharing ideas
	• Understand the formatting conventions for common documents used in formal meetings (e.g., agendas, meeting summaries)
	
	2. Apply meeting skills to enhance consensus and collaboration
	
	• Balance the invitation of sufficient attendees to the meeting, including:
	   o Developing the objectives and scope of the meeting and selecting participants based on this information
	   o Considering each participant's expertise, authority, and responsibilities to ensure that the meeting meets the desired outcomes
	   o Invite key persons (e.g., subject matter experts, duty personnel) to participate in the meeting to ensure that different perspectives are fully expressed and considered, and that these key persons have a significant influence on the outcomes and decision-making of the meeting
	   o Utilise other communication channels (e.g., e-mail, document circulation) to address issues that do not require discussion by all participants, thereby reducing the frequency of the meetings
	• Prepare the agenda and define the topics
	• Monitor the meeting progress, keeping time tightly controlled so that participants can focus on the cores and the meeting starts and ends on time
	• Apply meeting skills to chair meetings, including:
	   o Ensuring that both enthusiastic and more reserved participants have equal opportunity to speak
	   o Raising questions to guide the discussion
	   o Proactively coordinating participants' perspectives and steering the meeting discussion
	   o Summarising the key points and specific actions discussed during the meeting
	• Share information and ideas in team discussions and invite others to actively share ideas
	• Use appropriate communication approach and styles to promote teamwork

Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to apply meeting skills and knowledge, including monitoring the meeting progress, guiding discussions, and summarising key points to ensure that meetings meet their intended outcomes and enhance overall communication effectiveness • Be able to develop clear meeting objectives and ensure that participants are fully engaged, expressing their views to enhance consensus and collaboration

SGC on Communication Skills - Unit of Competency (UoC)

Remark	

Team Communication - Domain

Title	Influence and persuade others to achieve defined objectives
Code	111509L4
Range	This UoC is applicable to professionals responsible for influencing others in their work using some specialised knowledge.
Level	4
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Master the skills and knowledge of persuading others
	
	• Master how to identify the needs of others and establish persuasive goals (e.g., managing complex projects, coordinating collaboration among multiple departments; communicating with customers to facilitate transactions; correcting employees' work behaviours)
	• Test how the circle of attention/circle of influence operates in influencing and persuading others
	• Master the six principles of influence, including:
	    o Reciprocity: People tend to return favours in the way they have received
	    o Scarcity: Scarcity motivates people to take actions
	    o Liking: People are more willing to work with someone they like
	    o Social Proof: People follow the actions of others
	    o Unity: People honour their clear commitments
	    o Authority: People are willing to listen to experts' opinions
	• Master the main modes of persuasion (i.e., pathos, logos, and ethos)
	
	2. Influence and persuade others to achieve defined objectives
	
	• Make an impact
	    o Establish good interpersonal relationships and demonstrate trustworthiness and reliability
	    o Understand other's situation helps build empathy and establishes persuasive goals
	    o Clearly articulate the viewpoints and avoid using vague or ambiguous language (e.g., clearly articulate the observations and provide specific examples when correcting an employee's work behaviour)
	    o Take advantage of the moments when others are most open to discussion to present your viewpoints, avoiding conversations during busy or stressful times
	• Apply the five-step logical persuasion to persuade others
	    o Highlighting criticality: Present fact-based statements to underscore the existence and severity of the issue
	    o Establishing needs: Use logical reasoning to generate needs for a change
	    o Meeting needs: Develop personalised solutions and suggestions based on other's specific contexts and needs
	    o Providing value: Outline the potential benefits of resolving the issue
	    o Getting started: Motivate others to take immediate actions
	• Use stories to convey viewpoints and resonate with audience based on different contexts, making it easier for others to accept solutions and suggestions
	• Pre-emptively address potential factors (e.g., objections) and flexibly adjust strategy as needed

SGC on Communication Skills - Unit of Competency (UoC)

Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to apply influencing and persuasive skills and knowledge to convey viewpoints and develop personalised solutions based on other's needs and contexts, fostering collaboration and advancing work • Be able to apply the five-step logical persuasion to persuade others to take actions, while exhibiting adaptability in different contexts
Remark	

Team Communication - Domain

Title	Manage differences and conflicts
Code	111510L5
Range	This UoC is applicable to professionals responsible for managing internal and external differences and conflicts, and reconciling differing opinions to seek consensus in different types of technical, professional, or managerial work.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Master the skills and knowledge of managing differences and conflicts
	
	• Analyse the common types and sources of workplace conflicts
	• Assess the predictable emotional triggers and responses to conflicts
	• Evaluate common strategies for responding to conflicts (e.g., collaboration, accommodation, avoidance)
	• Master the skills for managing differences and conflicts
	
	2. Manage differences and conflicts in different types of technical, professional, or managerial work
	
	• Identify the warning signs of differences and conflicts (e.g., decreased communication frequency, ostracised team members) and adopt strategies to prevent escalation (e.g., adopting a cooperative rather than confrontational approach, expressing respect and care, and reducing misunderstandings and biases)
	• Identify the root causes of differences and conflicts
	• Establish and restructure the problem framework to manage differences and conflicts
	   o Establishing the problem framework to view the situation from a higher perspective and identify the real entry point for the problem
	   o Analysing the people and events involved in the problem or pain point, and consider from different perspectives
	   o Restructure the problem framework, attempting to quantify the problem and understand further details
	   o Examine the current problem framework and formulate the best questions
	• Prevent emotional escalation when addressing differences and conflicts. If necessary, pause discussion or postpone decision to allow for calm reflection and analysis
	• Weigh the advantages and disadvantages of different solutions and filter out the most viable options
	• Develop a plan for implementing the solution
	• Implement the plan and review the outcomes
	• Use systematic thinking to integrate multiple factors when analysing the root causes of differences and conflicts
	• Propose an innovative approach to resolve major differences and conflicts with special and long-term impacts

Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master the skills and knowledge of managing differences and conflicts, identify their root causes, apply management skills to resolve problems, and promote understanding and cooperation among all parties to reach consensus and solve problems

	• Be able to weigh the advantages and disadvantages of different solutions and filter out the most feasible options, ensuring that the team remains focused on more important business strategic and operational matters
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Organisational Communication - Domain

Title	Demonstrate an appropriate multicultural communication approach
Code	111511L2
Range	This UoC is applicable to professionals responsible for actively demonstrating understanding, respect, and inclusivity for cultural differences on known topics in a multicultural environment.
Level	2
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the fundamental knowledge of multiculturalism and social inclusion • Be aware of the traits and values of own culture and understand the impact that personal biases can have on communication • Be aware of the importance and benefits of respecting multiculturalism and social inclusion • Be aware of the differences in business models, concepts, and customs across cultures (e.g., North American culture tends to be direct in business communication, European culture emphasises polite exchanges, and Asian culture focuses on building rapport before discussing business), and understand how these differences affect workplace interactions • Learn about the taboos of different cultures and avoid touching red lines • Understand the characteristics of industry communication to prevent misunderstandings • Be aware of the importance of non-verbal communication in cross-cultural communication (e.g., gestures, facial expressions) 2. Take the initiative to demonstrate an appropriate multicultural communication approach to known topics • Respect the differences in business models, concepts, and customs of different cultures as strengths of the organisation/team • Refrain from entering others' comfort zones and be attentive to cultural differences in body language and spatial awareness (e.g., North American culture keeps a certain distance based on personal space, while Latin American and Southern European cultures tend to shorten the distance between each other during conversations) • Use inclusive language and avoid terms and expressions that may be perceived as offensive or discriminatory (e.g., avoid pointing at people or objects to prevent misunderstandings) • Listen to others and express a willingness to further explore and embrace different cultural perspectives and values • In predictable and structured contexts, adapt to different cultural differences to demonstrate appropriate communication approach, avoiding cultural taboos or misunderstandings • In familiar and routine contexts with some assistance, use industry knowledge and cultural sensitivity to communicate business messages in diverse cultural contexts (e.g., using appropriate business language in formal settings) • Take account of the identified consequences of actions, consider others' needs and perspectives from different cultural backgrounds during conflict resolution
Assessment Criteria	The integrated outcome requirement of this UoC:

	• Be able to demonstrate fundamental knowledge of multiculturalism and social inclusion, and show respect and inclusivity in communication to maintain good communication and achieve business goals
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Organisational Communication - Domain

Title	Select appropriate workplace communication channels to convey messages to the target audience
Code	111512L3
Range	This UoC is applicable to professionals responsible for conveying written and/or spoken messages to the target audience in familiar but sometimes unfamiliar contexts.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the basic workplace communication channels • Be aware of the characteristics of the target audience (e.g., preferences, needs, cultural backgrounds) • Be aware of the advantages and limitations of different communication channels (e.g., emails, phones, meetings, reports, social media). • Be aware of the impact of different communication channels on the effectiveness and quality of communication 2. Select appropriate workplace communication channels to convey written and/or spoken messages to the target audience in familiar but sometimes unfamiliar contexts • Select appropriate communication channels to match the purpose, content, target audience, and context of the communication (e.g., in case of emergency, notify by phone first, then supplement details by email) • Use different communication channels to deliver a consistent message to different target audience in accordance with the organisation's established communication strategy, plan, and guidelines (e.g., using an internal email system or intranet to make announcements about major policy changes to the organisation. In addition, notify customers and partners by formal letters) • Use a communication style that is appropriate to the target audience when conveying written and/or spoken messages • Arrange response or follow-up as appropriate, and update the content of messages in a timely manner (e.g., preparing standard statements or templates to support frontline staff in handling customer enquiries) 3. Professional Behaviour and Attitude • According to the communication habits of the industry, consider various factors (e.g., the importance and timeliness of the message, the characteristics of the target audience), apply a variety of communication tools (e.g., tablets, mobile phones, fax machines), select and set up different communication channels (e.g., chat rooms, hotlines, faxes) to connect with the target audience • Evaluate the effectiveness of communication and make suggestions for self-improvement
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to use the knowledge of workplace communication channels to select appropriate communication channels to convey consistent written and/or spoken messages to different target audience according to their characteristics and communication contexts

SGC on Communication Skills - Unit of Competency (UoC)

Remark	It is recommended to refer to the following UoC(s) as needed:
	• Demonstrate an appropriate multicultural communication approach [111511L2]

SGC on Communication Skills - Unit of Competency (UoC)

Organisational Communication - Domain

Title	Advocate the positive messages regarding the organisation's strategic direction
Code	111513L4
Range	This UoC is applicable to professionals responsible for representing their organisation, in both familiar and some new contexts, to introduce the strategic direction to staff and foster mutual engagement in strategic initiatives.
Level	4
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Master advocacy skills and related knowledge • Understand the organisation's strategic direction • Understand the communication needs and influencing factors of different stakeholders • Understand how to clearly communicate strategic messages based on the characteristics of different target audience • Understand how to use a positive attitude to foster staff engagement 2. Advocate the positive messages regarding the organisation's strategic direction in both familiar and some new contexts • Use different communication channels to deliver strategic messages that meet the informational needs of different target audience • Explain the logic and values behind the strategic direction to different target audience with appropriate communication methods and content based on their needs and expectations • Describe the organisation's vision for the future in an inspiring manner • Respond to questions in a timely, concise, and specific manner • Listen actively, demonstrate respect and understanding for questions, and show interest in continuing to communicate • Introduce the follow-up mechanism of the organisation and encourage questions and comments to continuously improve the strategic direction • Convey challenging messages with empathy and deal with the emotional needs of staff • Use case studies to illustrate the stance, share the organisation's vision and values with staff to stimulate positive emotions • Apply response skills for managing crises and negative messages in a structured manner • Evaluate the effectiveness of advocacy and make suggestions for improvement
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to master advocacy skills and related knowledge to advocate the positive messages regarding the organisation's strategic direction to different target audience, so that they can understand the organisation's trends and encourage mutual participation in promoting its strategic direction
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Organisational Communication - Domain

Title	Compile business documents to meet defined communication purposes
Code	111514L4
Range	This UoC is applicable to professionals responsible for representing the organisation through written communication across different contexts.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Master the skills and knowledge of compiling business documents
	
	• Understand common business document types (e.g., emails, project proposals, business reports), standard writing structures (e.g., formal letters with salutations, body text, greetings, signatures, issue date) and formatting (e.g., font style, font size, spacing, footer, paragraph indentation)
	• Master the 7Cs principles of business communication, including:
	   o Clear
	   o Concise
	   o Consistent
	   o Correct
	   o Coherent
	   o Complete
	   o Courteous
	• Be familiar with relevant laws, regulations, and policies to ensure compliance, accuracy, and risk mitigation in business documentation
	
	2. Compile business documents to meet defined communication purposes
	
	• Select appropriate writing structures and formats to meet defined communication purposes
	• Adhere to specifications of the selected structures and formats during compilation
	• Select appropriate methods to develop the logic to present content (e.g., using inverted pyramid writing to distinguish and arrange content according to its importance)
	• Select consistent terminology (e.g., British English) and concise language to express the content
	• Adjust writing style based on the audience, defined communication purposes, and context (e.g., using American English, handwritten salutations and signatures on letters), and select the appropriate type of business document
	• In the writing process, integrate information from multiple sources to ensure that the document does not disclose organisational or business secrets
	• Ensure thorough proofreading of the completed document to maintain its professionalism and integrity
	• Ensure that the content and presentation align with the organisation's values, professional positioning, relevant standards, and expectations, based on the industry background and organisational culture
	• Master the technical terminology and idiomatic expressions used in different contexts (e.g., product descriptions for customers, follow-up with internal staff on project progress) to ensure that the language is used appropriately and professionally

Assessment Criteria	The integrated outcome requirement of this UoC:

	• Be able to master the skills and related knowledge for composing business documents, crafting them based on defined communication purposes to ensure compliance and accuracy, and safeguarding the organisation's values and business confidentiality during the drafting process

Remark	It is recommended to refer to the following UoC(s) as needed:
	
	中文通用（基礎）能力說明
	
	    o 能寫作各種專業事務紀實文書 [GCCH413A]
	    o 能寫作各種專業社交禮儀文書 [GCCH414A]
	    o 能寫作各種專業指示說明文書 [GCCH415A]
	    o 能寫作各種專業宣傳推介文書 [GCCH416A]
	Specification of Generic (Foundation) Competencies: English
	
	    o Handle both predictable and unpredictable information, ideas, related explanations, discussion/argument, and evaluation in written correspondence (Reading and writing) [GCEN406A]
	    o Present information, ideas, related explanations, discussion/argument, and evaluation in written form (Writing) [GCEN407A]

SGC on Communication Skills - Unit of Competency (UoC)

Organisational Communication - Domain

Title	Negotiate to reach agreements
Code	111515L5
Range	This UoC is applicable to professionals responsible for mastering negotiation skills in different types of technical, professional, or managerial work in order to reach agreements in various business negotiations.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Master negotiation skills and related knowledge
	
	• Understand the definition and types of business negotiation (e.g., contract negotiation, international trade negotiation)
	• Analyse the process and stages of business negotiation (e.g., preparation and planning, initiation, execution, and closing stages)
	• Be familiar with the principles of business negotiation (e.g., best alternative, common interest)
	• Determine the strategy (e.g., anchoring, tentative, time-pressure) and style (e.g., cooperation, compromise) of business negotiation
	
	2. Negotiate to reach agreements in different types of technical, professional, or managerial work
	
	• Prepare and plan business negotiations
	    o Analysing the needs and interests of both parties
	    o Determining the bargaining power and leverage of both parties
	    o Setting best-case, worst-case outcomes, and bottom line
	    o Developing negotiation strategy and plan
	• Initiate and execute business negotiations
	    o Establishing an atmosphere and relationship for negotiation according to the established strategy
	    o Using a variety of communication skills (e.g., listening, visual-auditory-kinesthetic communication)
	    o Proposing and responding to requests and recommendations for negotiations
	    o Dealing with differences and conflicts in negotiations
	• Close business negotiations
	    o Confirming negotiated agreements and commitments
	    o Dealing with and prevent follow-up issues from negotiations
	• Understand the differences in business negotiation styles across various cultural backgrounds (e.g., whether to discuss principles or details first, and whether to focus on positions or interests), and proactively adapt or adjust negotiation methods

Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to flexibly apply negotiation skills and related knowledge, including establishing a good negotiation atmosphere, using a variety of communication skills to deal with differences, and confirming agreements and commitments at the closing stage to ensure smooth negotiations • Be able to understand the definition, types and process of business negotiation, analyse the needs and interests of both parties, and develop a clear negotiation strategy to reach the best agreements

SGC on Communication Skills - Unit of Competency (UoC)

Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Digital Communication - Domain

Title	Write social media or electronic messages to communicate with the target audience
Code	111516L3
Range	This UoC is applicable to professionals responsible for writing different types of social media or electronic messages to communicate with the target audience, depending on factors such as the planned content and frequency of posting in the organisation's established guidelines.
Level	3
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the skills and knowledge of writing social media or electronic messages • Be aware of the organisation's communication strategies, plans, guidelines, and objectives • Be aware of the organisation's communication goals and brand image • Be aware of the preferences and social media usage patterns of the organisation's customer base • Be aware of the target audience and themes for social media or electronic messages, and understand the target audience's needs and interests • Be aware of the characteristics and limitations of social media or electronic messaging (e.g., heading length, word limits for content) 2. Write social media or electronic messages to communicate with the target audience in accordance with the organisation's established guidelines • Write social media or electronic messages in accordance with the organisation's communication strategies, plans, and guidelines • Use appropriate language styles and intonations to match the organisation's image and the target audience • Use concise and clear sentences and paragraph structure to ensure clarity and readability of the message • Use keywords and hashtags to increase the visibility and search engine optimisation of messages on social media platforms • Use visual design and multimedia content to improve communication • Ensure the accuracy and reliability of social media or electronic information and comply with relevant laws, regulations, and privacy policies (e.g., data sources, image copyrights, video public broadcast rights) • Check spelling, grammar, and typos before posting on social media or sending electronic messages • Keep track of hot topics and trends on social media platforms, and adjust writing methods and content accordingly • Use multichannel interactions for different contexts and the target audience • Respond to and follow up on comments or electronic messages on social media in a timely manner, and handle situations in a professional and friendly manner
Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to use the skills and knowledge of writing social media or electronic messages to draft content in line with the organisation's communication strategies, plans, guidelines, and objectives, thereby helping the organisation communicate with the target audience on social media platforms or through electronic messages
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Digital Communication - Domain

Title	Use multimedia and multimodal presentations to convey messages
Code	111517L4
Range	This UoC is applicable to professionals responsible for using presentation software or other interactive tools to convey messages, requiring some specialised knowledge of work environment.
Level	4
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Master multimedia and multimodal presentation skills and related knowledge • Understand different presentation purposes (e.g., informing, persuading, inspiring) • Understand the importance of information matching appropriate visual elements and the principles of selecting and using visual elements • Understand the basic elements of multimedia and multimodal presentations (e.g., text, music, transitions) • Be familiar with various multimedia tools and skills (e.g., video editing software, audio mixing software, graphic design tools), and understand their functions and practices • Understand how the presentation fits into different people's learning styles (e.g., visual, auditory) 2. Use multimedia and multimodal presentations to convey messages • Identify the needs and backgrounds of the target audience and produce topical multimedia and multimodal presentations based on the presentation purposes • Ensure that the file format of the presentation can be played on a common device, without the need to convert the file format or use a specific device • Produce visually appealing multimedia and multimodal presentations (e.g., slideshows, videos) with appropriate colour schemes, images, infographics, and graphics to improve the expression of the message • Use video elements to make the presentations more engaging and impactful • Use interactive elements (e.g., questions, polls, quizzes) to promote engagement or learning from the target audience • Use appropriate headings, paragraphs, and tags to make the presentations clearly organised and easy for the target audience to read, understand, and remember • Ensure the flow and coherence of the presentations and use appropriate conjunctions to make the entire presentation content logical • Produce different presentations for different target audience • Consider the needs of the target audience from different cultural backgrounds, provide multilingual dubbing, subtitling, sign language interpretation, and other aids to produce accessible multimedia and multimodal presentations • Understand the cultural differences and taboos of the target audience in different cultural contexts, use cross-cultural sensitivity, and select appropriate language and images to ensure that the content and style of the presentations are understood and accepted in different cultural contexts
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master multimedia and multimodal presentation skills and related knowledge, and produce relevant multimedia and multimodal presentations to convey messages according to the needs of the target audience

SGC on Communication Skills - Unit of Competency (UoC)

	• Be able to use a variety of multimedia tools and interactive elements to enhance the appeal and impact of presentations, taking into account cultural differences to ensure that presentations are comprehensible and acceptable in different contexts
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Digital Communication - Domain

Title	Conduct video conferences
Code	111518L4
Range	This UoC is applicable to professionals responsible for using video conferencing tools to conduct meetings.
Level	4
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Acquire the skills and knowledge of conducting video conferences • Evaluate the advantages and disadvantages of video conferencing and weigh these to select the most appropriate meeting mode (e.g., video conferencing, teleconferencing, face-to-face meetings) • Familiarise with commonly used video conferencing platforms and tools, understand their security and privacy policies, and master their functionalities and operating methods • Understand the equipment requirements for video conferencing, including hardware (e.g., computer, webcam, microphone, speakers) and software (e.g., video conferencing platform, operating system) • Understand the security and privacy issues related to video conferencing, including the confidentiality of meeting content and the prevention of unauthorised access to meetings • Understand the etiquette of video conferencing, including using video conferencing equipment appropriately, interacting with other participants, and handling unexpected situations in meetings 2. Conduct video conferences • Select the right video conferencing platform and tools according to the background and needs of the participants (e.g., geographical location, time constraints). • Master the necessary technical and equipment requirements to ensure the quality of the meeting • Encourage participants to turn on their cameras to establish a more direct face-to-face communication • Use multimedia and multimodal presentations wherever possible to help participants understand the message being delivered • Invite participants to use the tools on the platform (e.g., in-meeting chat, emoji reactions, etc.) to share their opinions, ask questions, or provide suggestions, and ensure that all participants have a fair and adequate opportunity to speak • Be attentive to the messages on the video conferencing platform and respond to them in a timely manner. At the same time, leave messages and send files to individual or all participants • Guide the order of speeches, maintain the flow and rhythm of the meeting, and use online tools (e.g., polls, quizzes) to enhance the atmosphere and interaction of the meeting • Avoid wasting time on extraneous discussions, ensuring that meetings run smoothly and start and end on time
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master the skills and related knowledge of conducting video conferences, evaluate the advantages and disadvantages of video conferencing, select appropriate

	conference modes, and master the necessary technical and equipment requirements to ensure the safety and effectiveness of meetings, and be familiar with video conference etiquette to facilitate communication • Be able to clearly communicate the meeting purposes, encourage interaction and participation, flexibly guide the meeting process, and use multimedia tools to enhance participants' understanding and attention, ensuring the smooth running of the meeting
Remark	It is recommended to refer to the following UoC(s) as needed: • Apply meeting skills to enhance consensus and collaboration [111508L4] • Practise body language to reinforce spoken messages [111502L3]

SGC on Communication Skills - Unit of Competency (UoC)

Critical Scenario/Crisis Communication - Domain

Title	Respond to and/or share verified information with designated persons
Code	111519L2
Range	This UoC is applicable to professionals responsible for taking initiatives to respond to known issues in accordance with the organisation's established guidelines.
Level	2
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the skills and knowledge of sharing information - Be aware of the organisation's established guidelines, data security policies and procedures in critical scenario/crisis communication - Be aware of the circumstances under which it is necessary to respond to and/or share verified information with designated persons (e.g., customers, authorised colleagues, law enforcement officers) and understand the background and reasons for such situations - Possess basic knowledge in the relevant field to recognise and explain the verified information shared 2. Proactively respond to and/or share verified information with designated persons on known issues - In different critical scenarios/crises, use a rehearsal approach to respond to requests from designated persons in a timely manner to ensure that the required response or follow-up is provided within the agreed timeframe (e.g., inform customers of the progress at regular intervals during the verification of information) - Ensure that the information being responded to and/or shared is verified and possesses a high degree of accuracy and reliability (e.g., documents provided by the relevant departments have been obtained) - Share the verified information with designated persons as soon as possible (e.g., respond to customer enquiries on critical scenarios according to the response drafts provided by the organisation) in accordance with the organisation's established guidelines, and be able to share the information in a clear and concise manner - Distinguish between the reliability of various sources of information, and identify and eliminate inaccurate or irrelevant information, taking into account identifiable consequences of work - Organise verified information into concise and understandable content in predictable and structured contexts, and use appropriate formats and languages to meet the needs of different target audience - Communicate with designated persons to understand their needs and coordinate on necessary matters - Ensure that the information being responded to and shared is appropriately kept confidential and protected, and that the organisation's data security policies are adhered to
Assessment Criteria	The integrated outcome requirement of this UoC: Be able to demonstrate the skills and knowledge of data sharing, handle enquiries from designated persons, and share verified information through approved communication channels in accordance with the organisation's established guidelines, data security policies and procedures, so as to safeguard the lawfulness and accuracy of data transfer

SGC on Communication Skills - Unit of Competency (UoC)

Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Critical Scenario/Crisis Communication - Domain

Title	Deal with different critical scenarios
Code	111520L3
Range	This UoC is applicable to professionals responsible for dealing with critical scenarios in familiar but sometimes unfamiliar contexts in accordance with the organisation's established guidelines.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Be aware of the skills and relevant knowledge to deal with different critical scenarios • Be aware of the organisation's established guidelines, data security policies and procedures, and understand the guidelines and requirements to be followed in different critical scenarios • Identify the importance and impact of different critical scenarios, including crisis management, legal compliance, public safety, etc • Be aware of the common customer emotions and behaviours (e.g., waiting too long can make customers feel irritable or anxious, leading them to raise their voices in dissatisfaction) and the reasons behind these emotions and behaviours • Be aware of the ways to build a safe climate (e.g., commit to finding a common goal and finding a mutually satisfactory solution) 2. Deal with different critical scenarios in familiar but sometimes unfamiliar contexts • When faced with critical scenarios, deal with relevant matters in a timely manner in accordance with the guidance of the organisation • Observe the surroundings to ensure the safety of themselves and those involved, and deal with emergencies • Deal with and respond to challenges in predictable and structured contexts • Help customers calm their emotions and deal with stressful situations (e.g., politely ask for details, understand the cause of the problem or misunderstanding with empathy, and take the initiative to explain or propose corresponding solutions) • Respond to and address critical scenarios with guidance/assessment to ensure compliance with relevant laws, regulations, and the organisation's policies 3. Professional Behaviour and Attitude • Inform management of specific developments as soon as possible in complex critical scenarios and seek advice
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to apply skills and knowledge of dealing with different critical scenarios to help customers calm their emotions, manage stressful situations, and be guided to ensure that the solutions adopted meet the requirements and standards of the organisation • Be able to deal with relevant matters in a timely manner in accordance with the organisation's established guidelines, data security policies and procedures to ensure the safety of themselves and others
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Critical Scenario/Crisis Communication - Domain

Title	Proactively communicate with stakeholders to resolve crises or mitigate risks
Code	111521L4
Range	This UoC is applicable to professionals responsible for actively communicating with different stakeholders in crises or high-risk situations with some specialised knowledge of work environment.
Level	4
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Master the skills and knowledge of communicating with stakeholders • Identify and understand the needs, concerns, and expectations of different stakeholders (e.g., employees, customers, investors, media, government) in crisis situations, and anticipate their reactions and behaviours • Familiarise with the organisation's communication strategies, programmes, and guidelines; select and use appropriate communication channels, frequency, content, and formats according to the needs and expectations of different stakeholders 2. Proactively communicate with stakeholders to resolve crises or mitigate risks • Communicate key messages to stakeholders in a clear and specific manner, including risk assessment results, solutions, etc. • Understand and respond to the possible emotional responses of different stakeholders in crisis situations; respond to and calm their emotions in an appropriate manner • Provide accurate and up-to-date information in a timely manner to answer stakeholders' questions and concerns • Listen and respond to the views and feedback of stakeholders • Ensure that stakeholders are able to understand and accept the messages while avoiding the use of jargon and difficult vocabulary • Adapt to different stakeholders and their cultural backgrounds to ensure effective communication • Collaborate with internal and external stakeholders such as the crisis management team, public relations team, legal team, etc., and coordinate communication between different stakeholders to ensure consistency and coordination of communication
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master the skills and knowledge of communicating with stakeholders, understand and respond to the possible needs and expectations of different stakeholders in crisis situations, and select appropriate channels and formats according to the organisation's communication strategies to convey key messages in a clear and specific manner to mitigate risks • Be able to provide accurate and up-to-date information in a timely manner, answer stakeholders' questions and concerns, and ensure consistency and coordination of communication to foster trust and understanding
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Critical Scenario/Crisis Communication - Domain

Title	Manage different critical scenarios
Code	111522L5
Range	This UoC is applicable to professionals responsible for developing emergency response plans and managing different critical scenarios in different types of technical, professional, or managerial work, in accordance with the organisation's policies and procedures.
Level	5
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Master the skills and knowledge of managing different critical scenarios • Familiarise with the organisation's management policies and legal compliance requirements, and understand how to make decisions in different contexts • Analyse the importance of different critical scenarios and their impact on the organisation, including risk management, resource allocation, and employee safety • Master the emotional and behavioural characteristics of different stakeholders and analyse the underlying reasons so that appropriate responses can be made when managing critical scenarios • Master the methods for building a climate of trust and security, and enhance communication and cooperation 2. Manage different critical scenarios • Develop and implement emergency response plans for critical scenarios in a timely manner, in accordance with the organisation's policies and procedures to ensure that issues or emergencies are addressed promptly • Assess the surroundings and situation to ensure the safety of themselves, employees and stakeholders, while monitoring the staff handling of different critical scenarios • Provide necessary support and guidance to staff in communicating with stakeholders under high pressure and uncertainty (e.g., timely approval of response drafts to customer enquiries) • Proactively communicate with stakeholders to understand their needs and concerns, and instruct staff to disseminate relevant information and solutions in a timely manner • During the period of guidance and supervision, ensure that all actions are in accordance with relevant laws, regulations, and the organisation's policies 3. Professional Behaviour and Attitude • In complex and critical scenarios, report specific progress to top management promptly, and seek expert advice when necessary to resolve crises
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master the skills and knowledge of managing critical scenarios in accordance with the organisation's policies and procedures to ensure the safety and trust of staff and stakeholders in crises • Be able to proactively respond to stakeholder needs, formulate and implement emergency response plans in a timely manner to facilitate business continuity and development
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Creative Communication - Domain

Title	Use creative storytelling skills to reinforce messages
Code	111523L3
Range	This UoC is applicable to professionals responsible for being creative in the communication process, in familiar but sometimes unfamiliar contexts, in order to achieve communication goals.
Level	3
Credit	1　（For Reference Only）

Competency	Performance Requirements
	1. Be aware of the creative storytelling skills and related knowledge
	
	• Understand the definition of creative storytelling skills and their application (e.g., non-linear storytelling can enhance the depth and engagement of a story; multi-perspective storytelling allows the target audience to gain a more comprehensive understanding)
	• Understand the advantages and disadvantages of using creative storytelling skills to reinforce messages
	• Be aware of the well-known stories (e.g., historical stories, inspirational stories of celebrities, blockbuster movie stories)
	• Identify the relevance of a well-known story to the professional field and industry
	• Be aware of the characteristics and main elements of different story structures (e.g., V-shaped, inverted-V-shaped, N-shaped, W-shaped)
	
	2. Use creative storytelling skills to reinforce messages in familiar but sometimes unfamiliar contexts
	
	• Select a story or plot that is relevant to the target audience's context and values to support the message being conveyed and to arouse their interest and resonance
	• Use creative storytelling skills (e.g., story structure, vivid descriptions, sensory details) to incorporate the message into the story so that it flows naturally
	• Use the steps of good storytelling (e.g., goal, obstacle, breakthrough, setback, turning point, ending)
	• Tell the storyline vividly that corresponds to the message to make it more convincing and engaging. This includes:
	    ○ Visualise words
	    ○ Rhythm
	    ○ Tone and intonation
	• Use sensory descriptions (e.g., auditory, gustatory, tactile descriptions) to enhance the impact and memory of the story, depending on the situational needs
	• Select the appropriate story or plot according to the background and expertise of the target audience, and adjust the content and presentation of the story to ensure the story's effectiveness and relevance

Assessment Criteria	The integrated outcome requirement of this UoC: • Be able to use creative storytelling knowledge and skills to deepen the understanding of the message in familiar but sometimes unfamiliar contexts to meet communication goals
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Creative Communication - Domain

Title	Use imagery to explain ideas/concepts
Code	111524L4
Range	This UoC is applicable to professionals responsible for using imagery (e.g., metaphors, similes) to explain ideas/concepts within their areas of expertise during the communication process.
Level	4
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Master imagery skills and related knowledge • Understand the advantages and disadvantages of using imagery to explain ideas/concepts • Understand the criteria for selecting metaphors or similes (e.g., how familiar others are with the thing or concept in the metaphor) • Understand the moral of famous stories (e.g., mythological stories, fairy tales) • Familiarise with the ideas/concepts to be explained and identify the possibility of metaphors or similes 2. Use imagery to explain ideas/concepts of some specialised knowledge • Select appropriate and persuasive metaphors or similes to explain ideas/concepts • Understand the context and experiences of the target audience to ensure that the metaphors or similes selected resonate with and understand them • Organise and structure messages that combine ideas/concepts with metaphors or similes • Use vivid, figurative, and persuasive language to explain metaphors or similes fluently, integrating them with ideas/concepts to make them clearer and easier for others to understand and accept • Respond appropriately based on the target audience's needs and feedback • Respond to questions and provide further explanations to help the target audience better understand the ideas/concepts explained by the metaphors or similes • Based on the background and expertise of the target audience, select the appropriate metaphors or similes, and adjust their content and expression to ensure their effectiveness and appropriateness
Assessment Criteria	The integrated outcome requirements of this UoC: • Be able to master imagery and related knowledge, understand the advantages and disadvantages of using imagery to explain ideas/concepts, and select appropriate and persuasive metaphors or similes to improve the effectiveness of communication • Be able to organise and structure messages according to the context and the target audience's needs, organically combine ideas/concepts with metaphors or similes, explain content fluently, and respond to the target audience's questions in a timely manner to enhance understanding and acceptance
Remark	

SGC on Communication Skills - Unit of Competency (UoC)

Creative Communication - Domain

Title	Master workplace communication skills that resonate and inspire actions
Code	111525L5
Range	This UoC is applicable to professionals responsible for responding to the emotional needs of others and inspiring them to take actions by empathising in a variety of technical, professional or managerial tasks.
Level	5
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Master the communication skills and knowledge that resonate
	
	• Understand human psychology and behavioural patterns (e.g., empathy, sense of identity) to craft stories or narratives that respond to the emotional needs of others and resonate with them
	• Analyse the needs, expectations, and characteristics of the target audience to adaptively select or create relevant stories or narratives to convey message
	• Master communication skills that resonate with others, including:
	    ○ Sharing real-life and touching stories and examples, especially success stories, can inspire others and show them the value of action
	    ○ Using contrast to evoke imagination
	    ○ Using emotional elements of the story to build emotional connections with others (e.g., surprise, inspiration) to strengthen the impact and memory of the story
	
	2. Master workplace communication skills that resonate and inspire actions in a variety of technical, professional or managerial tasks
	
	• Review the purpose of the speech/presentation and identify the business goals to be achieved
	• Explore common issues facing the target audience, as well as their attitudes, concerns, and expectations on these issues, in order to identify entry points that can lead to empathy
	• Gather first-hand information about the common issues facing the target audience and the possible solutions to structure the story
	• Use the moral of a well-known story (e.g., mythological story, fairy tale) to blend it with the message being conveyed so that it is clearer and easier for others to understand and accept
	• Use emotional elements (e.g., passion, worry, hope) and strong emotional plots to elicit emotional resonance and inspire action
	• Use non-verbal skills to convey passion
	• End the story or narrative in an inspiring way (e.g., question, limerick) and clearly propose a specific action plan or method that can get others involved and support, thereby inspiring others to take positive action
	• Arouse enthusiasm of others for in-depth discussion
	• Build trust and make people more willing to take action by understanding others' situations and expressing empathy
	• Adjust the story or narrative content and expression method promptly based on immediate feedback to achieve business goals and fulfil the purpose of initiating action

Assessment Criteria	The integrated outcome requirements of this UoC:

	• Be able to master communication skills and knowledge that resonate, understand human psychology and behavioural patterns, adaptively select or craft resonant stories or narratives, and analyse the needs and expectations of the target audience to foster emotional connections and inspire action • Be able to use emotional elements and non-verbal skills to convey passion and communicate in an inspirational way that leads to in-depth discussion and active participation of others
Remark	