Information and Communications Technology Industry Training Advisory Committee Software Products and Software Services (SW) branch Unit of Competencies

1. Title	Listen to clients and team members effectively	
2. Code	ITSWGS403A	
3. Range	Listen to clients and team members effectively in the context of business communication related to software products and software services as an effective receiving party [Generic Skills – Communications Skills]	
4. Level	4	•
5. Credit	2	
6. Competency	6.1 Know the behaviour in listening	 Performance Requirement Be able to understand the role of listening in a two-way communication process and adopt an 'other-centred' approach during interaction recognise the potential benefits of genuine listening such as
	6.2 Develop listening skills	 Be able to assess personal listening behaviour identify and remove barriers to effective listening such as multi-tasking or inability to put one's own emotions on hold while listening develop rich vocabulary capacity to assimilate complexity of thoughts focus on messages from the speaker listen correctly, carefully, adequately, intelligently, unassumingly, quietly for the content and intent of the message develop strategy for using listening time effectively such as recap of key points after a brief pause

	6.3 Demonstrate proficiency in listening to clients and team members on business information related to software products and software services	 Be able to apply and practice active listening skills together with other techniques such as paraphrasing, perception checking, questioning, clarifying, summarizing, and empathizing capture hidden words from clients and team members reach a shared understanding and acceptance with others about common goals and priorities 	
7. Assessment	(i) demonstrate active listening skills;		
Criteria			
	(ii) understand the speakers effectively; and(iii) capable in listening to clients and team members , capturing relevant		
	business information related to software products and software services		
Remark			