

WORKPLACE COMMUNICATION

REGIONAL AUSTRALIAN WORKFORCE DEVELOPMENT
“DRIVEN BY LOCAL INDUSTRY & COMMUNITY”



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CONTENTS

→	1.	Introduction and how to use these materials	03
→	2.	Learning materials, what are these about?	04
	2.1	Employability Skills	04
→	3.	What is workplace communication	05
→	4.	How to communicate in a way that responds positively to individual differences	07
→	5.	What is a Communication hierarchy	10
→	6.	Follow routine spoken messages and verbal communication instructions	12
→	7.	Follow routine written notices and written communication instructions	15
→	8.	How to Establish Communications with Clients	18
→	9.	Participate in workplace meetings and discussions	23
→	10.	Complete relevant work related documents and process communicated information	26
→	11.	Communicating a positive public image	32
→	12.	Identify, access and operate workplace communication equipment and systems	38
→	13.	Being confident about your skill levels	41
→	14.	Assessment	43
→	15.	Bibliography and source material	44

1. INTRODUCTION

HOW TO USE THESE MATERIALS

This workbook relates to workplace communication and is appropriate to people employed in a range of workplaces in the rural, regional and remote sectors of Australia.

Skills and knowledge developed will ensure your ability to communicate effectively in the workplace. Resources and activities provided are designed to develop your skills and provide formative assessments to monitor progress.

Completion of appropriate summative assessments provided by your Registered Training Organisation (RTO) will enable you to achieve competency in the unit applicable to your sector.

These student materials apply to the following industry sectors and units of competence.

Sector	Unit code	Book	Unit name
Primary Industries	RTC2801A	Book 1	Participate in Workplace Communication
Business/Retail/ Services	BSBCMM201A	Book 1	Communicate in the Workplace
Resources/Infrastructure	RIICOM201A	Book 1	Communicate in the Workplace
Information Technology	ICAW2002B	Book 1	Communicate in the Workplace
Community Services and Health	CHCCOM201C	Book 1	Communicate with People Accessing the Services of the Organisation
Construction Industry	CPCCCM1004A	Book 1	Conduct Workplace Communication



2. LEARNING MATERIALS

WHAT ARE THEY ABOUT?

This workbook applies to any person working in a job or industry operating in the rural and regional sector where they are required to perform a range of routine workplace communication tasks. The tasks will include effective listening, questioning and non-verbal communication with clients / customers and colleagues. It includes identifying, accessing and using communication equipment and systems; carrying out face-to-face routine communication; and completing written documentation.

2.1 EMPLOYABILITY SKILLS

The learning materials provide opportunities to develop and apply employability skills that are learnt throughout work and life, to your job.

The statements below indicate how these processes may be applied in a workplace related to communications. In completing your daily work tasks, activities and summative assessments you must be able to demonstrate competent "employability skills" in the workplace.

Communication	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • empathising • understanding the needs of internal and external customers • mathematical ideas and techniques can be applied by calculating and recording workplace information
Teamwork	<ul style="list-style-type: none"> • working as an individual and as a member of a team • completing individual tasks to support team goals • participating in workplace communications and team solutions
Problem Solving	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • choosing appropriate methods for communication and transferring information
Initiative and Enterprise	<ul style="list-style-type: none"> • initiating innovative solutions • demonstrating individual responsibility for completing tasks • adapting to new situations
Planning and Organising	<ul style="list-style-type: none"> • being resourceful • taking initiative and making decisions • collecting, analysing and organising information • participating in planning and organising related to communications • writing a range of simple documentation and communications • obtaining various workplace documents and processing them accordingly
Self-Management	<ul style="list-style-type: none"> • taking responsibility for appropriate communication in the workplace • dealing sensitively with client needs and cultural, family and individual differences • articulating own ideas
Learning	<ul style="list-style-type: none"> • applying learning to communication issues and people issues (e.g. interpersonal and cultural aspects of work) • being open to learning new ideas and techniques
Technology	<ul style="list-style-type: none"> • using information communication technology to communicate with team members or clients • using equipment such as calculators, computers, telephones and radios may be required to communicate and calculate • follow operational procedures and safety requirements of communication equipment and systems • rectifying common faults in communication equipment/systems • using technology to follow emergency communication procedures • working within site requirements and constraints related to communication equipment/systems

3. WHAT IS

WORKPLACE COMMUNICATION

Communication is the process of exchanging information and ideas. There are many means of communication. To be an effective and valuable member of your workplace it is important that you become skilled in all of the different methods of communication that are appropriate. This workbook looks at different types of communication and associated technology, but before that it is important to understand the communication process.

The Communication Process

For communication to **occur** it must **pass from a sender to a receiver**. This must occur irrespective of the form of communication.

For communication to be **effective** it must be **understood by the receiver** and be able to be responded to. This means that total communication involves speaking, reading, listening, and reasoning skills.

As communications pass from the source to the receiver there is plenty of opportunity for its original meaning to change or alter. Therefore listening, reasoning and feedback is an important part of the process as it is an opportunity for the sender to make sure the receiver has understood the message.

The other consideration is the “noise” associated with the communication – what else is happening, what are the distractions, the baggage etc. Noise can have a big impact on the message the receiver decodes.

4. HOW TO COMMUNICATE

IN A WAY THAT RESPONDS POSITIVELY TO INDIVIDUAL DIFFERENCES

You were asked to list problems that are occurring related to communication in your workplace. Many problems can relate to technical and equipment issues, but did you think about the problems that may occur because of individual differences between people. In taking the “people factor” into consideration you should:

- value all individuals and treat them with respect, courtesy and sensitivity
- recognise cultural differences
- communicate in a way to develop and maintain positive relationships, mutual trust and confidence
- make efforts to use basic strategies to overcome language barriers

Remember that the way you communicate has a big impact on your ability to get on with people and get the things that you want/need done. Communication, whether verbal, written or visual can be expressed in positive (assertive) or negative (aggressive, passive) ways. People need to take feedback from how others interpret or perceive how they are communicating. Sometimes we can be perceived as aggressive even though it is not intended. It is all about how the other person has “heard” your communication.

Look at the You Tube video of a building site. Serious on site problems are occurring as a result of cultural differences.



Click here view video “Cross Cultural Communication”

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=BrJTf97Ev8o&feature=related>

Clearly Terri is communicating in an aggressive way. Muigel and Carlos are communicating in a passive way.

Aggressive communication is perceived as forceful and hostile with alienating messages such as “you-statements”, blaming the other person and accusing them of being wrong or at fault. In addition, the person’s tone of voice and facial expressions are unfriendly.

Passive communication involves putting your needs last. You don’t express your thoughts or feelings, or ask for what you want. When you use passive communication it feels like others are walking all over you because you don’t assert your own needs. So, you bottle things up and might feel resentful.

Assertive communication involves clearly expressing what you think, how you feel and what you want, without demanding that you must have things your way. The basic underlying assumption is ‘We both matter – let’s try to work this out’, increasing your likelihood of getting what you want, avoiding conflict and maintaining good relationships (I win/you win). When you are assertive you can:

- express your own thoughts, feelings and needs
- make reasonable requests of other people (while accepting their right to say ‘no’)
- stand up for your own rights
- say ‘no’ to requests from others at times, without feeling guilty

Are you an assertive communicator? To help you become an effective assertive communicator here are some hints:

Express yourself clearly

Assuming that others know what you want can create all sorts of problems. When you hint rather than make a clear statement, people don't always get the message. Similarly, when you ramble on rather than state your thoughts clearly, people may not get the message. So, if there is something that you need to say it is helpful to tell it as it is – don't hint.

Do it now

If there is an issue you need to raise or a situation that needs to be resolved, try to deal with it as soon as possible. The longer you leave it, the harder it gets, and the more tension builds up. The only exception to this rule is if you feel very angry, and you can't trust yourself to stay calm when you talk about it. In this situation, it's often a good idea to have a cooling off period before you raise the issue. Doing this prevents conflict and reduces the likelihood that you will say things that you will later regret. Sometimes you may need a day or two to cool down before you say what you need to say.

Ask for clarification

Just as people can't always read your mind, sometimes it is difficult to interpret what someone else is thinking or feeling. If you are confused about the message that you are receiving, the best thing to do is check it out with the other person. Asking for clarification helps to prevent misunderstandings.

Acknowledge your discomfort

If you feel uncomfortable raising a particular issue, it can be helpful to let the other person know this, for example: 'Look Sam I feel really awkward about bringing this up but...' or 'Alex, I need to talk to you about something and I'm feeling nervous about it. I don't want to hurt your feelings, but if I don't say anything, I think I'll continue to feel upset.' By honestly referring to your discomfort, you 'lower the temperature' and reduce the likelihood that the other person will become hostile or defensive.

Be aware of your body language

The way you speak – including the volume and tone of your voice, your physical gestures, and facial expressions, all have an important impact on how your message will be received. For example, if you fold your arms in front of your chest, have a stern expression on your face or speak in an accusing tone, the other person is likely to feel defensive even before they have heard what you have to say. On the other hand, an open posture, a calm voice, and relaxed body language helps the other person to feel at ease, and your message is delivered in a non-threatening way.

Communicate positive feelings

Developing good relationships means being able to express positive feelings. We often assume that people know that we like them or appreciate what they do for us, so we don't tell them. However, people aren't mind-readers, and if we don't tell them they don't always know (and even if they do know, it's still nice to hear someone say nice things every now and then!). Communicating positive feelings towards others lets them know that we value them and helps to strengthen relationships.

Remember your rights! You have the right to:

1. express your opinion
2. say 'no'
3. make mistakes
4. change your mind
5. disagree with others
6. ask for what you want
7. be treated with respect
8. not take responsibility for other people's problems

→ ACTIVITY 2

After looking at the You Tube video of Terri, Carlos and Miugel.

Can you suggest ways in which they would communicate better with each other?

Describe a situation in your workplace where you have seen examples of aggressive/passive communication. You shouldn't write the actual names of the people in your example – just describe the situation.

Now suggest how the situation should have been handled assuming people work together and are both assertive about their needs.

5. WHAT IS A

COMMUNICATION HIERARCHY

In all organisations there is a communication hierarchy. To ensure you are communicating appropriately, you first need to ensure you understand the correct line of communication in your workplace. Think back to your workplace induction process.

Who do you speak to about any issues or concerns:

It is common that you discuss any issues or concerns you may have with your line supervisor. Your supervisor may then either take your concern to the next level or you may be advised to do so. If you go straight to the director or head of the company you will be advised to discuss the matter first with your supervisor.

Who is your supervisor:

→ ACTIVITY 3

Complete the following table. If you do not know who you should communicate with in a particular situation please ask your supervisor. Fill in the blank sections with situations that could occur in your own workplace

What is your query?	Who do you communicate with about this query	Who do you communicate with if your first option does not result in a satisfactory outcome
My wages don't seem to be right.		
I don't seem to be working the hours agreed to at my interview.		
A workmate is always leaving tools lying around.		
I feel that I need some training to enable me to work more safely.		
I am feeling very uncomfortable with some of the lunchroom conversations.		

6. FOLLOW ROUTINE

SPOKEN MESSAGES AND VERBAL COMMUNICATION INSTRUCTIONS

There are some basic “rules” to participate in successful spoken messages and verbal communication instructions:

- speak clearly and listen carefully to ensure information is understood
- ask questions and confirm the meaning of information to avoid misunderstandings
- maintain communication processes and follow instructions and procedures with all appropriate people, to assist flow of work activities
- use workplace approved equipment and processes to convey information

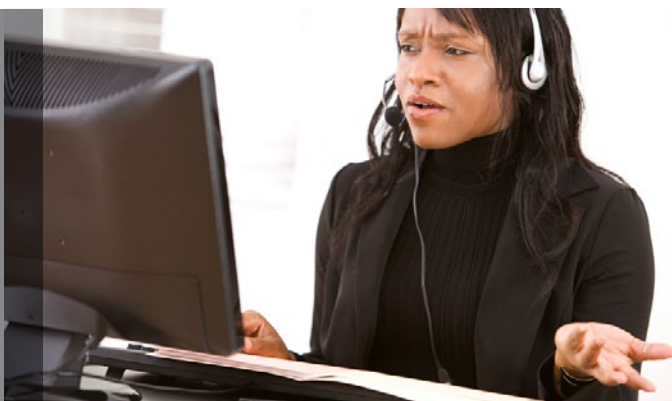
Verbal communication in the workplace can include:

- shift handovers
- loudspeaker announcements
- telephone / radio transmissions
- meetings
- informal and formal discussions

In all cases the sender should ensure verbal communication is clear, concise and professional with attention to cultural differences. The receiver should give appropriate feedback, listen actively and clarify any areas of uncertainty.

Some facts to remember when communicating verbally are that:

- The sender’s perception of the message can be different from that of the receiver.
- The self-esteem of both the sender and receiver can affect the perception of what is said and how it is said.
- The attitudes of both the sender and receiver can affect what is said and how it is received.
- The environment in which the communication is taking place can significantly affect communication. To communicate well you must be able to hear/understand properly.
- Our facial expression/s can affect the “meaning” of our words. Facial expression contribute 55% of the message.
- The way we speak contributes 38% of the message (our tone, volume and rate of speech).
- Only 7% of the message is conveyed by the actual words spoken.



→ ACTIVITY 4

Think about verbal communication in your workplace. List different examples of verbal communication, what it has been for and why it worked or did not work.

Example of verbal communication	How was the communication achieved	Why did the communication work	Why didn't the communication work – what feedback should be given	If the communication didn't work what do you suggest to improve outcomes
Advice of emergency fire drill	Loud speaker announcement	– easy to hear – we already knew what to do as soon as we heard the announcement as we had been inducted in the process so no confusion		

After completing the activity above you should be really thinking about what makes someone a good communicator.

Make sure that in all communications you achieve the following basic standards.

1. Provide clear information

If your communication isn't complete and accurate, it can cause confusion instead of clarity. Carefully plan your communication to be sure you are passing along the correct information and the right amount, so those you are communicating with understand what you want to say.

2. Bring non-verbal and verbal communication together

Sometimes a person says one thing but acts in a different way. For instance, it's not uncommon to hear someone say "Yes" but shake his head horizontally which indicates "No" in a non-verbal way. This sends mixed messages. Bring your communication together by being conscious that your non-verbal and verbal messages are in agreement.

3. Listen

To effectively share information with another person, you have to hear what is being communicated. Most conflict stems from poor listening. To help learn how to listen well, take time to repeat what you hear from the other person to ensure clarity. This does not mean childish copying of every word but a simple paraphrase to verify accuracy. This will cut down on conflict and vastly increase the effectiveness of your communications.

4. Ask questions

Asking questions is a good way to verify what you hear so you respond appropriately. Questions let the other person have the chance to clarify what they said. It also allows you to hear a response in a different way or just hear it again in order to be sure of what you heard.

5. Let others talk

Have you ever been stuck in a meeting when only one person did all of the talking? Some people even go so far as to ask a question and provide the answer? Few things are as irritating as having a person dominate a conversation. A conversation is a two way event at a minimum. Remember to let the others speak.

6. Engage in difficult conversations when necessary

Do you ever avoid saying what needs to be said or avoid a difficult conversation altogether? Not saying something doesn't make a situation go away. Instead, things usually just get worse. Not communicating can also cause more stress and trauma in a situation. Instead of avoiding difficult communications, sit down and plan out what you are going to say. Make sure the tone you use is open and non-confrontational in order to encourage feedback from the other person.

7. FOLLOW ROUTINE

WRITTEN NOTICES AND WRITTEN COMMUNICATION INSTRUCTIONS

The type of written communication you use will depend on the area you work in and on your job tasks.

Communication by post seems to have waned with advancement of e-mail technology, but there are still some forms of communication that are better addressed through the older, 'snail mail' route. A personal letter or glossy brochure is often more effective for customers who prefer a one to one approach. Notwithstanding that, email is fast becoming the primary means of communication, not just between individuals on a social level, but within businesses.

Within the workplace, whether sending an internal or external email, it is important that the message is constructed in a professional manner to give the correct impression on those receiving it. Poorly worded or constructed emails can render an incorrect message, or give out the wrong tone.

Clearly email does not convey facial signals, and therefore messages written with one intent can often be read as the opposite. Emails are also retained much longer than paper documents, so any negative impression given can be lasting and irreparable. There are a few major do's and don'ts that will help ensure you are a successful email communicator:

DO

- Do always read, then re-read an email before sending it, to check spelling, grammar and tone.
- Do ensure that the content of the email is relevant and has an appropriate subject heading.
- Do ensure that contact details are appended to the email, so that those reading it can contact the sender if required.
- Do be polite in all emails.
- Do scan any attachments for viruses before sending the email.
- Do be concise, use valid points and avoid lengthy rambles.

DONT

- Don't reply to a message when angry, as this may be regrettable later.
- Don't type in capitals; this is considered to be shouting.
- Don't cc the email to anyone to whom it is not relevant.
- Don't send unsuitable attachments, as this could provoke complaints.
- Don't make personal remarks about anyone in an email. This is extremely unprofessional.
- Don't use email to discuss confidential information; it is not as secure as commonly perceived.

Remember that communicating via email is basically the same as communicating by distance without the benefits of the spoken word (like the telephone). Communicating by distance can create unique problems. Generally speaking, good email etiquette will help avoid any problems. Always check your email with the receiver in mind and most important, remember that once you press the send button the message can't be taken back. Remember the common saying to "think before you speak" Nothing has changed, with email – you just need to "think before you send".

Apart from email there are many other forms of written communication used in the workplace. These may include:

- letters and faxes
- forms, reports and memos
- minutes and agendas for meetings
- technical manuals
- workplace policies and procedures
- workplace signs
- whiteboards and pin-up boards for notices
- task instructions

The workplace is always a professional environment. This means that each type of written communication has an expected professional standard. Some of the basic expectations are that all written communication:

- is simple and easy to understand
- is to the point and avoids unnecessary repetition or sentence "sprawl" (long rambling sentences)
- avoids too many technical terms
- avoids slang, offensive language and discriminatory, racist or sexist language

Workplace notices that are updated are often displayed on a whiteboard, pin up board or placed in staff pigeon holes. Remember that these forms of communication are very public, can be seen by people for whom they are not intended and can also cause confusion if they are out of date.

Source: http://toolbox.flexiblelearning.net.au/demosites/series7/704/toolbox_704/shared/resources/manual/workplace_comm.htm#ch



8. HOW TO ESTABLISH

COMMUNICATIONS WITH CLIENTS TO OBTAIN AND PROVIDE APPROPRIATE INFORMATION

Any person employed in a workplace will have some form of communication with clients.

The clients can be:

- internal – you provide a service or complete a task for another person or department within the same organisation
- external – you provide a service or complete a task for another person or business outside the organisation

In all cases, it is important that you are polite and use verbal and non-verbal communication to respond to the client requests in an appropriate manner. You should also accommodate any cultural differences in your communication processes.

Miscommunication can occur in many different ways and create significant problems in the workplace. What your client “hears” as they listen to you can become a miscommunication based on:

- the words you are speaking being misinterpreted
- your body language sending a message that is different to your words
- they are not listening to you properly or you are not listening to them properly

Have a look at the You Tube videos below.

Video 1 – This video provides a very good example of a person misunderstanding what his customer is saying therefore causing a reaction that is completely inappropriate.



Click here view video “Non Effective Communication Video Clip ”

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=nhe0KSGoUgc&feature=related>

Video 2 – This is a long video and covers a wide range of examples related to how body language influences a person’s ability to communicate effectively in the workplace. It is likely that you will benefit from looking at this video a number of times as you progress through the workbook.



Click here view video “Body Language at Work by Peter Clayton ”

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=t-eC2QQ-nSM&feature=fvst>

Video 3 – This video provides 6 snapshots of simple visual and verbal communication errors that are common in the workplace. They are 6 good examples demonstrating how not to communicate.



Click here view video “Ineffective Communications”

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=m2upjBWRfU>

After watching the videos you will have some good visual images of poor communication. The following list provides some examples of good practice. If you are able to communicate with your clients using the habits described, you will become a very effective communicator and an asset to your workplace:

- CLEAR AND ACCUATE – Speak at a rate your customer can understand you. Give correct information.
- OPEN, NOT JUDGING – Have an open posture, do not judge the way your customer is dressed or presents himself or herself.
- MIND CUSTOMERS FEELINGS – Be professional at all times, be aware of the words you use.
- MENTION THEIR NAME – Use the customer’s name, this makes them feel special and valued.
- UNLEARN YOUR OWN BAD HABITS – Be aware of your own behaviour, always be self-assessing.
- NON-VERBAL MESSAGES MATTER – Make sure you are displaying positive and appropriate body language at all times.
- INTEREST IN PEOPLE – Take a genuine interest in the customer’s needs. This will build rapport and trust.
- CALM IF THEY ARE ANGRY – Stay calm and professional if the customer is upset.
- ASK QUESTIONS, GET FEEDBACK – Ask your customer open questions to find out what they are looking for. Ask reflective questions to confirm their needs.

In the section above we have talked about communication in general. Now look at some specific communication issues when dealing with customers.

Customer service is becoming more of an issue as our economy shifts from an industrial nation to a service society. Customer service is all about a good communication process that leaves a positive impression.

Positive Image: People in the workplace should always be friendly and courteous to customers. Respect is the key point to any customer’s service issues. Whilst a customer may not be happy with a product fault, they will still be satisfied if they are on the receiving end of a positive communication process.

Don’t Promise The World: If you can’t deliver something don’t promise it. We are all aware of sensationalism in an advertisement that promises something like a magical elixir. However, once the customer buys the product they aren’t likely to be repeat customers. It costs much more to get a new customer than it does to keep an old one. Exceed your customer’s expectations by offering what is reasonable and giving them more. If you promise something sensational, but give them less, they are not going to be satisfied.

Telephone use: Phones should be answered within four (4) rings and provide some immediate positive information e.g. “Good morning, Southern Beach General Store. This is Jane. How may I help you?” This helps people know they have dialled the correct organisation, who they are speaking to and that you are willing to help them. You should then listen carefully to the customer request then either help them yourself or redirect them to a person who can help. However if you don’t know who can help, don’t just pass them onto someone else - telephone run-around or constantly being put on hold is frustrating and is not an example of good communication. If you or someone else can’t help them immediately, take a clear message. Write any information down including a contact number. Explain that you need to find some answers for them. Give an honest estimate regarding when you will respond to them with an answer. If you cannot find an answer within that time frame then ring and give them a progress report. Always make sure the customer is contacted back with a satisfactory solution. Do not wait for the customer to ring you again complaining that they have not had a response.

Taking messages: When you take a message for someone make sure you understand the message correctly. Repeat the information back to the sender to ensure that the information you have is correct. Ensure you have the time, the detail of the message, the sender’s details, name, phone number, email or address if necessary, so that the recipient can contact them. Give messages as soon as it is possible, as it may be something that requires urgent attention. If possible check back to be sure that the person received the message.

Keeping accurate records: The simple administration task of keeping accurate records of customers will pay dividends in terms of business success. How annoying is it to receive information in the mail that is not correctly addressed or your name is incorrectly spelt. It does not give you a good feeling that the service provider really cares about you as a customer if they are making communication errors at this basic level. This is especially true in a small business, where customer relationships are everything. If you can keep on top of names and preferences and offer a friendly service as a result, you will see a significant amount of repeat business.

Here are some suggestions to help you think of appropriate responses to problems that you have seen with customers in your workplace.

Ask questions in a caring and concerned manner.

The more information you can get from the customer, the better you will understand their perspective. It's easier to ask questions than to jump to conclusions.

Put yourself in their shoes.

Your goal is to solve the problem, not argue. The customer needs to feel like you're on their side and that you empathise with the situation.

Apologise without blaming.

When a customer senses that you are sincerely sorry, it usually diffuses the situation. Don't blame another person or department. Just say, "I'm sorry about that."

Ask the customer, "What would be an acceptable solution to you?"

Whether or not the customer knows what a good solution would be, it is best to propose one or more solutions to alleviate their concern or anger. Become a partner with the customer in solving the problem.

Solve the problem, or find someone who can solve it – quickly!

Research indicates that customers prefer the person they are speaking with to instantly solve their problem. When complaints are moved up the chain of command, they become more expensive to handle and only add to the customer's frustration.

Make sure you recognise diversity.

One of the great things we have in Australia is the diversity of our people. This diversity can occur because of disabilities such as sight and hearing impaired, but can also relate to our increasingly multicultural population with language and cultural differences.

Think about the difficulties you and your customer may have in communicating successfully in each of the following situations:

- hearing impaired
- sight impaired
- English as a second language
- cultural differences
- literacy and numeracy problems

In looking back over Activity 6, as well as the hints suggested above, it is clear that you need to assess each situation as it occurs in order to make the best decision to achieve effective communication with your customer. As you become more experienced in the workplace, you will become increasingly skilled in making appropriate decisions related to solutions for communication barriers.

Think about your job in your workplace. What examples of communication barriers have you encountered and how have you solved them.

→ ACTIVITY 7

Describe 2 examples of communication barriers that have occurred in your workplace and what solution has been applied to correct the problems.

Example 1

Example 2

Now look at the suggestions described below. Did you use any of the same solutions?

- Use drawings, gestures, actions, emotions, voice, mime, photographs and visual materials to provide clues to meaning.
- Repeat your actions and/or words as many times as needed.
- Simplify your message whether written, verbal or visual as much as possible, breaking it into smaller, manageable parts, to improve comprehension.
- Make sure the customer's attention is focused.
- Be aware of cultural differences and alter your solutions to suit e.g. don't insist on eye contact when you are speaking to them. This is considered rude in many cultures.
- Use a pleasant tone to ensure you are not perceived as threatening or angry.
- Use simple sentence structure (subject-verb-object) and high-frequency words.
- Pause after phrases or short sentences, not after each word. You do not want to distort the rhythm of the language.
- Ask simple yes/no questions so that the customer can easily respond.
- Accept one-word answers or gestures and give your customer extra time to respond.
- Give full attention to your customer and make every effort to understand his / her attempts to communicate.
- Demonstrate your patience through your facial expressions and body language.

9. PARTICIPATE

IN WORKPLACE MEETINGS AND DISCUSSIONS

Every workplace will have staff meetings/team meetings, formal and informal discussions.

When a business places a proper value on the time spent by people preparing for and attending meetings, it is quickly seen that they are a very expensive exercise.

Have you ever been to one of those meetings where no objectives were met, no actions were agreed upon and generally it was a complete waste of your time? Effective meeting procedures are essential to ensure that the maximum output is gained from a meeting.

Some basic expectations are:

A clearly defined purpose to your meeting

Ask questions such as; Why are we meeting? What are we trying to achieve? Are we meeting for meetings sake? However, consider that at times the purpose of bringing people together for a meeting may be to achieve other important interpersonal objectives like team building, brain storming or group problem solving. Make sure that you clearly communicate the meeting purpose well before hand, this gives attendees time to gather ideas or research issues prior to attending the meeting.

Advise people of the meeting in time for them to be able to attend

It is amazing how often key people are left out of meetings or are not able to attend simply due to a lack of planning and sufficient notice.

Set an agenda

An agenda aims to keep discussions on track and to keep everyone focussed on the issues. The agenda should be distributed to attendees before the meeting.

Start and finish on time

Make sure the meeting starts and finishes on time so participants feel that their time is valued and that they can plan for effective meeting participation to fit within their work load.

Manage the participants

It is important that every person feels their attendance and contribution is valued. People must be given the opportunity to express their opinion as well as recognising they must also listen to others without interruption. Clear conflict management strategies must be in place.



Follow up on agreed actions

The efficiency and value of meetings can be measured by the meetings output and its effectiveness in reaching agreed objectives. By ensuring agreed outcomes and actions are properly followed, a clear message is sent showing that the meeting has been productive and not a waste of time.

Take and distribute minutes

Minute taking is an effective way of tracking the discussions that take place in the meeting. It can also help to monitor agreed actions and their due dates. It is important that following the meeting, the minutes are distributed to those that attended as well as any people who were absent on the day.

The You Tube below provides a clear and informative video of how to run an effective meeting. It clearly shows a small workplace meeting scenario that would occur in many businesses on many occasions. Ensuring the meeting is properly managed as demonstrated in the video, will ensure your meetings are effective and productive for the business and the participants.



Click here view video "8 Steps to make your meetings even more effective"

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=AtMDgnXyDC8&feature=related>

→ ACTIVITY 8

The following You Tube videos show some examples of poor communication in meetings.

Watch each video and then write down why you would not like to be a participant in that meeting.



Click here view video "How Not To Run A Meeting"

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=kp6H8XMf5ec&feature=related>

What don't you like about this meeting?



Click here view video "Ineffective Meeting"

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=8sgLgKUHjZI&feature=related>

What don't you like about this meeting?

→ ACTIVITY 9

After watching the 3 videos you have seen good and bad meeting procedures. Think about your workplace. When was the last meeting you attended? This can be a formal meeting or an informal discussion that was about workplace issues.

Talk to your supervisor and ask their permission to complete the activity below.

Why was your workplace meeting held?

What was good about the meeting and why?

What was bad about the meeting and why?

What are your suggestions for improvement?

10. COMPLETE

RELEVANT WORK RELATED DOCUMENTS AND PROCESS COMMUNICATED INFORMATION

So far in this workbook we have looked at communication in the workplace including:

- written instructions such as signs
- verbal, communication including hearing and language issues
- body language do's and don'ts including cultural differences
- meeting procedures and participation

In all of the cases the assumption has been that you are participating in the communication process but not designing or initiating a process. How do you think you would go if you are asked to initiate a piece of written communication in your workplace?

What if you were asked to:

- present written information and ideas in clear and concise language
- ensure that presentation of written information meets organisational standards of style, format and accuracy

Before writing a workplace document you need to have clear instructions as to the:

- Purpose (why the document is being written, the goals of the document)
- Audience (who will read the document)
- Stakeholders (who may be affected by the document)
- Context (the background as to why the document is created)

Have a think about the documents that you may be required to design and / or complete in your workplace. Whilst it is unusual for an entry level worker to actually design the layout of workplace documents, it is certainly common for you to be required to fill in the documents in a satisfactory way.

Forms

In every workplace you will be required to complete forms. Each workplace will have forms specific to their requirements. You must make sure that you know which forms to fill in, when you need to use forms and where to find the necessary forms.

When filling in a form:

- read the form carefully
- fill in all the required details
- only include necessary information
- write clearly and simply
- check that you have completed it properly
- send or give it to the appropriate person, or file in the appropriate place

The other main form of written communication in your job will be work instructions or work procedures

Work instructions are the most basic tool used in every business or organisation to help workers follow a sequence of steps. Inadequate work instructions are likely to result in a variety of problems in the workplace that could range from:

- returned products
- loss of materials
- customer complaints
- liability issues
- poor work performance

Work instructions can have a major impact on the effectiveness and productivity of a workplace. If instructions are difficult to follow, workers will make errors in implementing the steps. A good work instruction is a detailed sequence of steps that workers need to follow each time they perform a task. The purpose of a work instruction is to organise steps in a logical and systematic way so that workers can easily follow it independently.

This means a consistent format for your work instructions is important. Workers can read the information faster and absorb it more quickly if it follows a consistent font and format. It also makes the development of further work instructions far simpler as you have a template to follow.



Effective work instructions

In the previous sections of this workbook we have stated many times that communication must be effective. You must ensure your communication is clear and properly received. The same applies to a work instruction, as it is a form of written communication. This means that creating effective work instructions needs to be viewed as a process not a one-time project. Remember that for any communication to be verified as effective it must be tested. This means it must be implemented and checked over a period of time.

There is no perfect template for all businesses. When first deciding on how to design templates you need to consider:

- What format the instructions are currently taking? Look for hand written instructions, instructions taped to the wall or to the bulletin board, or written in the manual or catalogue.
- Do workers have language/literacy or numeracy problems?
- Do any workers have visual impairment?
- Do any cultural differences affect the use of some formats?



Samples of Work Instructions

Every individual on daily basis deals with many types of work instructions. Some examples may include:

- software manual
- appliance instruction
- income tax return
- job application
- prescription label
- recipe
- directions
- street sign
- payroll claims
- assembly instruction
- work standards
- health instruction
- safety instruction
- inspection instruction
- labels
- equipment maintenance
- testing instructions
- product specifications

Click on the website "Work Instructions That Work." http://www.grizmo.com/management_news_200810.html

This will give an example of work instructions that are well written versus too simple with not enough information and too complex with too much information.

→ ACTIVITY 11

Provide information relevant to your workplace to complete the table.

Name of workplace instructions	Summary of what they instruct you to do	What do you suggest to improve the work instruction	List the type of people that regularly use the instruction	Do any of these people have circumstances that require special consideration ie - literacy/numeracy - cultural differences - hearing/vision impaired	How does the workplace instruction cater for special circumstances
Chemical spill instructions	Provide instructions on how to clean up a chemical spill, how to wash down a person	Instructions could be laminated and displayed wherever chemicals are used rather than just in chemical shed	Spray applicators trained in chemical application but chemical spills may affect any person physically present in the workplace.	Literacy	Use pictorial signs to show where showers and eye wash are situated.

Name of workplace instructions	Summary of what they instruct you to do	What do you suggest to improve the work instruction	List the type of people that regularly use the instruction	Do any of these people have circumstances that require special consideration ie - literacy/numeracy - cultural differences - hearing/vision impaired	How does the workplace instruction cater for special circumstances

Work instructions can also be the verbal passing of information from one or more persons to the following shift worker or workers. These are called “handovers” and are common in the health industries as well as in industrial factory situations.

Handovers may also be spoken into a tape which is then played to the next group of workers outlining events of the previous shift or of any information that it is considered important for them to know.

When doing handovers:

- make sure that all relevant information is passed on
- check that the next person has understood everything by asking and answering questions
- if using a tape recorder, speak clearly and check the recording
- don't rush your sentences



11. COMMUNICATING

A POSITIVE PUBLIC IMAGE

So far in this workbook we have talked about all of the ways we communicate within the workplace. There is another form of communication that is very important and that is how people perceive you and the business. By that we mean what is the “image” that is portrayed. This applies to the reputation and perception by others of the business as a whole, as well as employees within that business. Whilst a business can portray a positive public image with quality advertising, signage and good performance, it is still able to have negative impacts based on the appearance or behaviour of individual employees.

The following information is summarised from the Top 5 workplace image disasters by Jon-Michail, an image coach and CEO of Image Group International April 30, 2010

Manners, Etiquette and Respect – “This is a way of being,” says Jon-Michail. “It incorporates your speech, your politeness, the opening of a door for somebody, waiting for someone to come out of a lift before going in, eating properly when going to business lunches, and so on. These are all behaviours that are part of your look. You might have the hottest suit on, but if you act like a pig, you’re still a pig.”

Brand Marks – “These are people who display offensive tattoos”. Tattoos have become a new phenomenon through celebrity culture and sportspeople, which young people imitate. Offensive or excessive tattoos are not acceptable in most workplaces.

Grooming and Adornments – “This is particularly related to multiple piercings. The perception of hygiene issues as well as the negative image is considerable when people present at work with piercings inappropriate to the workplace e.g. eyebrow, tongue, lip etc. Often the piercings are accompanied by tattoos which creates an even greater image problem for the business.

Sexual Dressing – Sexual dressing, whether male or female, is inappropriate for the workplace and communicates an image that is not appropriate for the business.

Inappropriate conversations – “Sloppy conversations are the wrong conversations,” You can’t separate language from image. The spoken word and the non-spoken word, if applied incorrectly, can be career-limiting behaviour. “Think about how negative the business image will be if the customer service person litters their sentences with swear words.”

As you go about your work, people are noticing you and observing you very closely. They are constantly forming impressions about your physical appearance, speech, competence level, body language, confidence, and character. A customer or your manager may not tell you what they’re thinking, but they are developing a perception or image that they link to you and to the company. This means that in the workplace, it is very important to pay attention to these basic forms of image communication as they may be career limiting issues.

Take a look at the following areas you need to assess about yourself:

Your personal hygiene and dress – Unfair as it may be, most people judge you first by how you look. In the workplace you must be clean, neat and appropriately dressed for your particular job.

Your speech – People also judge you by the way you talk. This includes your choice of words, tone, volume, and speed. Do you avoid slang and swearing? Is your tone friendly, considerate and sincere? Do you speak too loudly or too softly? Do you talk too fast or too slowly?

Your competence – Whether someone is meeting you for the first time or has known you for years, that individual is deciding just how competent you are during the conversation. The person is observing your posture, your state of alertness, the quality of your verbal contributions, your ability to engage them, your talent for responding appropriately. Whether or not this person’s assessment is accurate, they form an opinion around your competence very quickly.

Your body language – Know that your body language communicates more than 80% of your message. Your facial expressions, mouth position, eye contact, how you sit or stand, and your degree of comfort in your personal space all tell people a lot about you. You could say you aren’t angry, but if your arms are crossed tightly, your eyes are narrowed, and your lips are pursed, people may very well see those as demonstrations of anger. In many cases the signals your body sends out carry more weight than your actual words.

Your approachability factor – Immediately people determine whether or not you are someone they want to talk to, ask questions of or get input from. If they see a relaxed body with a smiling face, they are more likely to come over to you than if they see physical rigidity and a frown. Think about how you view this sort of thing. Aren't you more apt to approach a person who emits vibes of openness? A person who conveys receptivity to others?

Your interest in others – Do you show genuine interest in the other person? Do you ask friendly and appropriate questions? Do you empathise? Avoid the mistake of making it all about you as people will feel uncared for, neglected and ignored. You must focus on your customer.

Your confidence level – People detect your confidence level very quickly through your eyes, facial expression, body stance, style of dress, and how you talk. Do you stand tall, look people in the eye, smile and appear comfortable in your own skin? Does your voice sound welcoming and your words offer something of value?

Your character and integrity – In order for people to want to do business with you, they have to feel like they can trust you. They must intuitively sense that you are someone who is a good, genuine person. In general, they must believe you tell the truth and strive to do what is right for them as the customer and the business. A great saying is to make sure that you deliver on "what you see is what you get".

Your likeability factor – Do people see you as basically a likeable fellow human being? Or do they view you as off-putting because you're overly critical, frequently angry, overbearingly rude, distastefully self-centred? Just how likeable are you? And how likeable do you really want to be? To what extent do you care if others like you? Very simply, if lots of people dislike you, how do you expect to grow your career and your professional reputation?

Your credibility factor – How many people in your life take you seriously? If you're feeling like not enough people - or the right people - take you seriously, do you have any insights about why that is so? Some ideas to increase your credibility include : follow up on what you say you're going to do, speak your mind directly but diplomatically, add value to conversations, be conscious of your impact on others, ask others for their ideas.



➔ ACTIVITY 12

This is probably one of the most difficult aspects of understanding communication – that is, having a clear idea of how people perceive you. Having an accurate view of the image you project and how that impacts positively or negatively in your career is an important communication aspect to understand. Complete the questions below as an honest assessment of your public image. Remember that you need to think about this from your workplace perspective as the image you present to the public.

What is the question.	What is the answer that is applicable to you NOW. Give reasons not just a yes, no answer.	After reading this workbook what do you think may be an improvement that would benefit your career.
Is your appearance appropriate to your current job?		
Is your appearance appropriate to you being promoted in your job?		
What do you think your customers think of you?		
Think about your speech – is it appropriate?		
What about your body language- do people feel as though you are helpful, friendly and approachable?		
Do you portray confidence in the workplace?		
Are your manners and etiquette appropriate to the workplace?		

Have a look at the 3 You Tubes. The first You Tube is a good example of inappropriate behaviour by the receptionist. In behaving as she is, she is:

- not presenting a professional image
- not creating confidence in her ability
- not displaying appropriate body language by turning her back and ignoring her customers



Click here view video “Drawing the Line”

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=gwOf5crsHJ0&feature=related>

This You Tube shows a person who is inappropriately dressed for the workplace. The video demonstrates 2 different ways that the supervisor can handle this situation. Think about situations that you have seen people inappropriately dressed for the workplace. Remember that different workplaces will have very different attitudes to what is appropriate. If this girl were working in a fashion boutique her clothing is quite acceptable.



Click here view video “Inappropriate Dress at Work”

OR if you are using the printed resource, enter the address below into your web browser.

http://www.youtube.com/watch?v=M2_JAFIqqJQ&feature=related

The final You Tube shows rude and inappropriate behaviour from work colleague to colleague. No matter what workplace you are in, this behaviour is unacceptable. The men are creating an awkward and embarrassing situation for the woman and causing her to appear unprofessional in her conversation with a patient. To make it worse they continue the behaviour even after she has asked her customer to hold and requested that they move or stop their actions.



Click here view video “Professional Behavior”

OR if you are using the printed resource, enter the address below into your web browser.

http://www.youtube.com/watch?v=twplw4_xaH0&feature=related

The additional issue that a business needs to consider now is the impact of the internet. In the past, the image of a business was based on word of mouth, perhaps phone conversations and any advertising that may have occurred. Certainly in the case of a small business in rural and regional Australia, the reputation of a business and its employees would be confined to the geographic area in which the business operated.

Today the internet has completely changed the situation. The ease with which employees within a business can interact with a wide range of people, presents some interesting dilemmas.

Think about how easily an employee can affect the reputation of a business via electronic means. Consider:

- Sending inappropriate emails from a business email address. This can be done deliberately or by accident. Everyone knows how easy it is to click send and have an incorrect address in the recipient list. Imagine sending an email to your footy mates that has a sexual joke and associated pictures. You click send and only realise afterwards that a customer is included in your address list because their address came up automatically (you were mailing out store specials brochures beforehand). You did not properly check recipient addresses and realise too late that the email has now gone to a very inappropriate recipient.
- Your business has a social network page and you have posted inappropriate comments on the page.
- You have a social network page and you have posted inappropriate comments about your workplace and colleagues on the page.
- You have sent inappropriate text messages about the business or work colleagues to a friend and they have passed the message on to others.
- You have been searching the internet at work and have opened some inappropriate sites. A work colleague has seen the inappropriate sites and is offended.

→ ACTIVITY 13

Let's look at the issues that can occur with internet access in the workplace. Answer the following questions, thinking about what you think could happen and what is correct behaviour from the perspective of your workplace.

Internet /electronic access issues	Could this happen in your workplace	What can you suggest to minimise the risks of creating business image and communication problems because of this tool
Text messaging on work phone.		
Receiving and sending personal emails from your work computer.		
Writing on your workplace social network (e.g. Facebook) page.		
Writing on your or a friends social network page about your workplace. Consider the potential negative effect of this remark. "I'm working this weekend because we've found a safety problem in one of our products"!!		
Writing on a public forum about your workplace.		
Accessing inappropriate information from your workplace computer.		
A work colleague spending hours on social networking sites (and others) while others are trying to cover the workload.		
The business is over internet limits because non work related internet browsing is using excessive down or upload.		
Hackers are attracted to social networking sites. In addition internet browsing can allow viruses.		
Social engineering is becoming a fine art and more and more people are falling victim to online scams that seem genuine. This can result in data or identity theft. Users may be convinced to give personal details and business details that are inappropriate.		

It is human nature that if people have internet access in the workplace, they will spend work time checking their email, their Facebook profile, their MySpace Web page, updating their Twitter account and their LinkedIn account.

Time spent using social networking applications is one reason why many businesses are reluctant to allow employees to use sites during office hours. Add the time spent on non work related browsing, emails and texting, and employers have a point.

In addition, while internal controls and technology can be used to an extent to manage employee use of this technology in the workplace, it is impossible to control what is being posted, text or emailed from home. This means that the ability of a business to maintain image and reputation is becoming increasingly difficult.

This presents a unique communication dilemma to the businesses of today. They feel the need to change and adopt these new methods of communication, but they are greatly concerned that the disadvantages and possible repercussions are too serious to ignore. Every action, every minute spent online (and on social networking sites) may expose an organisation to security as well as business reputation threats.

So we have looked at all of the negative aspects of these new communication tools but what about the positive opportunities. If the workplace can correctly manage how employees access and use the internet in the workplace as well as ensuring appropriate business use of social networking sites, then the internet is a very valuable communication tool. Example of positive communication can include:

- Social networking sites give businesses a fantastic opportunity to widen their circle of contacts. Using Facebook, for example, a small business can target an audience of thousands without much effort or advertising. With a good company profile and little in terms of costs, a new market opens up, as do the opportunities to do business.
- Social networks allow organisations to reach out to select groups or individuals and to target them personally. Businesses can encourage their customers to become connections or friends, offering special discounts that would be exclusive to online contacts.
- Marketing and communication via electronic means e.g. email, website, social networks is a very effective way to implement marketing campaigns, announce special offers, make important announcements and keep in touch with customers. It is just as easy to communicate with thousands of people as it is 1 person, so it allows the business to rapidly increase the people that they keep in touch with.

Have a look at the following You Tube. It presents a very positive image and case of the use of social networking sites for a business.



Click here view video "Facebook marketing tips: What good will Facebook do for my business?"

OR if you are using the printed resource, enter the address below into your web browser.

<http://www.youtube.com/watch?v=0byBGNWxZ2Q&feature=related>



12. IDENTIFY

ACCESS AND OPERATE WORKPLACE COMMUNICATION EQUIPMENT AND SYSTEMS

The final section of this workbook is about the communication “equipment and systems” that can be used in a workplace.

Most businesses operating in the rural, regional and remote sectors of Australia will use equipment and systems from the following range.

- A fax machine (short for facsimile), allows a document to be sent over a telephone line. Despite the increasing ability to communicate by email, a business usually maintains some kind of fax capability. In some environments, standalone fax machines have been replaced by fax servers and other computerised systems capable of receiving and storing incoming faxes electronically, and then routing them to users on paper or via an email.
- CB and UHF radios are very common pieces of communication equipment in rural and remote situations. They are used on farms, stations, mines and fishing workplaces, especially where mobile phone connectivity is poor and communication is restricted to shorter distances. Modern transceivers can scan the 40 channels and they lock in on a channel when a signal is heard. UHF communication is often termed ‘line of sight’ communication, as good communication is available where there are no obstructions such as hills between yourself and say another vehicle with whom you are communicating. UHF has a range, in good conditions, of about 20-30 kms. When in areas where repeater stations are installed, this range can improve the range up to about 300 kms. When having a conversation, always remember radio communication is not private and is not like a telephone in that only one person can speak at a time.
- A satellite telephone, satellite phone, or satphone is a type of mobile phone that connects to orbiting satellites instead of terrestrial cell sites. They provide similar functionality to terrestrial mobile telephones with voice, short messaging and low-bandwidth internet access being supported through most systems. Depending on the architecture of a particular system, coverage may include the entire planet or only specific regions.
- A mobile phone (also called mobile, cellular telephone, cell phone) is an electronic device used for two way radio communication over a cellular network of base stations. With good coverage mobile phones can be used world-wide. In addition to being a telephone, mobile phones also support many additional services and accessories, such as SMS/ Text messages, email, internet access, blue tooth and infrared short range wireless communication, MMS messaging, camera and video.
- A normal landline phone system.
- Internet thus allowing email, social network, forums.

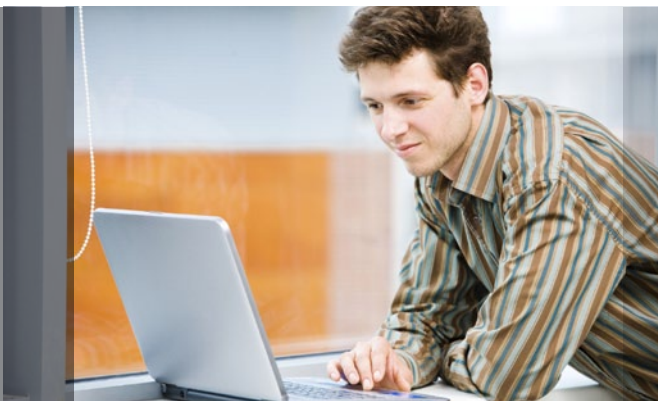
It is clear that the youngest generation entering the workforce has different communication experiences and expectations than the older generations. A workplace needs to consider both the business needs, as well as the experiences and needs of their employees.



A young person has always had access to a mobile phone, an internet connection, and texting. The business should use these existing skills in a positive way to improve communication in their business. However it is important to remember that accessing these existing skills may require some staff training for the older generation. For example, the boss receives a message from a new young employee that has just attended a work conference saying "gr8 db8 cu l8r".

Essentially the advancement in technology has caused the birth of a new language. This new language must become an accepted part of our modern communications. A successful workplace accepts that effective workplace communication is constantly evolving. All participants in the workplace need to work to accept change and technology, if those changes are a positive communication opportunity.

In addition the same technology advancements have caused a rapid improvement in worker safety in remote, isolated or emergency situations.



➔ ACTIVITY 14

Complete the following table. For each type of communication equipment research and answer the questions. Add additional types of communication equipment used in your workplace if they have not been mentioned.

Type of communication equipment	How can this communication equipment be a benefit to your workplace productivity	How can this communication be a benefit to your workplace safety	How can this communication equipment be a risk to your workplace safety	What type of faults can occur with this type of communication equipment
Land line telephone				
Mobile phone				
Satellite phone				
UHF radio				
Fax machine				
Internet				

13. BEING CONFIDENT

ABOUT YOUR SKILL LEVELS IN THE WORKPLACE

Do you feel that you are confident about your skill levels related to workplace communication?

Use the table below to help you check your skills. Before commencing your final assessments it is important to review any sections in which you feel unsure. Remember: it is always OK to ask your supervisor or your assessor questions.

In the table below, read the list of skills and knowledge you should have after completing this workbook

1. Put a tick in the column if you can do this now and a brief comment re why you believe you have this skill.
2. Put a tick in the next column if you feel you need more practice and a brief comment as to why.
3. If you require further training, complete the third column listing what training is needed. Show this list to your supervisor or assessor and ask for more time or training before completing the summative assessments.

Skills/knowledge you should have	Yes	Need practice	Comment on why	What additional training do I need
Communicate ideas and information, concerns and issues using culturally appropriate communication skills.				
Follow simple spoken messages.				
Perform routine workplace duties following simple written notices.				
Gather and provide information in response to workplace instructions.				
Complete relevant work related documents.				
Participate in workplace meetings and discussions.				
Effectively communicate to request advice, to receive feedback and to work with a team.				
Sufficient literacy skills to identify work requirements, and to understand and process basic workplace documentation.				
Sufficient technology skills to select and use technology appropriate to communication tasks.				
Appropriate questioning and active listening techniques (e.g. when obtaining information).				

Skills/knowledge you should have	Yes	Need practice	Comment on why	What additional training do I need
Appropriate negotiation and problem solving skills for a range of predictable problems applicable to your job.				
Ability to interpret a range of other communications such as flags, lights, signs, bells and whistles.				
Conveying meaning clearly, concisely and coherently (e.g. when responding to requests and inquiries), using an appropriate communication style.				
Clear and precise non-verbal communication (e.g. when working in an effective workplace environment).				
Ability to follow relevant policies, protocols, guidelines and procedures of the organisation.				
Ability to actively participate in conversations about appropriate workplace topics.				
Ability to read and interpret signage and other relevant documentation.				
Ability to use and interpret non-verbal communication, such as hand signals.				
Adequate written skills to complete records and reports applicable to your job.				
Ability to operate communications systems and equipment relevant to your job e.g. phone systems, computers, email, mobile phones, radios.				
Ability to identify and report communication faults and deficiencies according to site procedures.				
Ability to communicate appropriately to apply operational safety requirements.				

14. ASSESSMENT

You have now reached the end of this workbook. All of the information and activities you have covered apply to the skills related to dealing with workplace communication in any business. Please ask your assessor for the final assessment/s for this workbook.

→ FEEDBACK

This workbook has been developed to guide users to access current information related to gaining skills appropriate to their workplace. Please complete the following table notifying us of any errors or suggested improvements.

Subject Name	
Book Number	

Page	What is the error	Suggested improvement
10	You tube video is not accurate	Better websites / You Tube example

Is there a link to your suggested improvement

Additional comments



Click here to email your completed workbook to your assessor.

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