

EFFECTIVE WORKPLACE COMMUNICATION

INTRODUCTION

If you need assistance when completing tasks in this book

- follow the general plan for completing written tasks which you will find in your Student's Workbook
- check notes in the margin, especially noting the model logo
- ask your teacher for information on models and structures described in the Teacher's Handbook
- check the Workplace Literacy charts in your room
- try working in groups or with a teacher before working individually
- ask someone for assistance.

You will be directed when to write in the Student's Workbook. On some occasions you have to use your own paper, or the reverse side of the Workbook paper. Keep your Student's Workbook in a folder and use it as your evidence guide for competencies achieved.

Whenever you work in groups, complete a group evaluation sheet copied from your Student's Workbook.

TASK 1

Look at each line of the General Plan in your Student's Workbook and decide in small groups what each line means. Write your answer in the relevant space in the Workbook. Think of examples, and decide why it is necessary to follow each step.

For the first line you might write:

If tasks are not read carefully, instructions might be missed.

Whenever you are asked to work in a group, you must complete the 'Group Evaluation' section in your Workbook or one of your own copies of the sheet. You should provide the following information.

- The names of people in your group.
- A comment on teamwork. You might write phrases such as 'Jodie did most of the work. Ellen worked well but didn't have a chance to contribute. We ran out of time. We weren't sure what we were supposed to do.' Next time you work in a team check back to earlier evaluation statements and try to improve your teamwork skills.
- A comment on whether or not the group communicated effectively. You might write 'Everyone listened carefully. Instructions were clearly given.'

Communication was mostly one way. We should have planned what we were going to say in the role-play.' Next time you work in a group, remember these comments and aim to improve teamwork skills.

- The date you completed the task.

TASK 2

Use your photocopying skills to make a number of copies of

- the general plan for your own use
- the group evaluation sheet.

As you complete the tasks in this book, you will notice reminders in the margin to add words or phrases to your Word List. The Word List should be used to note words you have difficulty spelling, or words which are new to your vocabulary. Look at the back of your Student's Workbook to find spaces to do this. Add the word 'vocabulary' to your Word List now. Write one meaning for this word. Use a dictionary if necessary. One example has been provided below.

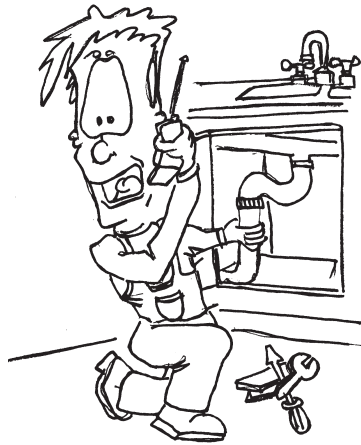
vocabulary *words used in language*

TASK 3

- Decide whom you will work with to check spelling and the meaning of words.
- Set aside a regular time to test one another. Mark this time on your timetable.

WORD LIST

vocabulary



Many people are unsure about the type of paid job they want to do. Some people also change jobs many times during their working lives. You should therefore become familiar with the literacy skills needed for all jobs in these books.

Regardless of where you work you need to

- have the right attitude to work
- use appropriate non-verbal communication
- be able to listen carefully
- be able to receive and give instructions
- use your literacy skills (the ability to write, speak and listen).

ATTITUDE

Like it or not, many people will form an opinion of you when you first meet them. When you start work, people will also form an opinion about your attitude to work. They will decide whether or not you are keen to do your work and get along with people around you.

One way to present the right attitude is to communicate effectively. This means paying attention to how you look, how you listen, speak and write, how you complete tasks given to you, and how you work in teams.

TASK 4

To check understanding of 'attitude'

- a. read the following description of Harrison's first day at work
- b. make notes on how he could have done things differently to show he had the right 'attitude'
- c. use your notes and your Student's Workbook to prepare a small notice with the heading 'Attitude'. Display the notice near your study area.

WORD LIST

attitude

Tips when preparing the notice:

Think about the **purpose** of this task.

Think about the **audience**.

Your notice should be designed so that it reminds you of the meaning of 'attitude'.

Prepare a draft, and edit your work before completing a final copy for your own use. Add colour or art for interest.

For this task, you are the audience.

Consider using some of these words or phrases in your notice:

punctual
friendly
articulate
accurate

positive
imaginative
appropriate
attentive

Add these words to your Word List if you cannot spell them, or if you do not understand the meanings.

HARRISON'S FIRST DAY AT WORK



Harrison arrived ten minutes late for work but quickly made his way to his desk. His first appointment was at 9 am so he decided to rearrange his work area so he could avoid having contact with other workers. His supervisor walked past and said 'Good morning'. Harrison nodded and continued moving items on his desk. At 9 am he tried to find the meeting room and managed to be in the room at 9.10 am. There were three people sitting at one end of a long table.

Harrison sat at the other end and started reading notes he had made in his pad. He forgot to get rid of his chewing gum. He noticed that everyone in the room was wearing a tie except for him, but decided that wasn't important. His supervisor explained the roles of the people at the table, including Harrison's role. Harrison was surprised that he seemed to have the trivial jobs to do and the others had more interesting work. When he returned to his desk he made a comment to a fellow worker that he thought the job was dead end but would stick it out till he saved enough money to split.

TASK 5

Should workers (employees) modify the way they dress and behave to suit the employer? Work in small groups or pairs. Use your Student's Workbook to make notes. Arrange for one person to report to the whole group. Use your evaluation sheet to record how well your group worked together on this task. File the evaluation sheet next to your workbook notes in your evidence guide.

WORD LIST

*modify
employer
employee*

TASK 26

Research task. Ask people from different cultural backgrounds if there are any cultural differences when people use communication skills such as verbal communication, non-verbal communication and active listening. Use texts and articles to determine cultural differences. Make a note of any differences and share these with members of the group. The purpose of this research is to prepare you for working with people from different backgrounds.

TASK 27

WORD LIST

consequences

What might be some consequences for the following businesses if the employee does not listen carefully? Your employer is interested in immediate and long-term costs to the business.

The employee is

- taking orders at a fast food store
- working as a dental assistant
- making deliveries
- posting articles.

M

Write your answers in **paragraphs**. Your teacher or trainer has a model for writing paragraphs.

Remember to plan, write, edit and then present. If necessary, work with another student to plan the draft paragraphs. One example has been provided below.

Example:

Topic sentence

Controlling idea

If the employee does not listen effectively, there will be a **number of consequences** for the take away food store. If the employee takes an incorrect order, the business might lose profits because of extra preparation time, wasted ingredients and lost wages. Customers might become annoyed, and the reputation of the business might be affected. Owners expect employees to listen carefully to gain accurate information.

Supporting sentences.

Closing sentence.

Add any unfamiliar words to your Word List.

Some words and phrases that might help you write these paragraphs include:

- incorrect orders, annoyed customers, extra preparation time, lost wages, wasted ingredients, lost profits
- patient's discomfort, dentist's frustration, decreased quality, patient dissatisfaction, decline in business goodwill (value)

Literacy traps when writing



Trap 1 Long and complex messages impress people. **WRONG!**
Workplace writing needs to be **concise**.

Most people in the workplace are very busy and want to deal with information quickly. They do not want to read long passages to find the most important points. Even clients and customers who deal with people in the workplace want information clearly and concisely.

TASK 49

- Read the following pairs of sentences.
- For each pair, decide which one would be most appreciated by someone who needs information quickly.
- Discuss reasons for your choice with another student.
- Read all sentences aloud to notice the difference.

There will be a meeting in Room 236 at 6pm to discuss the budget.

OR

It is with regret that I interrupt your busy day to inform you of a short meeting which will be held after work at 6pm in Room 236 which is near the conference room.

When timber is ordered it is important to ask someone for a copy of the Policy and Procedures Manual which lists who can order, where to order, what forms have to be filled in and where copies are kept so that strict control is maintained.

OR

When ordering timber follow the instructions in the Policy and Procedures Manual.

WORD LIST

concisely

TASK 55

To work out which pronoun to use, decide if the pronoun should be the subject of the verb, or the object of the verb, or possessive case (attaching to something or someone).

Pronoun

- a. I can type as quickly as (she her). (Hint: add can to the end of the sentence to help you decide)
- b. Do you want (them they) to do the stocktake?
- c. I really liked the way you set out (those them) minutes. (Hint: 'those' is a word that has to attach to something)
- d. He gets paid more than (them they). (Hint: add 'do' to the end of the sentence to help you decide)
- e. (Who whom) will be working late tonight?
- f. Are you more senior than (I me)? (Hint: add 'am' to the end of the sentence to help you decide)
- g. The boss and (I me) will be going to the conference. (Hint: Leave off 'The boss and' to help you decide)

TASK 56

It is important to use commas to indicate a pause in a sentence. Read the following sentences out aloud to find where the pause occurs naturally. Rewrite the sentences with commas indicating pauses.

- a. He thought he might work as a carpenter a plumber an electrician or run his own business.
- b. She sorted the letters into alphabetical order opened the filing cupboard checked for the correct folder and placed the relevant letter inside.
- c. You can work early this morning or late tomorrow afternoon whichever you prefer.
- d. Choosing her words carefully the sales assistant explained that a refund was not possible.
- e. Do you think we should board Jack? (A comma is needed to make sense of this sentence)
- f. After cutting the surgeon will leave.

TASK 57

The following signs have been prepared for a supermarket. Rewrite the messages, correcting any errors.

- a. Just recieved in stock – danish pastreys
- b. Best by – australian grannie smith appels
- c. rump stake – 3.00 kg
- d. Licker at reduced prices at the hotel botel shop
- e. Two free nites accomodation with any purchase
- f. Potatos, tomatos, avacados – all on speshial