



Trainer Manual & Assessment

Communicate Effectively as
a Workplace Leader

BSBLDR401

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Precision Group (Australia) Pty Ltd
44 Bergin Rd, Ferny Grove, QLD, 4055
Email: info@precisiongroup.com.au
Website: www.precisiongroup.com.au

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BSBLDR401
Communicate Effectively as a Workplace Leader

BSB Version

Current | Release 1
Previous |

Precision Group Updates

Current | V1 Feb '16
History |

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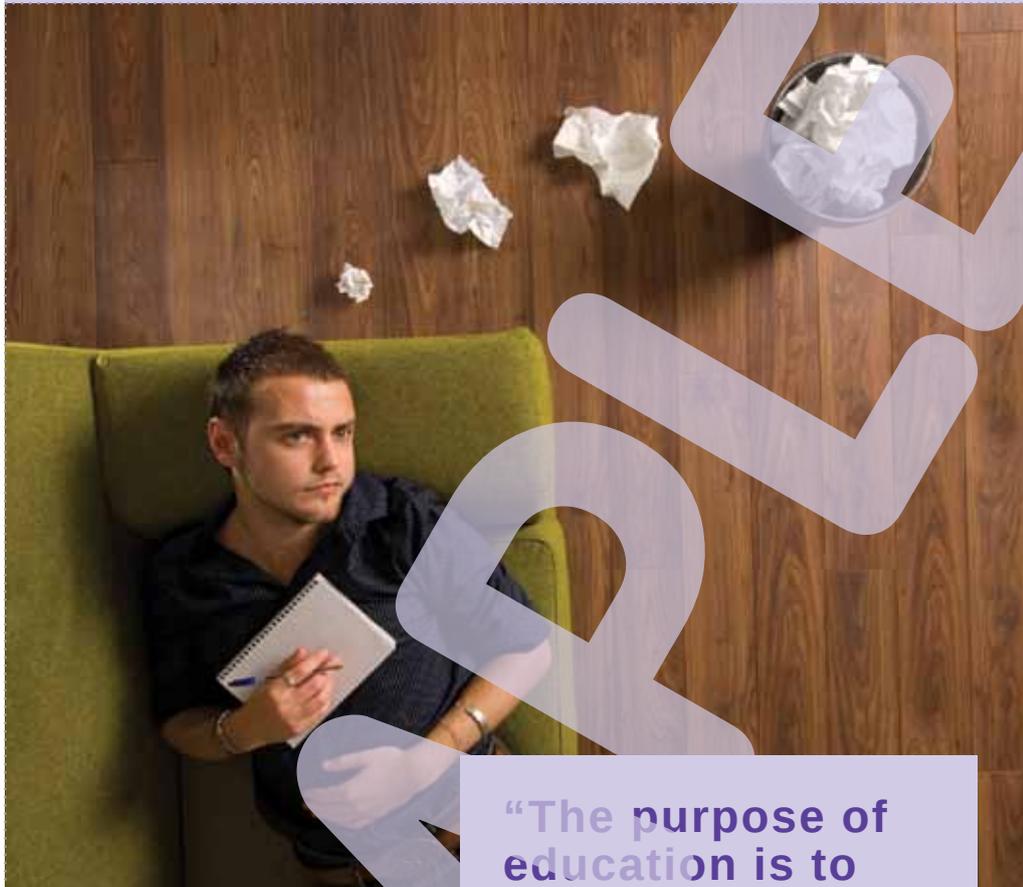
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About BSB Business Services Training Package



“The purpose of education is to replace an empty mind with an open one.” Malcolm Forbes

About the Business Services Industry

The BSB Business Services Training Package covers a diverse range of industries and occupations. Business Services covers a range of cross-industry functions and services supporting the commercial activities of all industries.

Defining Qualifications

When units of competency are grouped into combinations that meet workplace roles, they are called qualifications. These qualifications are aligned to the Australian Qualifications Framework (AQF). Each qualification will have 'packaging rules' which establish the number of core units, number and source of elective units and overall requirements for delivering the qualification.

Delivery and Assessment of Qualifications

RTOs must have the qualifications (or specific units of competency) on their scope to deliver nationally recognised training and assessment. RTOs are governed by and must comply with the requirements established by applicable national frameworks and standards. RTOs must ensure that training and assessment complies with the relevant standards.

Qualification Training Pathways

A pathway is the route or course of action taken to get to a destination. A training pathway is the learning required to attain the competencies to achieve career goals. Everyone has different needs and goals, and therefore requires a personalised and individual training pathway.

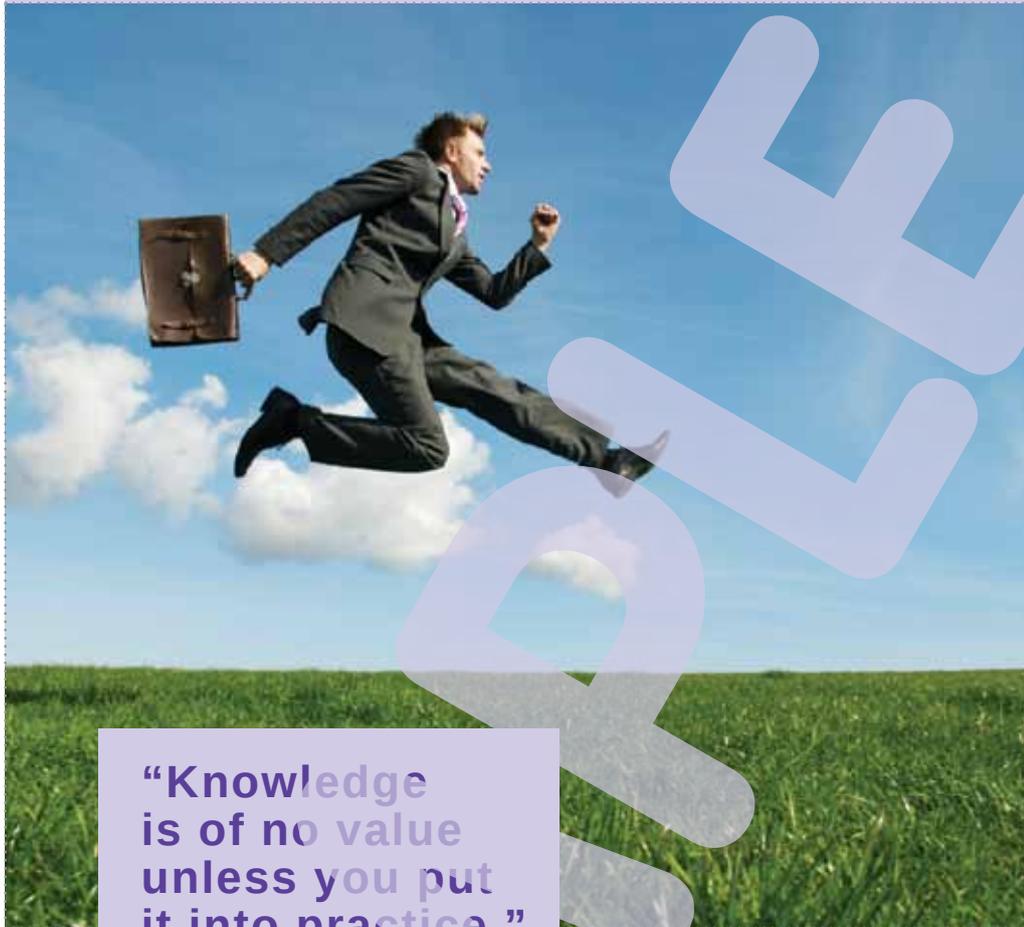
Foundation Skills

Foundation Skills are the non-technical skills that support the individual's participation in the workplace, in the community and in education and training.

Australian Core Skills Framework (ACSF)

This Assessment meets the five ACSF core skills as described in the Foundation Skills mapping.

Introduction



“Knowledge is of no value unless you put it into practice.”

Anton Chekhov

Effective team communication can lead to both personal and professional development. Teams will be influenced by the coaching and counselling skills of the team leader and, when the team leader is a positive role model, these insights can help employees improve their communication skills. Strong team communication skills can also help team members learn how to manage conflict in positive ways, an important professional development. By learning to communicate in positive ways, both employees and organisations benefit.

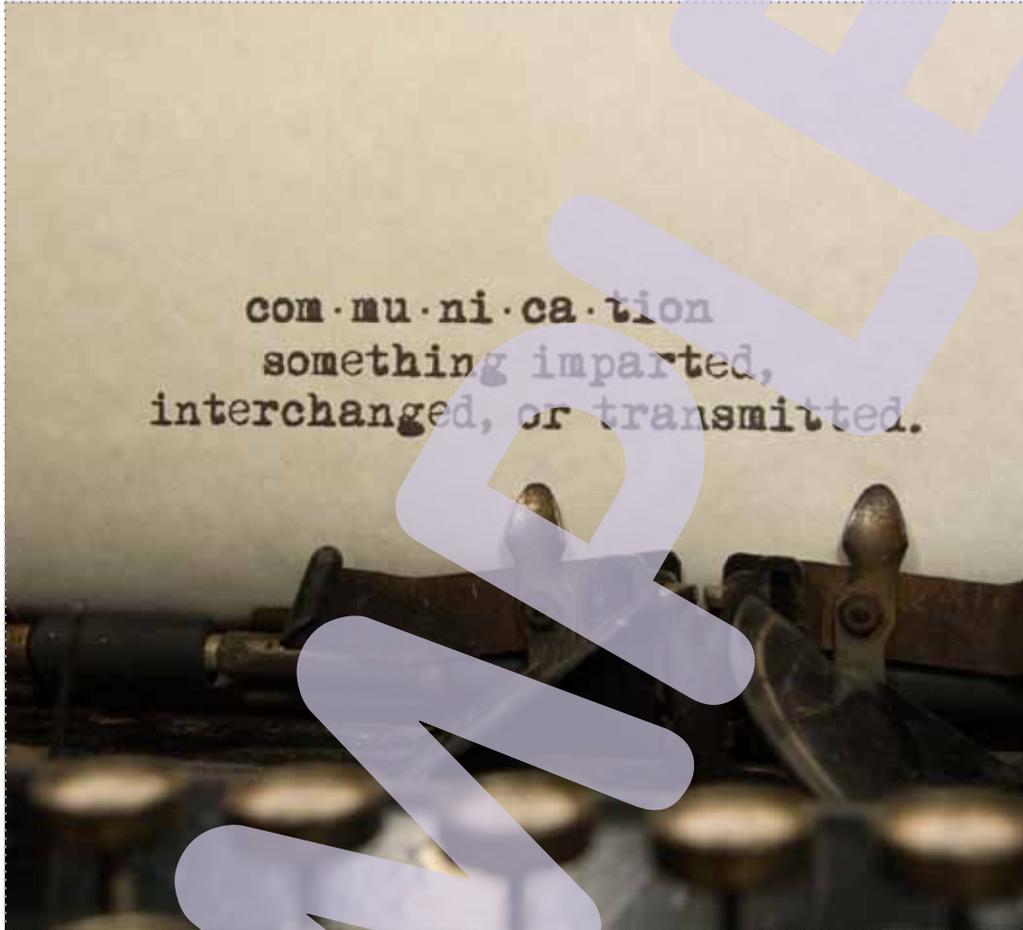
This manual is broken up into three Elements. They are:

- 1. Identify context for communication**
- 2. Clarify message and engage communication**
- 3. Take follow-up actions.**



ELEMENT 1:

Identify Context for Communication



Performance Criteria Element 1

- 1.1 Identify reason and context for communication
- 1.2 Identify persons relevant to the communication context
- 1.3 Clarify specific environment and personnel factors that may impact on the success of the communication
- 1.4 Identify and clearly understand the desired outcome of the communication
- 1.5 Evaluate available methods of communication against their suitability for the specific communication requirements
- 1.6 Identify potential barriers to effective communication and develop solutions to minimise impact
- 1.7 Incorporate relevant business policies, procedures, regulations and legislation into communication processes.

Identify Context for Communication

Identify Reason and Context for Communication

Identify Persons Relevant to the Communication Context

Clarify Specific Environment and Personnel Factors That May Impact on the Success of the Communication

Identify and Clearly Understand the Desired Outcome of the Communication

Team Leadership Responsibilities

While strong leadership is fundamental to business success, an organisation can only succeed when employees at every level clearly understand where the business is going, and they support, and do what is required, to achieve business goals.

An overriding objective of any communication program should be to effect a behaviour change. The desired change might be an attitudinal change or it may be a significant change in work processes to support a major shift in organisational direction. Effective leaders communicate strategically, translating important business objectives into terms through which employees readily understand 'what's in it for me?' In response, employees are engaged, align their actions accordingly and work towards propelling an organisation to success. All too often, communication programs fail in that they do not tell employees what the employees want and need to know.

Dynamic organisations acknowledge the significant value that effective communication can deliver, especially in the climate of persistent change. Communication is no longer considered to be the 'soft stuff' but is seen to deliver tangible results. Improvement in customer satisfaction, service delivery and product quality, increased employee satisfaction and retention of key talent are just some of the areas in which effective communication will impact the bottom line.

Effective communication should pulse in all directions through an organisation. But it doesn't just happen. Nor is it solely the responsibility of communication functions. To achieve this level of permeation, responsibility for the communication process must rest with management at all levels across the organisation.

Poor communication is repeatedly cited as a key contributor in the failure of major change efforts. Not surprisingly, communication skills are increasingly regarded as a critical skillset for leaders, particularly in situations where the leader is an instrumental driver of change.

Rightly, communication skills, both in terms of personal ability and strategic capability, are being given increasing importance in leadership competency models. Leaders who stand out from the crowd are those with exemplary communication skills.

To have impact, careful communication planning and management, and clarity and consistency of messages are key factors. Unfortunately, many communication efforts focus only on the delivery of a message, and neglect the vital planning and management of the process. The speed and volume offered by technology through such channels as email and intranet are often erroneously equated to effective communication.

As a communication infrastructure builder, the leader must consider a number of issues:

- The organisational culture
- The current communication climate
- Identification of various changes that impact stakeholders
- Integration of communication with other human resources practices.

In developing a strategy for any communication program, the leader should:

- Analyse each stakeholder and the impact of the change for them
- Determine measurable communication objectives
- Develop a clear, consistent message that is meaningful to the stakeholder
- Select and use appropriate communication channels
- Measure the effectiveness of the communication effort and adjust the strategy as necessary.

It is only at this point, in the leader's tactical role as communicator, that message delivery becomes important. The leader may utilise a range of fundamental communication skills, such as:

- Presentation skills
- Asking effective questions
- Listening skills
- Facilitation and problem solving
- Conducting high impact conversations
- Coaching and mentoring skills (one-on-one communication).

Components of each of the roles will be required in mixed degrees to effectively manage the communication challenges of different situations. The leader must understand these roles and determine the degree of attention that the current communication program demands from each role.

Drivers of effective communication - Leading, Involving, Listening and Informing (LILI™)

Overlaying the leadership communication model are the four drivers of effective communication: Leading, Involving, Listening and Informing (LILI™). Traditional communication approaches focus only on informing. However, this forms only a fraction of the communication equation. By looking at effective communication in this context, it is easy to see why communication programs that only inform fail to deliver results.

Communication is necessarily a two-way process. A communication strategy will evolve and adapt over time in response to many inputs. To shape a strategy that is meaningful and, as a result, effective, leaders should incorporate each of the four drivers, as appropriate to the situation.

The leader must know and understand his or her audience and their information needs. Listening to and involving stakeholders in decisions provides invaluable input and feedback, essential to communication effectiveness. Leading by example, 'walking the talk', sets a powerful behavioural model of commitment, and sends a clear message in times of change.

What Are You Trying to Achieve?

The communication cycle offers a model for communication. In its simplest form, the cycle consists of a sender, a message and a recipient. Other models include the channel, which is the vehicle in which your message travels. For the purposes of speech communication, the speaker is you!

The speaker is perhaps the second most important factor in the speech communication model, second only to the message itself. Let's take a step back and look at a very specific definition of the message speaker, or sender:

A sender is someone who encodes and sends a message to a receiver through a particular channel. The sender is the initiator of communication.

When you think about how you craft your speech, you're actually encoding your message. This doesn't mean that your speech is laced with cryptic clues for your audience to determine the meaning and purpose; rather, it gives you a way to think about your speech in a new light. Your message's recipient, the audience, will have to decode your message. With their brainpower, experience and intellect, they need to make sense of the message you're trying to deliver. This is why it's so valuable to understand the importance of your role as speaker, as the initiator of communication in the delivery of your message.

When you are able to successfully communicate your message, that is, when the audience can decode your message, then you have become a successful communicator. Communication plays a crucial role in everyday life and without it there would be great difficulty to move forward and for things to get done.

Typically you can gauge feedback as you speak by paying very close attention to the visual and verbal cues your audience may be giving you while you speak.

No matter which model of communication you study, every model includes the most important element of all: the message. You can't have communication without a message. The word 'message' actually comes from the Latin *mittere*, 'to send.' The message is fundamental to communication.

Your words deliver your message. But you may have other intentions for speaking as well: the message behind the message. Perhaps you have a singular goal, point or emotion you want your audience to feel and understand. Every single word that you use to craft what you say works to achieve that singular goal, point or emotion.

There are many different aspects of communication and all play an important role. Communication can be used to seek information. A person will ask questions to someone who has more knowledge of the subject and so when they tell them the answers to their questions the person is left with more information which in turn will be passed on to someone else. When children are growing up they will question almost everything and so without communication their knowledge and development would not grow.

Communication is also used as a great way of expressing emotion and feeling. Although body language and visible signs like crying can show the emotion of a particular person, communication is also vital in portraying exactly what someone is feeling. Without communication a person would not be able to say if they were sad or worried about something. Also if they felt ill they would be unable to tell anyone which could result in major problems.

Without communication the world would stand still and be very insular therefore its role in life is as crucial as they come. Communication is a crucial tool in everyday life and there are certainly several reasons why people communicate. Communication can come in many forms; from the traditional speaking to the modern advances of social networks and technology such as mobile phones.

People communicate for the following reasons:

- **To Help Get Things Done**
Such as asking for help or information
- **To Express How They Are Feeling**
This allows people to know their mood
- **To Trade and Grow their Business**
Communication is crucial for all business activities
- **To Develop**
Communication is a key development in children.

Without communication the world would come to a near standstill. Businesses would not survive and normal life could not continue in the same way.

Five of the reasons why we communicate could be:

- **To Pass on Knowledge and to Teach**

This use of communication dates back as far as humans do. Before written language, knowledge and discoveries were all passed down via word of mouth. This way of communication allows future generations to acquire the knowledge and expand on it. Examples of this include information about what plants are safe to eat or how the invention of the light bulb was made.

- **To Learn and Understand**

People can use communication to question and acquire knowledge from others. This could include asking an older relative stories about their past or asking a teacher about a difficult essay.

- **To Build Relationships**

These relationships may be romantic, friendly or strictly professional but all of them require communication to build a basis.

- **To Be Honest and Equal**

Two people can use communication to discover their common interests and share their thoughts and feelings. Some may use communication as a way to influence other people. This may be done passively, for example someone may hint that they want a window to be shut by saying that the room is cold. Others may not be so subtle and simply demand or tell others what to do.

- **For Pleasure or Relief**

Telling jokes, giving compliments or retelling stories are all ways communication can be used in this way.

The Audience

Whenever you are trying to send a message or communicate, you always consider your audience. But it is important to also consider the context in which your communication will be given.

When you are speaking you want listeners to understand and respond favourably to what you are saying. An audience is one or more people who come together to listen to the speaker. The audience may be face to face with the speaker or they may be connected by communication technology such as computers or other media. The audience may be small or it may be a large public audience. A key characteristic of speaking situations can be the unequal distribution of speaking time between speaker and audience. What does this mean? The speaker talks more and the audience listens, often without asking questions or responding with any feedback. In some situations the audience may ask questions or respond overtly by clapping or making comments.

Your audience may be represented by a variety of distinguishing characteristics and commonalities, often referred to as demographics. It is important to remember that you should not stereotype or make assumptions about your audience based on their demographics; however, you can use these elements to inform the language, context and delivery of your speech. The first question you should ask yourself, before you begin crafting your speech, is this: “Who is my audience?”

As you begin to answer this question for yourself, here are some key elements to consider as you begin to outline and define your audience:

- **Age**

What age ranges will be in your audience? What is the age gap between you and your audience members? Age can inform what degree of historical and social context they bring to your speech as well as what knowledge base they have as a foundation for understanding information.

- **Culture/Race**

While these are two separate demographics, one informs the other and vice versa. Race and culture can influence everything from colloquialisms to which hand gestures may or may not be appropriate as you deliver your speech.

- **Gender**

Is your audience mostly women? Men? A mix of the two? It is important to consider your gender and your audience, as the gender dynamic between you and your audience can impact the ways in which your speech may be received.

- **Occupation/Education**

Just as age, culture, race, and gender factor into your audience's ability to relate to you as speaker, so may occupation and education. These elements also help to give you an understanding of just how much your audience already may or may not know about your given subject.

- **Values and Morals**

While these may not be readily apparent, they can factor prominently into your ability to be likable to your audience. Particularly if you are dealing with controversial material, your audience may already be making judgements about you based on your values and morals as revealed in your speech and thus impacting the ways in which they receive your message.

In order to prepare, it is important to know about the audience and adapt the message to them. You want to prepare with a focus on the audience. We call this approach audience-centred.

In audience-centred speaking, getting to know your target audience is one of the most important tasks that you face. You want to learn about the major demographics of the audience such as general age, gender, education, abilities, knowledge and disabilities, religion, culture, as well as to what groups they belong. Additionally, learning about the values, attitudes and beliefs of the members of your audience will allow you to anticipate and plan your message.

Analyse your audience prior to your speech so you can create a link between you, the speaker and the audience during the communication. You want to be able to figuratively step inside their minds to understand the world from their perspective. Through this process you can find common ground, which will allow you to align your message with what the audience already knows or believes.

Audience analysis involves gathering and interpreting information about the recipients of oral, written or visual communication. This does help you obtain a general understanding of the methods for learning about your audience. After considering all the known factors, a profile can be created, allowing you to speak in a manner that is understood by them.

Finally, understanding who makes up your target audience will allow you to carefully plan your message and adapt what you say to the level of understanding and background of the listeners. Two practical benefits of conducting an audience analysis are:

- To prevent you from saying the wrong thing such as telling a joke which offends them
- To help you speak to your audience in a language they understand and about things of interest to them.

Context

While context certainly includes your audience, it also encompasses many other factors that are important for you to consider as you craft your speech. Consider for a moment when you hear just the tail end of a conversation in passing. It doesn't always make much sense. What you're missing, in this instance, is the context of that conversation. Just as you need it to understand the conversation you just missed, both you and your audience need to be on the same page about the context of your communication.

Situational context refers to the actual reason why you are speaking or presenting. If you're campaigning for office, you might deliver what's called a 'stump speech' which is a speech you repeat over and over on the campaign trail that gets at the main talking points and promises of your campaign. If you're at a funeral, you may be asked to deliver a eulogy. On a lighter note, you might be at your best friend's wedding and asked to give one of the first toasts.

The manner in which you deliver your communication, from the words you say to how you say them, relies on the situational context.

Environmental context refers to the physical space in which you're speaking. Whether you're in a boardroom presenting the findings from a report or in an office, environmental context can influence both your message and delivery. The audience will connect with you in different ways depending on the environmental context. Obviously you may need to work harder to build individual connections with your audience as it grows larger.

The key to understanding your context is to develop a habit of situational awareness. Situational awareness refers to one's perception of their environment and situation around them on a moment-by-moment basis. In being situationally aware, you can anticipate changes to your environment. In this way, you're always thinking just one-step ahead in any given situation or environment, and can adapt accordingly. Cultivating this skill (and it does take time and a keen awareness of your surroundings) is especially helpful when your context may shift or change in subtle or major ways, or in an instant.

- **Cultural and Gender Context**

Both culture and gender play key roles not only in how you perceive your audience, but in how your audience perceives you.

- **Understanding Gender**

When we think of gender, we often think of male or female; that's only half of understanding gender. The denotations of male and female actually refer to biological and physiological sex. Gender is a sociological construct of values, ideals, and behaviours about what it means to be either male or female, and are often regarded in terms of masculine or feminine, respectively. Many people use sex and gender interchangeably, but one does not have to be male to identify as masculine, and vice versa.

- **Understanding Culture**

In the example above, we have both a biological and physical characteristic (sex) with a superimposed cultural construct (gender). The same applies to both race and culture, respectively. Race refers to groups of people who are distinguished by shared physical characteristics, such as skin colour and hair type. Culture refers to the customs, habits and value systems of groups of people. People of the same race may not share the same culture; similarly, a culture isn't necessarily comprised of people of the same race.

- **How Gender and Culture Can Impact Communication**

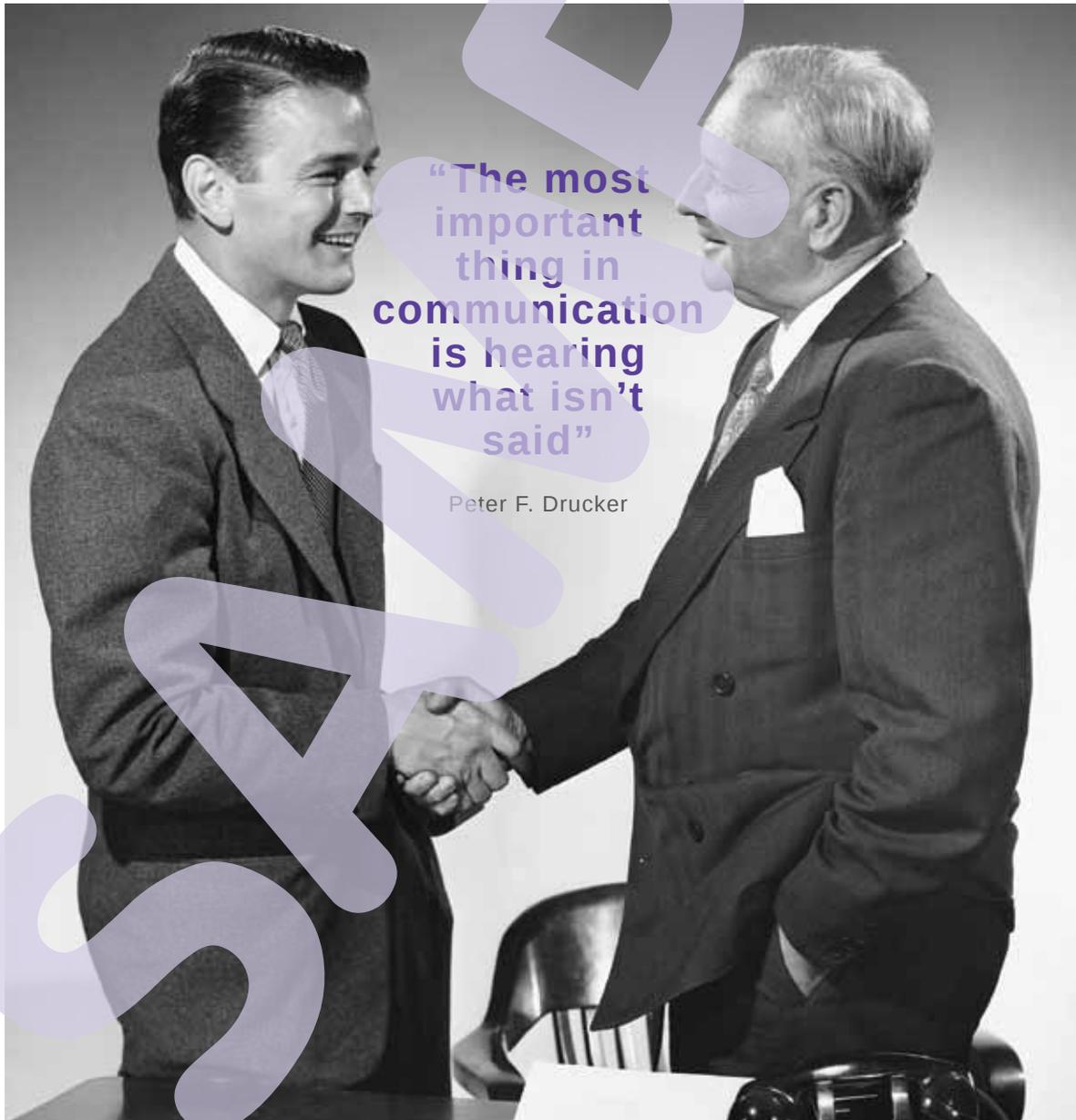
When considering both gender and cultural contexts, we often encounter bias, both intentional and unintentional, and implicit or explicit. We may have presumptive judgements or opinions about those cultures and races that differ from our own, which are often the result of our own upbringing. And as much as you might be biased toward or against certain gender and cultural groups, your audience will have just as much bias as you, and in different ways.

As such, it is radically important to know exactly to whom you're speaking when giving your speech. It's helpful for you to anticipate not only the biases you might bring to the podium, but those biases of your audience towards you as well.

Body Language

Messages can be sent both verbally and non-verbally. You can say one thing with your words, but depending on how you say it and the non-verbal cues such as posture and eye contact, you may send an entirely different message to your audience. That said, it's important to consider all aspects of your overall message, from verbal to non-verbal to the meaning and message behind the message, when crafting your speech.

It's important to recognise that it's our non-verbal communication – our facial expressions, gestures, eye contact, posture, and tone of voice – that speak the loudest. The ability to understand and use non-verbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships.



Non-verbal communication cues can play five roles:

- **Repetition**
They can repeat the message the person is making verbally.
- **Contradiction**
They can contradict a message the individual is trying to convey.
- **Substitution**
They can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words do.
- **Complementing**
They may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
- **Accenting**
They may accent or underline a verbal message. Pounding the table, for example, can underline a message.

There are many different types of non-verbal communication. Together, the following non-verbal signals and cues communicate your interest and investment in others:

- **Facial expressions**
The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear and disgust are the same across cultures.
- **Body movements and posture**
Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of non-verbal communication includes your posture, bearing, stance and subtle movements.
- **Gestures**
Gestures are woven into the fabric of our daily lives. We wave, point, beckon and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.
- **Eye contact**
Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

- **Touch**

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronising pat on the head, or a controlling grip on your arm.

- **Space**

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation and the closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy and affection, aggression or dominance.

- **Voice**

It's not just what you say, it's how you say it. When we speak, other people 'read' our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as 'ahh' and 'uh-huh.' Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection or confidence.

Feedback

Verbal and visual cues refer to those sounds and reactions you may hear and see made by your audience. If you tell a joke or a funny anecdote, you expect laughter as your feedback. If your joke bombs there is no laughter. And, as awkward as it can be in the moment, you get that instant feedback on how you may need to correct course and potentially deviate from your scripted approach in order to make that connection with your audience.

Visual cues can also include making eye contact. As you scan the room, are people returning your gaze? If so, you have an engaged audience, attentively listening to your speech. If you see half-closed or closed eyes, try adjusting your tone and volume: you just might need to wake your audience up a little bit.

And of course, depending on your speech topic, the lack of a smile or a chuckle doesn't mean your audience is not connecting to your words. Tears can indicate that your words have an incredibly powerful effect on your audience if you're talking about a particularly moving or emotional subject.

The key takeaway is to remember that this feedback loop of immediate audience reaction plays out in real time as you speak, so it's up to you to be observant and think two to three steps ahead if you need to correct course based on your audience's feedback.

Evaluate Available Methods of Communication against Their Suitability for the Specific Communication Requirements

Identify Potential Barriers to Effective Communication and Develop Solutions to Minimise Impact

Methods of Communication

The best communication methods succeed in putting across the right message in a clear, unambiguous way that gets noticed by the target audience, whilst also saving on time and cost. Good communicators succeed in choosing the best medium of communication for the particular purpose in mind. External communication typically involves:

- Written communications dispatched by conventional mail, facsimile, memos, staff magazines, notices or posters on staff notice-boards
- Oral communications on the phone or face-to-face
- Advertising on TV, radio and in the press e.g. to raise awareness of issues or sales
- Written communications – internal memos, staff magazines, notices or posters on staff notice boards
- Face-to-face – briefings, meetings and presentations
- Online – internal emails and intranet, spoken conversations using software such as Skype.

Face-to-face conversations and oral communications make possible more detailed discussions to clarify issues. Written communications provide clear statements of discussions and their outcome can be recorded and filed. Online communications have revolutionised ways of working by providing fast, cheap and efficient ways of interacting that can easily be stored within files.

Online communications can also be easily edited and shared between teams of employees working together. For example, a customer's account details can be accessed both in a local office and in the head office, simultaneously.

Barriers to Effective Communication

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message.

Common barriers to effective communication include:

- The use of jargon
- Emotional barriers and taboos
- Lack of attention, interest, distractions or irrelevance to the receiver
- Differences in perception and viewpoint
- Physical disabilities such as hearing problems or speech difficulties
- Physical barriers to non-verbal communication
- Language differences and the difficulty in understanding unfamiliar accents.
- Expectations and prejudices which may lead to false assumptions or stereotyping
- Cultural differences
- Language and linguistic ability may act as a barrier to communication
- The psychological state of the communicators will influence how the message is sent, received and perceived
- Physical barriers
- Systematic barriers in structures and organisations where there are inefficient or inappropriate information systems and communication channels
- Attitudinal barriers – behaviours or perceptions that prevent people from communicating effectively.

A skilled communicator must be aware of these barriers and should attempt to overcome their own attitudinal barriers to facilitate effective communication. They must try to reduce their impact by continually checking understanding and by offering appropriate feedback.

Incorporate Relevant Business Policies, Procedures, Regulations and Legislation into Communication Processes

Organisation communication policies set expectations and manage the flow of communication both within and outside an organisation. It's important that policies facilitate meaningful and necessary communication for employee productivity and morale, without restricting communication so much that employees feel intimidated and powerless. Having a good communication policy in place reduces conflicts and misunderstandings, and also eases transitions such as layoffs or mergers.

Information Protocols

Protocols are put in place to avoid chaos or any blunder that may be a cause of embarrassment to a business. Many other institutions and organisations have protocols to make sure there is no untoward event or situation in times when senior management is not on duty. Protocols are to be followed in letter and spirit in all circumstances. Protocols are also deemed to be the most effective way of doing a particular task. Information protocols are the way that information is handled and managed in an organisation.

Policies and Guidelines

Policies are written by organisations to ensure that staff and stakeholders act responsibly and make rational, well-informed decisions. They help it to be consistent in its approach to decision-making and problem-solving across the organisation's locations if appropriate. In order for staff and stakeholders to understand their responsibilities within the organisation, it is very important that policies and procedures are adopted and clearly communicated to everyone.

Guidelines are developed to assist and guide members in the workplace in relation to policy implementation. Guidelines are also intended to complement the development of local workplace policies and protocols.

A policy is a formal statement of a principle or rule that members of an organisation must follow. Each policy addresses an issue important to the organisation's mission or operations.

A procedure tells members of the organisation how to carry out or implement a policy.

Policy is the 'what' and the procedure is the 'how to'.

Policies are written as statements or rules. Procedures are written as instructions, in logical steps.

Workplace Communications

Employee communication policies can vary according to organisation type. For example, a clerical staff having an issue with a co-worker or manager might be

encouraged to communicate the problem to their immediate supervisor, who may then have discretion to handle it themselves or take the issue up further in the chain of command, depending on the seriousness of the situation. Other communication policies typically include regular progress meetings either individually, departmental or organisation-wide, and feedback mechanisms.

Communicating Externally

Obviously employers cannot control how employees communicate outside the workplace -- except as it pertains to work issues. For example, if there have been significant layoffs and a reporter calls an organisation to speak to someone, employee communication policies should set rules for who is authorised to speak to the media in that instance. The same is true for legal issues. Having erroneous or inaccurate information get out to the public can have serious legal or financial consequences for an organisation.

Electronic and Wireless

Many organisations have broadened their employee communication policies to include guidelines for electronic and wireless communication. Employers may provide employees with cell phones or other wireless handheld devices, and email is a routine communication method. For wireless devices, it might simply be a requirement to have the device on during working hours, while traveling or other times as instructed. Email policies should explain that emails sent from work email addresses and on company devices may be reviewed. There may also be restrictions on types of information sent to ensure confidentiality, and policies governing the use of email lists.

Social Media Communication

Many organisations have had to adapt their employee communication policies to address social media, and the policies can range from very lax, to extremely strict. Some organisations may not allow any employees to log on to social media networks from work, or may simply caution employees not to post work-related comments. Still other employers may encourage employees to post freely, set certain standards or trust them to follow individual common sense.

Legislation and Organisational Standards

- **Privacy Act 1988**

The Privacy Act 1988 (Privacy Act) is an Australian law which regulates the handling of personal information about individuals. This includes the collection, use, storage and disclosure of personal information, and access to and correction of that information.

<https://www.oaic.gov.au/privacy-law/privacy-act/>

- **Management and Accountability Channels**

Accountability mechanisms can include formal top-down processes (such as meetings, Board of Director elections, consultations) or bottom-up strategies (such as participatory budgeting, team mobilisation and monitoring). Accountability also requires mechanisms through which staff, end users and stockholders can hold the organisation to account. These include direct mechanisms, such as balanced scorecards on service and product delivery; unions and others representing staff, customer and stakeholder views in engagement with decision-makers; and more formal accountability mechanisms like complaints.

- **Procedure Manuals**

An official document produced by a business that details how its quality management system operates. A typical quality manual will include the organisation's quality policy and goals, as well as a detailed description of its quality control system that might include staff roles and relationships, procedures, systems and any other resources that relate to producing high quality goods or services.

- **Security and Confidentiality Requirements**

Document Security is motivated by the fact that enterprises must secure many of the documents they process for reasons that include protecting a customer's privacy in accordance with the law, and gaining an advantage over competitors by not sharing trade secrets. Currently, these enterprises must resort to organisational measures, since technical ones are impractical, insufficiently comprehensive or completely lacking.

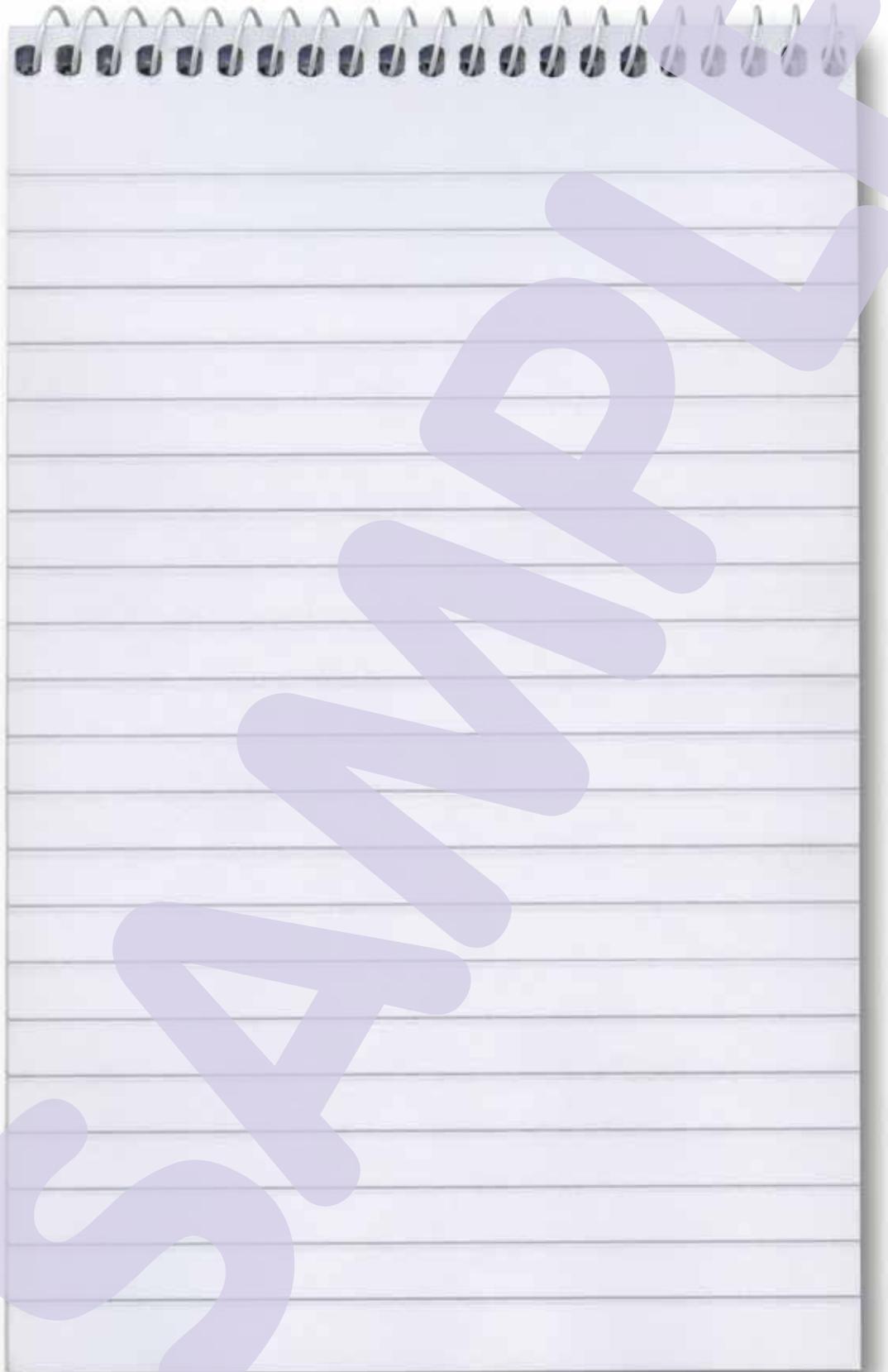
The (long-term) vision of Document Security is to ensure that information in documents can be protected by mechanisms that enforce a security and privacy policy, and that the mechanisms are not limited to a particular platform or even document processor. The threat model is that an organisation's stakeholders (employees, consultants, shareholders etc.) who access sensitive documents are not trusted, because:

- They may be careless in their use and distribution of data
- Their software might be untrustworthy (e.g. compromised by a Trojan horse) even when the users are trustworthy
- Some may actually be dishonest.

Most business operations rely on complete and accurate workplace documents for communication.



Notes





Activity One – Paper Shapes

This activity will demonstrate the importance of two-way communication. Your Trainer will provide you with instructions on what you need to do.

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Trainer's Notes for Activity One

1. Handout one A4 size paper to each participant
2. Tell participants that we will play a quick game to prove a couple of facts about communication and that you will be giving them a series of instructions about what to do with their paper and that you will be doing the same instructions with yours simultaneously.
3. Ask everyone to hold their paper and close their eyes
4. Give the following instructions, pausing after each instructions to give everyone a chance to catch up
5. "Fold your sheet of paper in half"
6. "Tear off the upper left hand corner"
7. "Fold it in half once more and tear off the upper right hand corner of the sheet of paper of paper"
8. "Fold it in half again and tear off the lower left hand corner of the sheet of paper"
9. Ask participants to now open their eyes and inspect what they came up with.

Discussion and debrief point:

Hold your shape up for everyone to see and make the point how different their shapes are from your shape even though you gave very simple and clear instructions.

Observe how everyone's shape is different, point out to the variety of the shapes, even though you gave the same instructions to everyone.

Ask the group how come none of the papers resemble yours?

Point out the importance of two-way communication in the workplace which is highlighted by this simple exercise since it was a one way communication and they didn't ask any questions.

Key Points Element 1



- Without context, your audience may not understand your message. Conversely, you might not understand your audience.
- Situational context refers to the reason why you're speaking. Think of situational context as the event itself.
- Environmental context refers to the physical space and time in which you speak. Think of environmental context as the time and venue of the event.
- The key to understanding your context is to cultivate a habit of situational awareness. It's not something you'll learn overnight, but by being keenly aware of your surroundings, you'll learn to always think one step ahead should context change suddenly when speaking.

Element 1 – ‘True’ or ‘False’ Quiz

		True	False
Q	It is important to know exactly to whom you're speaking when giving your speech.	✓	
Q	It's helpful for you to anticipate not only the biases you might bring to the podium, but those biases of your audience towards you as well.	✓	
Q	Messages are only sent verbally.		✓
	Messages can be sent both verbally and non-verbally.		
Q	The communication cycle consists of a sender, a message and a recipient and the channel.	✓	
Q	Whenever you are trying to send a message or communicate, you always consider your audience alone.		✓
	Whenever you are trying to send a message or communicate, you always consider your audience.		
Q	It is important to also consider the context in which your communication will be given.	✓	
Q	It is important to remember that you should not stereotype or make assumptions about your audience based on their demographics; however, you can use these elements to inform the language, context and delivery of your speech.	✓	
Q	It's important to recognise that it's our nonverbal communication—our facial expressions, gestures, eye contact, posture, and tone of voice—that speak the loudest.	✓	
Q	Face-to-face conversations and oral communications make possible more detailed discussions to clarify issues.	✓	
Q	Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.	✓	
Q	Written communications provide clear statements of discussions and their outcome can be recorded and filed.	✓	