RIICOM301E

| Communicate information (S3)

STUDENT STUDY GUIDE

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Table of Contents

1. Introduction

This training resource outlines the processes and procedures that you must follow to communicate information in the workplace effectively. The material examines your obligations with regard to complying with legislation and company policies.

On completion of training, you will be able to:

- plan and prepare to communicate information
- communicate information to achieve work outcomes
- develop and perform work activity presentations
- participate in resolving conflicts.

NOTE

This training resource is a guide only. Always follow your site procedures whenperforming your work. List the relevant procedures and work instructions in the Supporting Document Register at the end of this resource.

2. Legislation and Site Policies

Company communications policies and procedures are developed to comply with statutory and regulatory guidelines.

It is your responsibility to access, interpret and apply all compliance documentation that is relevant to your work activity. Your trainer can help you access the relevant documentation.

The general hierarchy of statutory and organisational documentation is shown in the following table.

GOVERNMENT	ACTS OF PARLIAMENT (ACTS)	Written laws passed by government to set out the general obligations that employers and employees have in relation to each other and themselves. These vary across states and territories. **EXAMPLE: Coal Mining Safety and Health Act (Qld), Work Health and Safety Act (Qld)**
	REGULATIONS	Lawful requirements that provide additional details about how to comply with the Acts. **EXAMPLE: Coal Mining Safety and Health Regulation (Qld), Work Health and Safety Regulation (Qld)**
INDUSTRY	QLD GUIDENCE NOTES (QGN) RECOGNISED STANDARDS (RS) CODES OF PRACTICE (COP)	Developed by industry to provide practical guidance for complying with Acts and Regulations. **EXAMPLE:** **QGN** QGN14: Effective safety and health supervision (Mining/Quarring) **RS-** RS11: Training in coal mines (Coal) **COP Work Health and Safety ConsultationCo-operation and Co-ordination (WHS)**
	STANDARDS (National and Internationa)	Documents that detail practical guidelines, which when followed will ensure that a minimum quality benchmark standard is achieved for a product, service or process. Standards are established by a recognised body such as government or an industry regulator. They cover all industry types including construction, business, and energy and water utilities. **EXAMPLE: AS/NZS 4801:2001 Occupational Health and SafetyManagement Systems**

ORGANISATION	MANAGEMENT/ORGANISATIONAL SYSTEMS	Organisational systems: Developed by management to comply with legislation. Management systemsprovide overarching governance for all site activities including safety, humanresources, finances, environment and community engagement. **EXAMPLE: Safety Management System**
	POLICIES	Broad statements of the overall intent and direction of a specific activity or interrelated group of activities. Policies ensure that management plans are implemented and that everyone's roles, responsibilities and obligations are clearly defined. **EXAMPLE: Site Code of Conduct, Consultation Policy**
	PROCEDURES	Easy to understand, step-by-step instructions for carrying our tasks safely and in an environmentally sustainable way. **EXAMPLE: Safe Work Method Statements, Work Instructions, Standard Operating Procedures**

3. The Communication Process

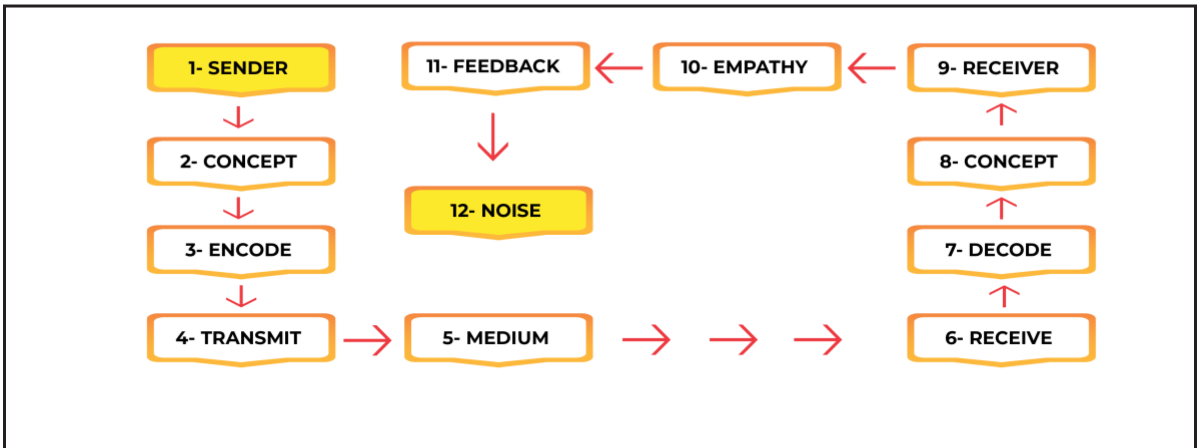
Effective communication can only occur with a full understanding of:

- what needs to be communicated (the message);
- who needs to know about it (the audience); and
- the best method for sharing the information (the means of communication).

Proper planning can help to ensure that the required message is delivered to the right audience insuch a way that it is easily understood and can be acted upon.

During the planning phase you should also identify any potential communication barriers, such as noise, cultural differences and attitudes that affect how the message is interpreted. Once you are aware of the barriers, you can develop strategies to minimise their effect and maximise a commonunderstanding of your message.

The graphic gives a broad overview of the communication process.



1	Person sending the message	9	Person receiving message
2	The message	10	Understanding the message from the sender'spoint of view (putting yourself in the other person's shoes)
3	The language used to convey the message		
4	Physical or technical delivery of message		
5	Means by which the message is sent, for example: • written instructions • talking on the radio	11	The method used by the receiver to let thesender know that the message has been received, for example: • answering a question • nodding head in agreement • restating what has already been communicated)
6	The physical or technical arrival of the message		
7	Translation of the message from the sender's language to the receiver's language		
8	The receiver's interpretation of the message	12	Interference - noisy environment, language difficulties, poor listening, people's attitudes)

Communication Process Model

Good communication is essential for effective workplace operations. Safety depends on your message being accurate and being clearly received and understood. Effective communication has thefollowing benefits.

- Coordination of activities results in less duplication and saves time, effort and cost.
- Involving others in decision-making can increase support for decisions, raise morale and promoteteamwork.
- Effective communication reduces misunderstanding, errors and conflict, creating a safer and more productive environment.

3.1 Key Principles of Effective Communication

There are three key principles to follow to ensure that the methods of communication you use areeffective:

1. Maintain the receiver's self-esteem
2. Listen and respond with empathy
3. Ask for help in solving problems.

Key Principle	Advice
Maintain Receiver's Self-esteem	Everyone has a certain level of self-esteem, defined by what they think of themselves and their value to others. People don't like their self-esteem to be lowered by being ridiculed or generally 'put down' when others are communicating with them. If this happens, they tend to stop communicating or 'clam up'. Maintaining another person's self-esteem while communicating with them is vitally important to maintain a collaborative and open two-way communication channel.
Listen and Respond with Empathy	There is a difference between 'hearing' and 'listening'. Hearing is a physical function, which of course your ears are designed to do. However, listening is a mental function that picks up the messages or words you hear and interprets them into personal understanding. When you have interpreted the message into your personal understanding you should then respond with empathy. Empathy is putting yourself in the other person's shoes to try to understand their position and why they would feel the way they do.

Ask for Help in Solving Problems	By asking people for solutions to issues and problems, you are invitingthem to have ownership and thus be more involved in the process. Legislation requires all workers to be involved in such things as significant event reporting, risk assessments, significant event investigations and the implementation of hazard controls, therefore effective communication is animportant part of your obligation to site safety.

The practice and use of the above principles will result in more open communication, a better understanding of issues and a greater amount of information from which to draw possible conclusions and solutions to issues.

3.2 Communication within Industry

The organisational structure of your workplaceis a key factor in determining how you communicate with others on a regular basis. Industrial workplaces are commonly organisedin a hierarchy of job roles. A typical worksite hierarchy is shown in the adjacent (top) graphic.

Communication within the worksite is not always hierarchical. You may often

communicate with higher-level personnel, others on the same level as you and personnelon a lower level of the hierarchy. This complexcommunication flow is shown in the adjacent (bottom) graphic.

Before you initiate any form of communication, you should consider the purpose and method of communication required.

The purpose of communication will differ each time. If you are unclear about the purpose of the communication, check and confirm with yoursupervisor or other staff members.

The purpose could be to:

- provide instruction or feedback
- seek information or feedback
- explore options
- solve problems
- deliver recommendations or reports.

Methods of communication could include:

Oral:

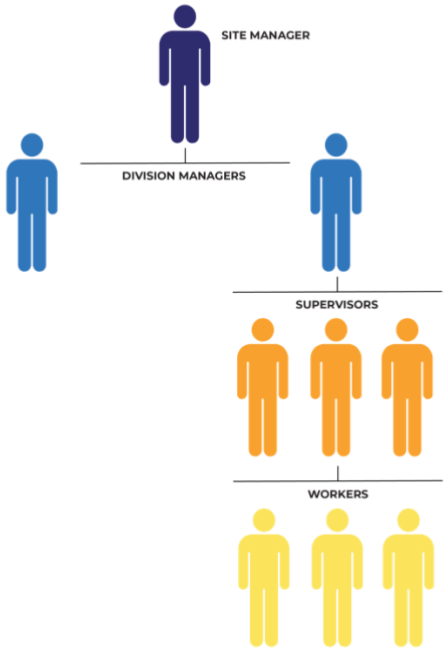
- face to face
- telephone
- two-way radio.

Written:

- email
- report
- procedures.

Using agreed signals:

- hand signals
- horn signals
- flags on vehicle
- vehicle signage

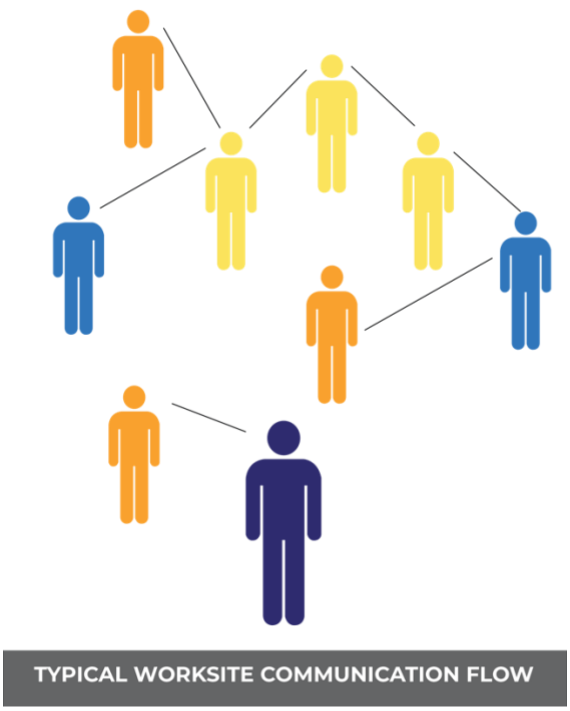


TYPICAL WORKSITE HIERARCHY

4. Verbal Communication

Verbal communication plays a large role in industry. However, the spoken word can be misunderstood dueto obstacles such as:

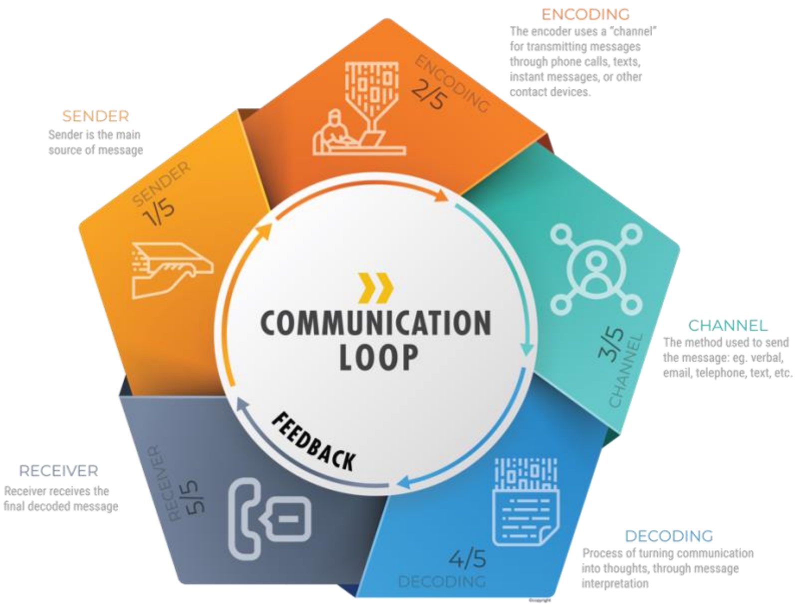
- filtering
- barriers
- distortions.



People **filter** information by interpreting the message according to their past experiences andknowledge.

Communication **barriers**, such as language difficulties, can prevent a receiver from understanding all or part of the message.

Distortions, such as excessive noise, can change the meaning of a message.



To ensure that verbal information is received accurately and understood, you must speak clearly concisely and use plain English.

The following sections discuss some of the key factors of effective oral communication:

- appropriate communication style
- active listening
- questioning techniques
- paraphrasing
- reflecting feelings
- feedback
- body language
- discussions.

4.1 Communication Styles

Matching your style of oral communication to the situation and the listener(s) will help you to achieve your purpose.

There are four basic styles of oral communication – passive, aggressive, passive-aggressive and

assertive.

- **Passive** communicators do not feel they have the right to express their opinions or feelings and avoid disagreements and confrontation. Passive communication often requires the responding receiver to read between the lines.
- **Aggressive** communicators express their feelings and opinions in a manner that does not take into account the welfare of others. Aggressive communication is likely to alienate the receiver and result in the message being lost.
- **Passive-Aggressive** communicators appear passive, but are actually acting out in anger using subtle, indirect or sneaky means to sabotage the project or to strike out at the object of their anger. The receiver will need to ensure that the passive-aggressive communicator feels empowered and safe to openly state their opinions and feelings.
- **Assertive** communicators state their opinions and feelings clearly and firmly, while still respecting and considering the rights of others. Assertive communication is concise, non-judgemental and involves active listening and composed responses.

4.2 Active Listening

Active listening occurs when the listener checks with the sender to confirm that a statement has been correctly heard and understood. The goal of active listening is to improve mutual understanding, particularly when participating on meetings and negotiations.

Active listening:

- shows respect for the sender
- shows that you are paying attention
- encourages further communication
- enables you to give an appropriate response and feedback.

Some methods that you can use to improve your listening skills are

listed.

- Show that you are ready to listen:
  - stop talking when someone speaks to you
  - adopt a square on and open stance
  - make eye contact
  - lean slightly forward.
- Pay attention:
  - remove any distractions
  - maintain a reasonable level of eye contact, but be aware of cultural differences.
- Listen for main ideas:
  - remain open-minded, don't think that you already know what the person is telling you
  - use attentive silences to give the sender the opportunity to expand on the idea and speak at

their own pace.

- Listen to understand:
  - listen to the whole message, paraphrase the message, understand the message and then make a judgement.
- Show empathy:
  - use positive body language

like smiling and nodding

  - respond with "Go on", "I see","For instance ..."
  - be patient and don't fidget.
- Ask questions:
  - ask questions to clarify points

that you don't understand.

- Take notes:
  - taking notes demonstratesthat you are interested in what is being said
  - helps you to create a mental

outline of the message as it is being heard.

4.3 Questioning Techniques

You should know the types of questions that you can use to check that the meaning has beenunderstood. By doing this, you will achieve active listening. Questions can be closed, open or reflective. Some examples of commonly used questions are shown in the following table.

Closed Questions	Closed questions lead to a yes or no answer, or other specific information. Examplesof closed questions that could be used to check understanding are: Q. Do you understand what I just said? A. Yes/No. Q. Do you have any questions? A. Yes/No. An example of a closed question that could be used to check a speaker's meaning is: Q. Do you mean that… .... ? A. Yes/No. Starting questions with the following words will usually result in specific information or a yes/no answer: *do, did, is, are, has, have, was, would, could, when.*
Ask closed questions if you want specific answers or facts, or you don't have much time.	

Open Questions	Open questions result in the other person talking more and giving more information. They are used when you want the other person to open up more and tell a 'story' in their own words. An example of an open question that could be used to check under-standing is: Q. Can you tell me what you understand my instructions to be? A. (Would be a paraphrasing of the instructions given). An example of an open question that could be used to check a speaker's meaning is: Q. What do you mean by… .... ? A. (Answer would be an explanation of the concept requested). Open-ended questions start with: *how, why, what, tell me about.*
Ask open questions when you want involvement, suggestions or clarification from the other person.	
Reflective Questions	Reflective questions generally begin with "So ….." and contain a paraphrasing of what you have just heard. For example: "So you want me to give a toolbox talk to the team?"
Use reflective questions when you want to clarify what was said.	
Provoking Questions	As can be seen from the previous question examples, questions can be used to find facts, seek explanations, get clarification and to check agreement and understanding. As well, you can use provocative questions to brighten up a discussion by stimulating thoughts on a controversial topic. Questions of this nature will probably use a combination of open and closed questions. For example: *"Do you agree that any person in the company can run training sessions?"*

NOTE

Open questions and paraphrasing with reflective questions are good techniques when you are training or coaching another person as it allows you to check for understanding.

4.4 Paraphrasing

Paraphrasing provides the opportunity for you to clarify what you thought was said. It is also an important tool to ensure that you don't miss the message. As stated before, reflective questions are used to paraphrase. Paraphrasing can also be simple statements such as *"It must have beenfrightening when the machine started".*

Paraphrasing is a verbal skill that lets the sender know that you are listening carefully and that they have been heard and understood. It is best described as playing back to the other person what theyhave just said, including repeating the essence of what was most important.

Paraphrasing also helps people to remain in perspective. It lets people hear what they have said. If

they have exaggerated in any way, they will generally be 'brought back to earth'. For example:

"Every time that fellow comes to work he is late." (Paraphrase) "So you are saying he has been late every day.""Well, at least twice this week anyway."

Finally, paraphrasing can also be used when you are not necessarily agreeing with what the otherperson has said. To make this clear, it might help to begin a paraphrase by saying *"I heard you saying..."* or *"Let me see if I understand the way you see this..."*

Simply repeating the words doesn't mean that you understand what was said. It is also important that you don't recall a similar experience that you have had as this reduces the importance of the other person's situation.

NOTE

Be careful that you do not parrot or mimic.

4.5 Reflecting Feelings

Showing that you understand another person's viewpoint requires more than the ability to paraphrase and summarise. You need to demonstrate that you understand how the person feels. Feelings and emotions are an important part of any person's thoughts about work and personal relationships. By reflecting these feelings, you give attention to the emotional component of the other person's words.

NOTE

Often opinions and feelings can be the most important part of the message.

The second key principle of effective communication mentions empathy or trying to understand how the other person is feeling and why they are feeling that way. You need to try to empathise byrestating the other person's opinions and feelings.

The three feelings you can express when communicating with others are described in the followingtable.

Apathy	A lack of interest or concern e.g. *"I don't care, that's your problem."*
Sympathy	An over-involvement in the emotion of another e.g. *"Oh! You poor thing."*.
Empathy	'Feeling **with**' another, rather than 'feeling **for**' eg *"You're upset that I don't seem tobe backing you up"*. This is called reflecting feelings.

Reflecting feelings is probably the most difficult and sensitive part of communicating. In trying to restate the other person's opinions and feelings, be careful not to make statements like *"I understandwhat you are feeling…"* or *"I know how you feel…"*. These are not true statements because you can never understand how another person is feeling.

However, you can say, *"I understand why you would be feeling angry, sad, etc in the given situation."* By saying this, you are telling them that you understand the situation and you are not detracting fromthe strength of the individual's feelings.

But before saying anything, it is important that you get the right message. You need to collect your thoughts, summarise what the other has said, and ask for confirmation by paraphrasing. *"You feel angry when I ask about your report because you feel I don't trust you to get it done on time. Is thatright?"*

4.6 Giving Feedback

Giving feedback is an essential part of being a good communicator. There are four types of feedback.

Positive feedback in a training/supervisory/mentor role might sound like:

✓ "That's good. I like it. Well done."

✓ "You're doing well, keep it up."

Positive and constructive feedback might sound like:

✓ "That was good. You followed all the correct procedures, observed the safety precautions and had good control of the vehicle. Well done."

Negative feedback includes comments like:

✗ "Well, you messed that up, didn't you?"

✗ "What went wrong? You've really bungled the load placement."

Negative and constructive feedback includes comments like:

✓ "I notice that you are having trouble operating the controls smoothly. Let me show you again how to do it. Also, you swung too wide on the corner. This sometimes happens when you try to go too fast. Do you want to have another go at doing it slower?"

4.6.1 Eight Aspects of Giving Feedback

Feedback "sandwich"	Feedback should always start on a positive note, so point out what went well. Then if you have some negative feedback to give, 'sandwich' it in between the positive points. The order should then go positive-negative-positive.
Esteem	Think about how the person will feel about themselves after you have given your feedback. Will they still feel they can do it or will they feel angry and incapable? Help the person to see your feedback as a form of encouragementto do their best.
Environment	Choose an appropriate time and place to give feedback. Also, make sure youare not angry or frustrated when you talk to the person.
Does the person understand?	Make sure the person understands what your feedback means.
Be constructive, honest and sensitive	When the person's performance is not up to standard make sure your feedback is constructive. You need to give negative feedback when it is necessary. Be tactful, and help the person see where they went wrong and how they should bedoing it.
Actions – not the person	When you give negative feedback, focus on what the person did, not how you feel about the result. For example, you should say, "you turned the blade too much to the left", not "you were pretty careless when you turned the blade."
Confidentiality	Give your feedback in private. Make sure you can't be overheard. If you give written feedback, make sure someone else does not have access to read it.
Keep it short	Don't overload the person with more feedback than they can use. Check by asking yourself, "is this the most helpful feedback that the person can use, oram I saying too much?"

4.7 Receiving Feedback

If you want people to feel they can come to you and ask for your help, you need to make them feel that you are open to suggestions. Statements such as: *"my door is always open to you", "let's meet on a regular basis to discuss my performance," "I need your advice to help me make decisions about how I can improve the productivity of my department"* help to create an atmosphere where people feel comfortable enough to provide you with feedback and suggestions.

Part of being a great supervisor or manager is learning from your own mistakes and asking otherswhat they think about your own performance. You need feedback about the advice, instructions ortraining that you give to ensure that it is helpful and easy to understand.

Accepting feedback can be difficult, especially if it is not positive. However, you will not gain anythingor create a comfortable environment if you try to justify what you did or said as soon as the other person gives their feedback.

The most important thing to remember when you receive feedback is to thank the person for offeringit. You need to do this as soon as they make their comments. Your peers may find it difficult or uncomfortable to give you feedback, so by thanking them, you let them know that you value their opinion.

NOTE

Once someone has given you feedback you must decide what you will do about it. Youcan make some changes immediately. For example, if someone says, “Sometimes you talk too fast and I can’t keep up with what you are saying”, you can talk more slowly the very next time you give an explanation or demonstration.

A few points to remember:

- thank the giver
- make sure you understand by repeating what they said without getting angry or defensive
- think about whether the feedback is fair
- if it is fair, act as soon as you can
- if it is not fair, work through the issue with the giver; find out more about why they said what they said.
- learn from the feedback and the whole process.

4.8 Body Language

Much of what a person says is not in their words but how they say them. This silent form of communication is called body language. When you deliver a message, your tone of voice, the look on your face, your body position in relation to the other person, and eye contact all have a big impact on how the message is received.

Body language is usually an unconscious reaction. This means that you do not plan your non-verbal behaviours; they are instinctive. Body language reflects how a person is actually feeling. Everyone has a natural ability to read body language a person was talking to you with arms folded, not smiling, and their body was turned towards the side, you would probably consider that they are not particularly interested in what you are saying and are not willing to communicate. Having folded arms could be considered to be a defence gesture.

Alternately, if they had open arms, smiling and facing you, you would probably consider that they are interested in what you have to say and are willing to communicate. Having open arms is generally considered to be a friendly gesture.

You shouldn’t take for granted what you see at face value. For example, the person with their arms folded might simply be cold. A person with their arms open could be exhibiting frustration.

NOTE

Body language is a powerful way to reinforce, emphasise, convince and even create motivation. If you are aware of the various impressions you can convey with differentbody postures, then you can make sure that your body language supports the verbal message you are communicating.

Practice taking more notice of people's body language and take it into consideration with the other messages you are getting from the person. Also, practice your own body language and note how others are interpreting what you are saying.

4.9 Discussions

Discussions are useful for drawing out the experiences of a group. They stimulate ideas and bring out differences of opinion. Discussion sessions enable group members to learn from each other. To run a successful discussion, you should:

- have a basic plan of where the discussion should lead, but keep your plan flexible
- make sure that participants understand the purpose of the discussion
- encourage everyone to exchange ideas and participate – this may mean limiting dominant group members and encouraging quieter members
- draw on the experience of group members to answer questions rather than assuming that you, as the discussion leader, are the sole source of knowledge
- summarise the ideas that are coming out of the discussion to keep the discussion on track and to finalise the session.

ROLE OF THE DISCUSSION LEADER

ENCOURAGES FREE AND BALANCED DISCUSSION
- Handles dominant participants tactfully
- Sees that everyone speaks freely
- Draws participants into discussion
- Remains neutral

STIMULATES PURPOSEFUL TALK
- Keeps discussion on the topic
- Acts as a catalyst in discussion
- Provides summaries where suitable

SERVES THE GROUP
- Initiates discussion
- Introduces topic and purposes

FACILITATES
- Asks for and gives clarification
- Makes sure differing views are heard
- Sees that all contributions are considered

DRAWS CONCLUSIONS AND RECORDS RESPONSES

NOTE

Always enter into a discussion with the expectation that your ideas will be challenged.

5. Managing Conflict

Good working relations between personnel is important for both safety and efficiency. Poor communication can lead to misunderstandings and tension between workers. As far as possible, problems should be addressed before they escalate into serious disagreements.

Getting cooperation from people is not always easy.

There can be conflict between individuals, teams, and supervisors because they all have their own priorities and outcomes that must be met by the end of the shift. When a change impacts on their work, a person's initial reaction may be negative.

Conflict is a natural part of human interaction. Everyone has a point of view that may be similar or very different to other people. Often people feel negative because they interpret a situation based purely on their own field of experience, their cultural background, the environment in which a situation occurred, or other personal motivations.

Some common causes or sources of conflict are:

- poor communication, which results in misunderstanding. This could be the result of poor listening, little or no feedback, sending an ambiguous message, using inappropriate language
- individual differences, e.g; values, beliefs, attitudes, perceptions, personality
- different goals, needs, expectations
- power struggles between individuals.

5.1 Conflict Resolution

There are many approaches to managing conflict; however, it is important to understand some basic steps in handling conflict. Before we look at negation, lets look at some general points when managing conflict in the workplace.

1. Don’t ignore conflict: Hoping it will resolve itself will likely only cause the situation to get worse. Ignored conflicts fester over time and reappear.
2. Clarify the issue: Get the facts. It may be beneficial to separate the person from the problem to identify the core issues. Work out how each party/individual is perceiving the situation.
3. Identify a solution: Brainstorm some solutions. Negotiation may be necessary at this step.
4. Monitor: Once an agreement or solution has been identified, check in to ensure the conflict has been delt with.

Other techniques that may be appropriate at certain times or whilst following the previous four points include;

Forcing: Firmly pursuing your own desires/method despite resistance from others.
Examples when this may be appropriate:

- When less forceful methods have not worked
- When a quick resolution is required e.g. in a life-threatening situation

Collaborating: Collaboration involves an attempt to work with the other person to find a win-win solution to the problem at hand - the one that most satisfies the concerns of both parties

Examples when this may be appropriate:

- When a high level of trust is present
- When consensus of others is important
- When addressing the interests of multiple stakeholders is required
- To develop a long-term relationship

Compromising: Compromising looks for an expedient and mutually acceptable solution which partially satisfies both parties.

Examples when this may be appropriate:

- To reach a temporary settlement on complex issues
- As a first step if both parties haven't yet developed a high level of mutual trust
- When forcing or collaborating has not worked

Withdrawing: Also known as avoiding and is when a person neither pursues their own interests or nor those of the other person.

Examples when this may be appropriate:

- When the issue is trivial and not worth the issue
- In situations where postponing the response is beneficial – e.g. when it is not the right time or place to confront the issue or you need more time to collect information.

Smoothing: Accommodate the concerts of other people first.

Examples when this may be appropriate

- When the issue is not as important to you as it is to the other person
- When you accept you are wrong
- When you have no choice or when continued conflict would be detrimental

NOTE

The best way to resolve conflict is to negotiate an agreement.

5.2 Negotiations

Negotiation is seen as a great way to resolve conflict in the workplace or to seek a change in practices, request a pay rise or new role in an organisation.

Negotiation is a communication process that everyone uses at differing degrees every day, at home, at work and socially. There are generally three potential negotiating outcomes:

- Lose/lose
- Win/lose
- Win/win.

Lose/Lose Negotiation Style and Outcome

Features of a lose/lose situation are:

- both parties are too rigid and are unable to collaborate or make concessions
- it is usually necessary to use a mediator or third party who can listen to both sides of the
- argument and make suggestions about a compromise solution.

NOTE

The most important part of negotiation is to remain calm. Never let emotions controlthe negotiation.

Win/Lose Negotiation Style and Outcome

The strategies a winner uses to achieve a win/lose outcome are:

- dominate opponent / regard opponent as an adversary
- start with tough, often unreasonable demands
- adopt a clear position and bargain with others until they give way or compromise
- be inflexible
- demand major concession, while conceding little
- be evasive and withhold information intentionally, bluff
- make statements, rather than ask questions
- be coercive, use power to obtain compliance, threaten
- have solutions prepared from the start
- have little interest in opponent’s needs
- seek win/lose outcome through the use of tactics.

The characteristics that the loser exhibits during this negotiation are:

- is submissive
- is prepared to concede anything and everything
- allows other party to dominate the situation.

Win/Win Negotiation Style and Outcome

A win/win situation is where all parties get positive outcomes. No party is out to beat the other. This is the most favourable outcome that can be achieved from negotiations.

NOTE

The law of win/win says: "let's not do it your wayor my way; let's do it the best way." (Greg Anderson)

Win/win negotiations involve deciding issues on their merit rather than through an adversarial process; mutual goals are emphasised, and where interests conflict, fair objective standardsare agreed upon.

The features of a win/win strategy are when both parties:

- aim to achieve a mutually acceptable (win/win) outcome
- separate the people from the problem
- regard parties as collaborators rather than adversaries
- are flexible
- are willing to share information
- ask questions rather than make statements; listen and respond with empathy
- seek solutions from mutual problem solving
- are interested in the needs of the other party
- understand their own needs
- generate options for mutual gain
- use objective criteria instead of arguing over issues.

Achieving a Win/Win Outcome

A win/win outcome can only be achieved if you understand the situation and the facts. Without this understanding, you will not be able to present a valid argument or offer solutions.

You need to understand the other party's goals as well as your own, although it may be difficult to ascertain the other party's goals, especially if there is an element of mistrust or suspicion.

It is important to note that people negotiate to fulfil their goals, however, these goals aren't always in line with what is best for the company or its employees. Examine your goals with this in mind. Ask open questions starting with the words 'why? or 'why not' when examining goals.

Remember that negotiation is a two way communication. The other party may not know what your goals are, so talk to them and explain the reasons for what you want. Talk to them about their expectations. Explain where you want to be and listen for where they want to be. Use a key principleof effective communication; 'listen and respond with empathy', so listen and try to put yourself in the other party's position.

- How do they see things?
- What would I do if I were in that position?

Look for common ground. Sometimes people agree but do not know that they do until the situation is discussed.

If there are differences, let all parties contribute toward reaching an agreement - in other words, use their ideas as well as yours. Remember the key principle of effective communication: ask for help in solving the problem.

Avoid adopting a position. It is not acceptable to defend your position with ‘that is what we want because that is what we want’. This approach will ensure a win/lose outcome as it denies the other party the opportunity to save face by appearing to accept a rational argument.

When suggesting a solution, include elements from the other party's goals. This demonstrates that you have understood their goals and are willing to compromise. Ensure suggested solutions are logical and achievable. For example, offering a very expensive solution to a safety problem and it is proved that the solution will not fix the problem - your team loses the respect of other parties and yourpower to negotiate is reduced.

NOTE

Always approach a negotiation with the positive attitude that you can achieve a win/win outcome. This can help in gaining cooperation and agreement.

The information in the following tables describes definite steps that you can take when negotiating to greatly improve your chances of achieving a win/win situation.

- Step 1 – Plan the negotiation
- Step 2 – Conduct the negotiation
- Step 3 – Post negotiation - implement changes.

<table>
<tr><th colspan="2">Step 1 Plan the Negotiation</th></tr>
<tr><td>Plan the negotiation</td><td>What is to be negotiated?

Define the issue or problem to be negotiated. Clarify with the other side on what is to be negotiated and ensure both parties agree to a written description of the purpose of the negotiation. Questions that should be asked are:
why are you entering this negotiation?
why is the other side entering this negotiation?
what is the overall area of common purpose for both parties?
what has occurred between both parties in the past?
what have you learnt from previous interactions?
Remember to:
focus on the problem, not the people – do not be distracted by personalities or personal differences
gather information about both sides of the argument – the more information you have the better prepared you will be
distinguish between assumptions and facts – assumptions such as ‘we thought such and such was the case’ may be easily refuted. However, a fact such as ‘we refer to the 2004 agreement that states ….’ cannot be denied.
categorise the issues into:
- your issues (issues as you see them)
- opponent’s issues (those that may be different from yours)
- common issues
- hidden issues (which you may not want to bring forward)
- non issues.</td></tr>
<tr><td>Define negotiationgoals</td><td>Be clear about what your goals are. Your goals should:
focus on the outcomes you want to achieve
deal with the major issues of the situation
be achievable.</td></tr>
<tr><td>Negotiation outcomes</td><td>If you 'would like/intend/must' achieve certain outcomes, use the following LIM strategy to give you an idea of your best and worst outcomes.

L (like) – identify the things you would like to achieve (the best outcome)

I (intend) – identify the things you intend to achieve (the shoulds)

M (must) – identify the things that you must achieve (your bottom line).</td></tr>
</table>

Step 1 Plan the Negotiation continued	
Determine concessions	Concessions are the things that you are prepared to trade away or vary (for example price, period of agreement, conditions of work). Make a list of concessions you are willing to make. Then rank your concessions from your point of view Then rank them by judging what ranking the other side would put on your concessions. You will notice that your best outcome is generally the other side's bottom-line outcome, however, the ranking for the other concessions may vary.
Determine your Best Alternative To a Negotiated Agreement (BATNA)	BATNA is the course of action that will be taken by a party if the current negotiations fail and an agreement cannot be reached. When determining your BATNA it is a good idea to think about the other party's BATNA might be. This may help you to construct possible outcomes that improve on their BATNA, and to reach a fair agreement without giving away too much. Make sure that your BATNA consists of real, viable options that don't require an agreement. To do this: • list all of your available options if an agreement cannot be reached • short list the options by determining the cost involved to realise the option • select your single best option – this is your BATNA • judge all proposals and offers against this BATNA. Do not disclose your BATNA to the other party. When you remind them that you have these options, your commitment to negotiation falls into question, and the environment can become hostile and less conducive to reaching a win/win outcome. **NOTE:** If an offer is better than your BATNA – take it. If not, renegotiate. If in deadlock, exercise your BATNA.

Step 1 Plan the Negotiation continued	
Determine your strategy	Select the collaborative, problem solving approach (win/win). Be aware that the other party may approach the negotiation with a win/lose attitude. • Plan a sequence of negotiation that will achieve your best outcome. Although this may be contested by the other party. • Gain the assistance of people you believe necessary to support your argument (e.g. technical experts, HR consultants, union representatives, OH&S experts) • Select your communication channel - formal or informal meeting - use of third parties - telephone, teleconferencing. - written – letter, email, fax. • Select time and location of negotiation. • Select appropriate negotiation conventions regarding: - formality of proceedings after considering the importance of the negotiations from your company's point of view and the other party's point of view (for example taking minutes, using a facilitator or adjudicator) - behaviour of the parties with respect to culture, religion, age or gender of persons involved in the negotiations.
Write a plan for the negotiation	By writing a plan you will create a precis ofyour decisions to date and clarify how you want to undertake the negotiations. Your plan can only be used as a guidehowever. If you make it inflexible you will end up using the win/lose style of negotiation. In your plan you should consider the following points from both sides: • Style of negotiation • Purpose of negotiation • Negotiation goals • BATNA • Who will negotiate • Method of negotiations (meeting,phone, via weblink) • Time and location Negotiating conventions.

Step 2 – Conduct Negotiation	
Introduction and discussion stage	To guide the negotiations toward a win/win outcome you should always: • establish rapport • emphasise the importance of the ongoing relationship • be clear about what is and what is not going to be discussed • establish a joint definition of the problem and agree on discussion boundaries • concentrate on the why's • ask a lot of questions and summarise what is being said.
Persuasion	To persuade someone to your point of view you need to: • speak clearly, confidently, be brief and to the point • sound enthusiastic and committed to your proposal • emphasise the strong points in your arguments and at the same time acknowledge any weaknesses • show that you have thought about the matter from the other side's pointof view • present the information in terms of their needs, not just your wants • respond to questions and criticisms calmly. It is very important that you work on the problem - be hard on the problem and soft on the people. In fact, the harder you are on the problem, the softer you need to be on the people. Endeavour to ensure that problems are thoroughly explored and understood by all parties. It is a good technique to summarise where things stand and ask if that is a clear picture of how the other person sees the situation. Give the other sidea chance to talk and listen to what they have to say. It might be a good time then to suggest a short break so that both sides can take time to think over what has been put forward.
Proposal stage	This is when each side starts to make a tentative proposal and looks for common ground. • you need to have empathy for the other side, but keep in mind that you do not want to give something away with nothing in return • summarising and questioning what is being proposed is an important technique at this stage. **NOTE:** Compromise is one of the most valuable tools in any negotiating situation. An agreement will never be reached if a party refuses to compromise.

Agreement stage	After negotiations have taken place and agreements have been verbally agreed, ensure both parties are clear on the details. It is important to document the agreement including actions required. The agreement may require checking against legislation or standards. Redraft the document if required. The agreement should be signed by all paties before actions are implemented.

Agreement Considerations		
Considerations	**Our Side**	**Other Side**
Format for agreement (handshake, written and signed document, legal document, etc)	*Example:* *Written agreement to be produced and copies provided forsignature within 28 working days from date of verbal agreement.*	*Example:* *Sign agreement and return within seven working days.*
Any legal requirements?	*Example:* *Check that suggested working conditions do not contravene legislation* *Check that equipment modifications will be to National Standards*	*Example:N/A*
Any company requirements?	*Example:* *Work Site Manager to sightwritten agreement.*	*Example:N/A*
Implementation requirements	*Example:* *Implement recommendations within 30 days of receipt of signed agreement.*	*Example:* *Ensure recommendations are implemented as agreed.*

Step 3 – Post Negotiations	
Initial Action	Both parties need to agree that all actions required of the agreement are implemented.
Ongoing Action	The process may be ongoing where the agreement has several stages that include items such as performance targets being met. In these cases, implementation of the agreement needs to be monitored by undertaking reviews at regular intervals. The above table will assist you with formulating post negotiation arrangements.

5.1.2 Assertiveness

When confronted with people who don’t want to cooperate, you can respond in one of three ways.

✗ be aggressive and demand your own way

✗ respond passively, and give in meekly to what others demand

✓ be assertive by respecting others’ point of view and feelings, and also stating your own viewsand feelings clearly - and persisting so that they are heard.

The basic rule of assertiveness is to express yourself honestly and accurately without blaminganother person.

NOTE

Being assertive when communicating with uncooperative people will provide the bestoutcome.

6. Written Communication

Before commencing any writing task, you must be clear of the purpose ofthe communication. This will help to ensure that the document fulfils yourobjective.

The purposes of written communication can be the same as verbal communication, for example to:

- inform others of a situation
- give instructions
- gather support for an idea
- present information.

Written communication however, ensures that a record is generated. The types of written communication that you may encounter are:

- site procedures and work instructions
- reports (for example: maintenance reports, investigations)
- risk assessments
- requests for resources
- meeting minutes
- presentations
- emails, faxes and letters.

The following table highlights some points to remember when writing any form of communication.

Points to Remember When Writing a Document	
Follow company procedures	Make sure that your document is formatted and presented according to company or site standards.
Consider the purpose and objective	• Who is the intended audience for the document? • What do they need to know? • What will they do with the information? • How do they normally receive this information?
Keep it simple	There is a common saying: 'less is more'. Keep the document as short as practicable.
Don't be ambiguous	• State the purpose or objective of the communication clearly. • Supply relevant information only. • Make sure that your meaning is clear. The information in your document should be organised logically and formatted according to the document's purpose, audience and context.

Points to Remember When Writing a Document	
Don't be formal, however	Match your style of communication with the receiver and the purpose of the communication. Be aware of your audience's cultural background. Language, communication styles, values and belief systems differ from culture to culture, all of which could significantly impact on how your message is received.
Don't use jargon	Only use industry jargon if you definitely know that your reader will understand you.
Write the way you speak	This should make it easier for you to express your thoughts. Remember to match your language and tone to the document'spurpose and the intended audience. Don't send or reply to correspondence when you are angry. Once written and received, a document cannot be recalled.
Use plain English	Write: • because (*not* in view of the fact • contact me (*not* feel free to contact me) • to (*not* in order to) • please (*not* be kind enough to) • stop (*not* conclude).
Keep sentences short	Preferably under 20 words, which is the maximum number most people can retain in their short-term memory. A sentence should deal with one thought.
Keep your paragraphs short	A paragraph should deal with only one central idea and should be less than six sentences on average.
Use bullet points, tables and diagrams	If you need to list items, or present complicated messages. Bullet points, tables and illustrations will register more quickly in the reader's mind.
Time-frame	Be aware of deadlines that you must meet. Complete the communication within the specified timeframe.
Check	Check spelling and read what you have written before you send it. It can also help to read it aloud.

6.1 Writing Reports

Supervisors and managers are often required to provide reports that become part of the companyrecord.

Often a template, such as an incident report form, is available that lists the information required. However, you may need to prepare a report in your own words.

As a general rule, reports are formatted as described in the following table.

Section of Report	Inclusions
Title page	The title page should: • include a title that reflects the content of the report • name the intended reader(s) • name who called for the report (for example: OH&S Manager, Incident Investigation Team) • include the writer's name and the date.
Executive summary (written last)	An executive summary is designed to be read by people who don't have time to read the whole report. It is a brief summary of the main facts and recommendations.
Introduction	The introduction explains: • who asked for the report (authorisation) • what the report is about (scope, purpose/objective) • what topics will be dealt with • what kind of facts will be presented • when, where and how the facts were obtained (sources of information).
Body of the Report	The body includes all essential information (the facts and figures). Divided into short, logically organised and easy to read sections to: • allow for easy access to specific information • encourage the reader to follow your line of thinking.
Conclusion and Recommendations	The conclusion sums up the main points that have been made and the evidence for them. It helps the reader to review the report as a whole. • Recommendations should be included in your conclusion. • Your recommendations should reflect the report's purpose/objective. • Make the recommendations easy to understand, use a logical step-by-step sequence. • Recommendations should reflect that sound problem solving skills have been used to assess issues. • Be specific and concrete. • Number your recommendations. • Include alternative recommendations if you expect some specific

	recommendations to be vetoed. Conclude the report on a positive note such as: "If these recommended actions are implemented, they will limit the possibility of the incident occurring again and improve communications at the worksite".

Section of Report	Inclusions
Appendices	The appendix/appendices generally contain sketches, photographs, tables of statistics, or related documents that are too long to be included in the body of the report. Appendices are usually lettered, e.g. 'Appendix A', 'Appendix B'.

NOTE

Make sure that you know:

- who is to receive the report
- when the report is due
- how it is to be submitted (in person, via email, post, presented at a meeting, etc).

ACTIVITY

Obtain a copy of a report from your worksite. Identify each relevant section of thereport from the table above. Assess if the report is written to the guidelines listed above. Provide suggestions for improvement where applicable.

7. Meetings

Meetings are an important tool for effective communication between all levels within the workforce. A meeting can be a formal or informal gathering of people with a common purpose. They should be structured to promotecommunication as well as achieve the required outcomes.

Common worksite meetings that you may beinvolved in include:

- health and safety meetings
- shift briefings
- incident investigations.

You may be required to run, or participate in meetings. You must know how to:

- prepare for a meeting
- understand and be able to clarify the purpose of a meeting
- conduct the meeting in accordance with conventions and procedures
- record the outcomes
- document required actions
- notify personnel responsible for carrying out the actions
- follow up to ensure that actions are carried out.

A meeting is usually a combination of verbal and non-verbal communication.

NOTE

For efficiency and cost control you need to make sure that the meetings are properly planned, follow the agenda and include essential people.

7.1 Preparing for a Meeting

Careful preparation for a meeting will help to achieve the desired outcomes. Preparing for a meeting includes deciding on:

- an agenda
- who will attend
- a time and place.

7.1.1 Agenda

An agenda defines what you hope to accomplish at the meeting (your goals). Before writing theagenda you must make decisions on the following points.

- What is the purpose of the meeting?
- Is it only to exchange information, or is it to make decisions?
- If decisions are to be made, how is the question to be presented? For example as a formal motion where the decision is reached through a voting system, or informally where a general consensus is reached after discussion.
- What specific goals do you need to achieve? Make them SMART (Specific, Measurable, Achievable, Realistic, Time-targeted).

The agenda should:

- state the meeting location, time and

duration

- list the items to be covered ranked in the

order of priority

- identify what, if any, preparation is

required of each participant.

Monthly Health and Safety Meeting Agenda

Venue: Main Meeting Room
12/06/2022 at 7:00 am

AGENDA ITEM	TIME
Welcome and introductions	1 min
Apologies	1 min
Minutes of previous meeting and review of decisions and outcomes	5 mins
Brief description of today's agenda items	3 mins
Item 01	10 mins
Item 02	10 mins
Item 03	10 mins
Summary of decisions taken and persons responsible for actions to be taken	5 mins
Close of meeting	

7.1.2 Attendees

When deciding who should attend the meeting, you must consider who are the key stakeholders based on the agenda. You must invite all key stakeholders. For example, the site Health and Safety Representative must be included in a health and safety meeting. It is important that only those personnel that need to be there are invited. Too many people can make the meeting hard to keep on track and stay within set timeframes.

If participants need to do some preparation, get your agenda to them well in advance of the meeting. An unprepared participant can't contribute to their full potential. After you have distributed the agenda, you may wish to check with participants to see if they need help to prepare for the meeting, or ask them for suggestions to improve the agenda.

7.2.3 Time and Place

Depending on who is attending the meeting, you may need to negotiate a time and date that suits everyone. Times may also be limited by the availability of a suitable venue. When choosing a meeting room ensure that it is:

- big enough
- adequately equipped (for example: tables, chairs, whiteboards)
- accessible for all participants (mobility issues).

In some companies it may be necessary to book the room. Do this well in advance if possible.Organise for any required facilities to be set up including:

- computer
- audio/visual equipment
- projector
- teleconference facility
- video conference facility.

A short time before the meeting, set the room up by:

- arranging tables and chairs
- checking that lights, air conditioning, and projection facilities work
- ensuring that water is available
- ensuring that printed information is at hand.

7.2 Conducting a Meeting

When conducting a meeting it is part of your role to maintain control of the meeting and ensure that correct procedures are followed. The following guidelines will help you to conduct an efficient and effective meeting.

- Start the meeting on time.
- State the purpose and goals of the meeting.
- Give apologies for non-attendance of participants (if applicable).
- Read the minutes from the previous meeting.
- Guide the meeting through the business on theagenda.

- Ensure that discussion on each agenda item is completed within the time limits and kept to the point.
- If the meeting is a problem-solving or decision-making meeting:
  - ensure that attendees have the opportunity to express their opinion and contribute to the discussion and decision-making
  - ensure that attendees listen to each other and consider the contributions made by others
  - as each agenda item is discussed and some action is voted on or determined, summarisethe result of the discussion and have participants confirm the summary before making theentry into the meeting minutes.
- End the meeting on time.

Conduct a review at the end of the meeting to ensure that the meeting goals were achieved.

7.2.1 Meeting Minutes and Action Plan

Minutes must record the outcomes and actions that need to be taken. Minutes must be documented after the meeting, in accordance with site procedures. You must make the minutes document available to all attendees, absentees and other interested parties as soonas possible. Ensure that there is an agreed action plan included that documents:

- the action to be taken
- the person/s responsible
- estimated time required
- the target date.

Long-term projects should be broken into workable chunks and intermediate dates setfor the completion of tasks.

Monthly Health and Safety Meeting Agenda
Venue: Main Meeting Room
12/06/2022 at 7:00 am

PRESENT:	John Jones Mary Smith John Smith
APOLOGIES:	Dick Smith
ABSENT WITHOUT APOLOGY:	Michael Johns
MEETING OPENED:	
Minutes of previous meeting: Proposed as being accurate: Seconded	7:00 am Mary Smith John Smith

AGENDA ITEM	ACTION
1-	Decision/action Person Responsible Time frame
2-........................	Decision/action Person Responsible Time frame
	Meeting Closed: 7:45 am

7.2.2 Meeting Follow Up

Usually, the person/s responsible for an action will be at the meeting and will confirmtheir responsibility. However, sometimes theperson/s allocated the responsibility for an action are not at the meeting. When this is the case, you must notify the person/s in writing of their responsibility and ensure that they:

- fully understand what is required of them
- confirm their responsibility in writing.

After the target date for an action, review the action plan from the meeting to confirm that all actions have been completed. Any actions not completed must be addressed at the next meeting.

8. Presentations

During your work life you may be required to present information to a person or a group of people. You could be:

- presenting reports to managers, supervisors or fellow workers
- delivering toolbox talks
- reviewing risk assessments
- giving feedback to workers on decisions made
- conducting training sessions
- advising of changes to procedures.

A presentation consists of verbal communication supported by non-verbal communication, such as handouts, PowerPoint presentations, etc.

8.1 Planning a Presentation

Planning a presentation includes:

- identifying the purpose
- gathering and organising information
- choosing a presentation method
- preparing the presentation.

8.1.1 Identify the Purpose

Be clear about the purpose of the presentation. The four most common purposes of making a presentationat work are to:

- inform
- instruct
- motivate
- sell an idea.
-

You must know who your target audience is and the type of information the audience will require. Sometimes it will be necessary or helpful to consult with your audience in order to clarify the purposeof the presentation.

8.1.2 Gathering and Organising the Information

When you have identified the presentation purpose and the audience, you can begin gathering and organising the information. It is good to have a clear understanding of the topic to ensure you deliver the right message, deliver a concise and clear message and align to the expectations of the audience.

Sources of information include:

- the internet
- company intranet and databases
- company policies and procedures

- codes of practice, government legislation, industry bodies
- managers
- your workmates and peers

When gathering information, be aware that:

- the more resources you use, the more likely it will be comprehensive
- you should evaluate the source of information to ensure that it is reliable and applicable
- time taken must be weighed against the importance of the information and the presentation you are to give.

When organising the information:

- make sure that any industry terminology and technical information is interpreted to suit your

audience

- structure it logically and to suit the presentation method you will use
- present it in your company style using up-to-date techniques.

8.1.3 Presentation Method

To make your presentation more engaging, it is a good idea to incorporate visual aids or activities to illustrate the points you want to make.

Many people find it difficult to understand complex ideas when they hear them for the first time; in this case, a diagram can make the idea clearer. Some people switch off after a very short time; visual aidscan bring their attention back to what you are saying.

When deciding on the method of presentation, consider the resources you have available to developaids and your target audience. Your presentation can be delivered:

- using a PowerPoint presentation
- in hard copy for distribution to the audience
- verbally in an informal setting
- using a whiteboard or butcher paper
- using teleconferencing and video-conferencing.

The following table gives a brief description of the visual aids you could use.

PowerPoint slides	Keep words on a PowerPoint slide to a minimum. opt for graphics to convey your meaning.
White boards and flip charts	These can be useful when explanations such as drawings, charts, tables etc. are required. They are also valuable when gathering information from the audience for later review. Flip charts are good, as you can build a process step by step by posting the charts on the wall.

Drawings, charts, photographs, models	Make them big enough for all the audience to see. If you need to use small items, reference them in your presentation and make them available during or after.
Videos, DVDS	These can be used to support the information in the presentation.

8.1.4 Preparing a Presentation

A very important rule for all presenters is referred to as the
5 Ps: **Proper Preparation Prevents Poor Performance**.

Preparation will help you deliver your message accurately and effectively. An example of a preparation plan follows. It includes a timeline of what needs to be achieved by each dayand some points for you to consider to ensure that you have everything ready on time.

Preparation Check List	
Day 1	**Gather facts and organise information.**
Day 5	
Day 6 / Day 10	**Prepare the:** • introduction – grab the audience's attention and outline the main points • body – main points in order using facts, examples, visual aids, etc, to support them. • Conclusion – cum up the main point plus recommended action.
Day 11	**Organise handouts and visual aids.** • Decide if you want the audience to have a record of your presentation (handout). • Decide what visual aids will enhance your presentation and prepare them. • Always check resources and aids before the presentation to ensure that they are functioning properly. If there is a possibility of a resource failing, try to have a contingency plan, such as handout notes, that can replace the aid.
Day 12 / Day 13	**Practice:** • Serves as a check to ensure that you know your subject - if there is something that you are not sure of, find out. • It is important to practice your presentation so that you get it to flow smoothly and to make sure that you can fit it all in within the time frame. • Practice in the actual room if possible. This allows you to check items such as power points, lighting, whiteboard, etc.
Day 14	**Big Day** • Before the presentation, ensure that you look neat and professional. Check in the mirror to see if there is anything that could distract or negatively influence the audience. • Stay calm and be confident.

The following check list may be helpful to you when developing your presentation.

Preparation Check List	
Is the topic and purpose clear in my ownmind?	
Is all the information relevant to the topic?	
What visual aids do I have to support my presentation?	
How long will I speak?	
How am I going to break the ice?	
At what point will I introduce my visual aids?	
My main points are:	**1.** **2.** **3.** **4.** **5.**
Is the presentation in a logical sequence?	
Am I using the right language? • Choose non-technical words • Emphasise certain words • Repeat important words	
What body language should I be aware of?	
Will everyone in the audience be able to see the visual aids? If not, what can I do about it?	
How can I encourage people to ask questions? **Try to anticipate the reaction or questions from the audience so that you have a plannedresponse.**	

8.2 Conducting a Presentation

The effectiveness of your presentation depends not only on what you say, but how you say it.

The following table lists a number of important considerations that can increase the effectiveness ofyour presentation.

Important Points to Make Your Presentation Effective	
Smile	A smile at the start helps to suggest that you are relaxed and confident in what you are about to say. It also helps to establish a relationship with the audience.
Get audienceinvolvement	Question them about the subject you are presenting. If a participant asks you a question, try to reflect that question to other members of the audience by asking: "What do the others think?"
Use gestures	Using your hands to point to something or to emphasise a point helps keep people's attention. On the other hand, constant hand gestures can be distracting. If you have a lively personality and wave your hands around a lot, practice controlling some of your gestures.
Use cue cards ifnecessary	If you read your speech or look at your feet you cannot make eye contact and engage with your audience. Use cue cards to jog your memory, but look at your audience as you speak. Write only the main points on the cue card and don't have too many cards. Keep practicing until you can use them smoothly.
Speak clearly and loud enough to be heard by everyone	Ask if people at the back of the group can hear you. If necessary, arrange to have a P.A. system set up.
Make sure your meaning is clear	Ask members of the group to paraphrase what you have said, or ask questions to check that it has been understood.
Relax	Relax and breathe evenly – uneven breaths make your voice uneven.
Maintain good posture	Check your posture – stand or sit up straight.
Keep it simple	Don't try to say too much.
Speak at an even rate	Not too fast and not too slow.
Pause between main points	Give the listeners time to absorb the information.

8.2.1 Barriers to Effective Presentations

Some of the barriers to giving effective presentations are listed, along with ways in which you can overcome them. In the space provided, list your suggestions for overcoming the barriers.

Barriers	Effective Measures	Your Suggestions
Inattentive audience	Ask them questions; get them more involved by asking their experiences related to the subject; introduce assessments throughout the presentation if it relates to training.	....
Not on the same wavelength	Understand the audienceand what their interest in the presentation is.	....
Poor environment	It is hard to give a presentation in a noisy, dirty environment or whereothers are working. If the presentation can begiven in a more friendly environment, do it.	....

Poor preparation	The 5 P's rule: • proper • presentation • prevents • poor • performance	....

8.3 Evaluating a Presentation

Evaluation means checking that the presentation achieved what it set out to do. Depending on the purpose of the presentation, there are several ways to evaluate its effectiveness.

Purpose	Action during presentation	Action after presentation
Inform	Ask question to gauge understanding	Get feedback - do a survey tosee if the audience received and understood the required information
Instruct	Give the audience an assessment to complete	Monitor worksite behaviour tosee if acquired knowledge or skill is being demonstrated
Motivate	Give the audience a specific action to do after the presentation (call to action)	See how many people were motivated to respond to the callto action
Sell an idea	Take a vote on adopting a new idea or practice	Monitor the worksite to see if the new idea or practice isbeing implemented

Use the results of the evaluation to improve the effectiveness of future presentations.

9. Summary

This training material has covered information on communication skills that are an essential part of maintaining safe and efficient operations in the workplace. You should now understand the keyprinciples of effective communication and be able to:

- plan and prepare to communicate information
- communicate information to achieve work outcomes
- develop and perform work activity presentations
- participate in resolving conflicts.

Effective communication in the workplace is key to achieving the full support and involvement of all employees to advance safe and efficient operations.

10. Appendix

10.1 Terms and Acronyms

The following are terms commonly used on work sites. If you hear a term or acronym that you are unfamiliar with, ask your supervisor or co-workers what it means and add it to this list.

Term	Meaning
Job Safety Analysis(JSA)	A team based risk management process that focuses on job tasks to identify potential hazards, assess risks and determine suitable controls to manage risks. Also called a Job Step Analysis (JSA), Job Safety and Environment Analysis (JSEA) or Job Hazard Analysis (JHA).
Permits	Permits are required for certain jobs that have high risk potential. Somepermits used on work sites include Hot Work Permit, Permit to Dig/ Penetrate, Confined Space and Work at Heights Permits.
Site Procedures	Procedures are a legal requirement and outline the workplace method and processes for carrying out tasks safely and in an environmentally sustainable way. A procedure can be a Standard Work Procedure (SWP),Safe Work Instruction (SWI) or Standard Operating Procedure (SOP).

10.2 Supporting Document Register

Use this register to note the location of important supporting documentation such as your site operating and safety procedures, work instructions, relevant standards, equipment manuals and safety alerts/bulletins.

Document Name	Document Description	Location/How to Access Document
EXAMPLE: PRO 001 Isolation	***Isolation Procedure (LOTO)***	***Company Intranet under 'Procedures' Tab.***