

Trainer Value Pack



LEARNER GUIDE



Training support material for:

RIICOM201E

Communicate in the workplace

Produced by:



PICTURE BASED. PLAIN ENGLISH. LEARNING MADE EASY.



Learner Workbook (formative assessment)

Knowledge and Performance

Student copy

RIICOM201E Communicate in the workplace



This resource was developed by:

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SAMPLE

Question 6 (PC 1.3)

Label the parts of the two-way radio.



Question 7 (1.4)

What are some common ways of establishing communication with others?



Question 8 (PC 1.5)

Safety equipment usually comes with an operator's manual. What are some examples of information you would expect to find in an operator's manual?



Question 17 (PC 3.2)

Questions are used to gain information about something or someone. What are the two main types of questions?



Question 18 (PC 3.3)

What type of things should be reported and communicated while the job is being done?



Question 19 (PC 3.4)

Sometimes verbal or written communication is not appropriate or possible on work sites. This might be because:



Question 20 (PC 3.5)

What are some tips you should remember when joining in discussions at work?



Question 21 (PC 3.6)

What will a person with co-operative communication skills show?



You have now completed the knowledge assessment. Submit this document to your trainer/assessor for marking.

Knowledge assessment - Your score

Knowledge Assessment		
Correct answers:	_____ / 24	
Result (circle):	Competent	Not yet competent
Trainer/supervisor name:		
Trainer/supervisor ID:		
Signature:		



Assessor comments:

.....

.....

.....

.....

If you have any questions about your results, speak to your trainer/assessor.

Practical Assessment Task 1 – Communication systems

(PE1) Identifying communication strategies and systems

- (a) Demonstrate that you can use an email program on your phone, tablet, laptop or PC. Send a short message to your assessor. Your email message should demonstrate the following:



DO	
Make sure the subject line is clear (specific).	This can get the persons attention and highlight the urgency of the message.
Keep your message short.	Emails should be limited to one topic. If your email is longer than five lines it should probably be a separate document or report.
Be courteous.	It doesn't take long to type please and thank you.
Proof read your emails.	Read and re-read your emails before you hit the send button. It is a good idea to leave out the recipients email address until after you have proof read the email.
DO NOT	
Don't send an email when a quick phone call could fix the problem.	Other communication methods like text messaging, phone calls and face to face should be used when they are more appropriate.
Don't write anything private, confidential or incriminating.	Do not think email is private, things can go wrong with computer programs. Some companies also monitor employees emails. Never send an email in anger.
Don't write in full capitals or use excessive exclamation marks.	This gives the impression that you are yelling at the person the email is addressed to.
Don't copy people into the email unless there is a good reason to.	Only send the email to the people that really need to see it. Do not waste people's time with unnecessary emails.

(Tick if satisfactory response from candidate)

Practical Assessment Task 4 – Listen to information

(PE4) listening carefully to instructions and information



(a) Your assessor will read out the passage below. Follow the tips to be a good listener.

- Always face the speaker and maintain eye contact
- Be relaxed and pay close attention to what the person is saying
- Keep an open mind to what is being said
- Think about what was said before responding
- Listen to the words being used and try to picture what the speaker is saying
- If you need to clarify your understanding, wait for the speaker to pause before asking questions
- Show that you're listening. This can be done by using positive body language and gestures, showing interest and giving regular feedback.

A good listener

A good listener possesses a range of qualities that contribute to effective communication and meaningful connections. Firstly, they are attentive and fully present in the conversation, giving their undivided focus to the speaker. They minimize distractions and demonstrate genuine interest through their body language and verbal cues.

Secondly, a good listener approaches conversations with an open mind, suspending judgment and biases. They create a safe space for the speaker to freely express their thoughts and ideas, valuing diverse perspectives.

Empathy is another crucial attribute of a good listener. They strive to understand and share the speaker's feelings, experiences, and emotions. By putting themselves in the speaker's shoes, they can offer validation, support, and genuine connection.

Non-verbal communication is essential for effective listening. Good listeners pay attention to the speaker's body language, facial expressions, and tone of voice. These cues provide valuable insights into the speaker's emotions and help the listener grasp the complete message.

(Tick if satisfactory response from candidate)

Practical Assessment Task 6 – Ask questions

(PE 6) asking questions to clarify meaning



- (a) Ask your assessor a CLOSED ENDED QUESTION.
- (b) Ask you assessor an OPEN ENDED QUESTION.

(Tick if satisfactory response from candidate)

Practical Assessment Task 7 – Communicate concisely

(PE7) communicating concisely both written and verbally

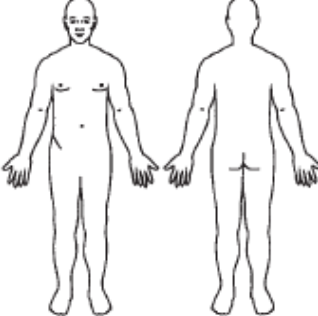
(a) Read the scenario and then fill out the Incident Report Form.

SCENARIO

Jenny is a full time worker in the Moulding section. Her ID number is JEN-123. Jenny was working in Section 8. Jenny only used one hand getting onto the forklift and slipped. She bruised her right hip falling onto the concrete floor. The accident happened at 10 am on the 6th of February. An ice pack was put on Jenny's hip. The accident was at 11 am after Jenny had been treated.

Incident report form

Section A: Details of incident							
Name:				Sex:	M / F		
Dept/section:				ID number:			
Employment:	<input type="checkbox"/> Full time	<input type="checkbox"/> Casual	<input type="checkbox"/> Self-employed	<input type="checkbox"/> General public			
	<input type="checkbox"/> Part time	<input type="checkbox"/> Volunteer	<input type="checkbox"/> Other:				
Describe the incident:							
Date:		Time:		Date reported:		Time reported:	
What happened?							
Where did it happen?							
Who was involved?							
<input type="checkbox"/> Near miss (a dangerous incident without injury to a person or damage to property). Go to section C.							
<input type="checkbox"/> Accident (an incident resulting in injury to a person or damage to property). Complete section B & C.							

Section B: Accident/injury report			
	Mark the injury on the diagram. Explain the injury/accident below.		
	Medical treatment:	<input type="checkbox"/> None	<input type="checkbox"/> First aid
<input type="checkbox"/> Admitted to hospital:			

Section C: Investigation and preventative action taken			
Investigation – why do you think the accident happened?			
Risk control measures – how can the site’s risk control measures be improved?			
Who is responsible for putting the control measures in place?			
Name:		ID number:	
Dept/section:		Completion date:	

(Tick if satisfactory response from candidate)

Practical Assessment Task 9 – Reporting faults

(PE9) identifying and reporting communication faults and deficiencies.



(a) Your assessor will provide you with an operator's manual for a two-way radio. Find the possible cause and corrective action for the following problems.

Problem	Possible cause	Corrective action
The radio is making a constant beeping sound.		
People are having trouble hearing you.		
Poor quality sound is coming from the speaker.		
The radio has poor reception.		

(Tick if satisfactory response from candidate)

Practical Assessment result

Practical Assessment		Date:
Task 1:	Satisfactory	Not satisfactory
Task 2:	Satisfactory	Not satisfactory
Task 3:	Satisfactory	Not satisfactory
Task 4:	Satisfactory	Not satisfactory
Task 5:	Satisfactory	Not satisfactory
Task 6:	Satisfactory	Not satisfactory
Task 7:	Satisfactory	Not satisfactory
Task 8:	Satisfactory	Not satisfactory
Task 9:	Satisfactory	Not satisfactory
Assessor name:		
Assessor signature:		
Student name:		I.D.
Student signature:		

Assessor feedback:

If you have any questions about your results, speak to your trainer/assessor.




INTRODUCTION



Communicate in the workplace

The purpose of communication is to exchange information with another person or a group of people.

There are a number of ways to communicate. For example:

<p>Speaking</p> 	<p>Writing</p> 	<p>By using communication equipment and systems</p> 
<ul style="list-style-type: none">• Communication is vital in the workplace.• Effective communication is important to ensure a safe, efficient and happy working environment.• Clear and correct information is necessary to pass on messages.		

In this learners guide you will learn about:

- Planning and preparing for workplace communication using equipment and systems
- Communicating using communication equipment and systems
- Carrying out face-to-face routine communication
- Completing written documentation.

PLAN AND PREPARE FOR WORKPLACE COMMUNICATION USING EQUIPMENT AND SYSTEMS

Element 1



Communication equipment (continued)

Computer system

Monitor, keyboard, hard drive, mouse, speakers.



Tablets



Public address (PA) systems and megaphones



Sirens and bells



Whistles



Lights



Signs



Tags



Medical devices

Some communication equipment can cause interference with medical devices such as:

- Pacemakers
- Hearing aids.

If you use these or any other personal medical devices **always seek medical advice.**

Always check the information provided by the manufacturer **before** operating the communications equipment



Weather conditions

Weather conditions like thunderstorms can sometimes create a hazard when using certain types of communication equipment and systems.

Thunderstorms are often accompanied by lightning, which can produce electromagnetic interference (EMI) that can disrupt the signals transmitted and received by two-way radios.

Check the manufacturers information for **warnings.**



QUESTION 5

What are three things you should do when establishing communication with an individual or group.

1. Be respectful and friendly.
2. Be culturally sensitive.
3. Use language the audience understands.

**QUESTION 6**

List five tips that will help you to maintain communication with your audience (individual or group).

1. Keep it simple.
2. Keep communication moving.
3. Get to the point.
4. Interact with your audience.
5. Follow up.



COMMUNICATE USING COMMUNICATION EQUIPMENT AND SYSTEMS

Element 2

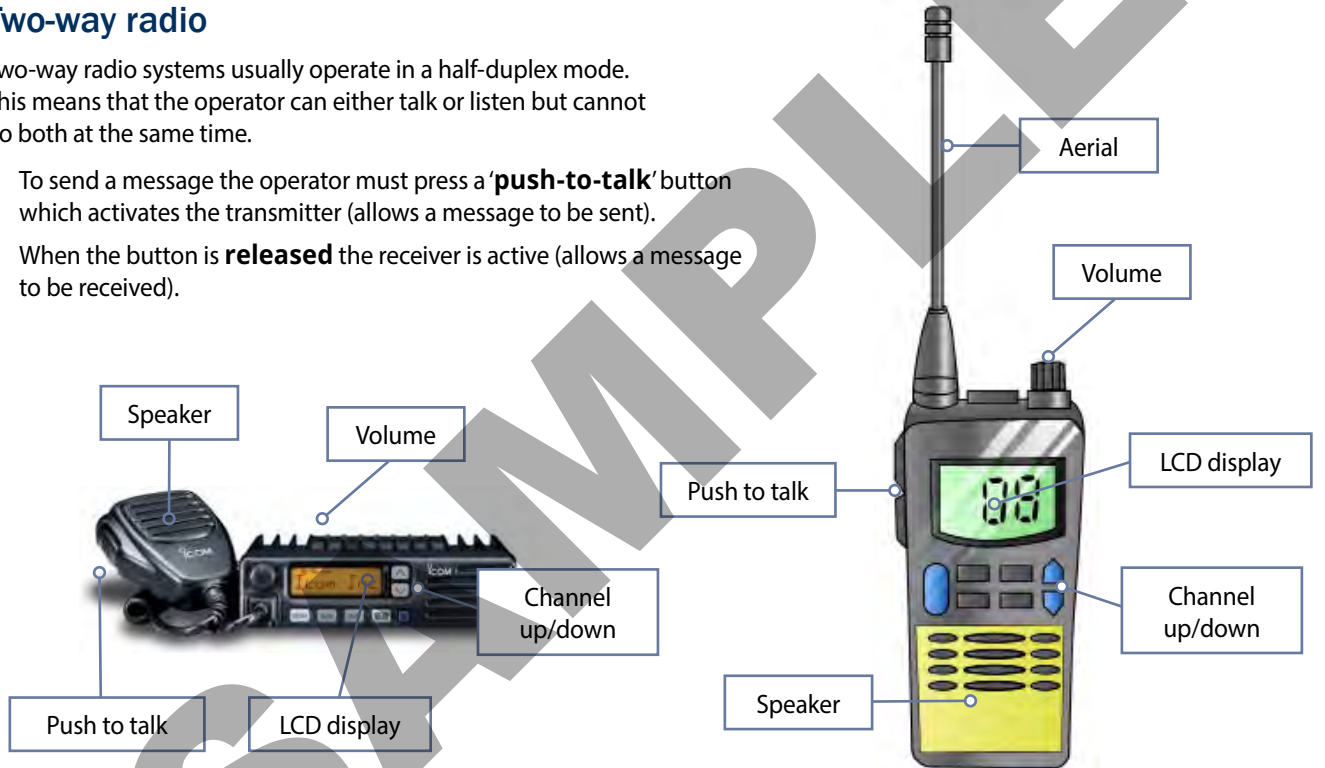


Use communication equipment and systems

Two-way radio

Two-way radio systems usually operate in a half-duplex mode. This means that the operator can either talk or listen but cannot do both at the same time.

- To send a message the operator must press a **'push-to-talk'** button which activates the transmitter (allows a message to be sent).
- When the button is **released** the receiver is active (allows a message to be received).



Always refer to the operators manual for information on the radios controls

CARRY OUT FACE-TO-FACE ROUTINE COMMUNICATION

Element 3



QUESTION 47

You are on site and a work mate is signalling in an up and down motion (nodding) using a cap lamp.

What is this signal telling you?

This signal tells you to **move away** from the light.

**QUESTION 48**

The operator of an excavator is sounding the horn.

What could the operator be trying to communicate?

The operator could be trying to:

- Provide a warning that the excavator is about to move.
- Get the attention of people or other vehicles that are in the way (in danger).
- Warn other vehicles/plant and pedestrian traffic that they are travelling through a doorway or around a blind corner.



COMPLETE WRITTEN DOCUMENTATION



QUESTION 55

What are approved documents?

Approved documents are documents that have been through a process to make sure they:

- Do the job they are supposed to do
- Meet any legal, compliance and workplace requirements.

Approved

QUESTION 56

Where can you usually find workplace documents?

- Intranet sites
- Managers or supervisors
- Site offices
- Human resources
- Safety officers or administrative staff.

