



WORKSKILLS FOR LIFE

(MODULE 3.)

APPLY BASIC COMMUNICATION SKILLS

PRMCL41A

CONTENTS :

1. What is Communication?

2. Body Language

3. Asking A Question

4. Listening

Practising My Workplace Communication Skills

SESSION 3. ASKING A QUESTION

Objective: At the conclusion of the training session the trainee will be able to; ask a staff member a basic work related question (meeting his/her communication needs)

Nominal Session Duration: 60 minutes

Number of Participants: 4-8

Entry Level: N/A

Aids/Equipment: whiteboard, training aids
(see resources
supplied at end of
session plan), dvd
vignettes, **audio tape and
tape player with clear and
unclear instructions -
be developed by
staff, task props,
staff member to
in a
to service
another
participate
demonstration, dvd
player, tv.**

Teaching Methodology: group discussion,
identification activities,
case study, role plays,
multiple choice.

Assessment Items: On the Job Observation x 3
Role Play x 2

Session 3. ASKING A QUESTION

Key Points	Notes
Introduction	Today we are going to talk about how we ask questions at work.
Visual Hook - DVD: "Asking a Question"	<p>Play dvd and discuss who is asking a question properly.</p> <p>Discuss that there is a right way and a wrong way to ask questions at work</p>
ACTIVITY: 'SIMON SAYS....'	<ul style="list-style-type: none"> § See Activity Guide for instructions § Facilitate activity § Debrief and summarise what instructions were easy to follow and what ones were difficult § List reasons identified § Discuss § Repeat exercise with different participants acting as 'Simon' § Give feedback re: clear speaking
DISCUSSION: GUIDELINES TO SPEAKING CLEARLY WCM3 Picture 1 WCM3 Picture 2 WCM3 Picture 3 WCM3 Picture 4 WCM3 Picture 5	<ul style="list-style-type: none"> § Ask participants to think of some things they need to do to speak clearly § Discuss suggestions § Display Pictorials and add any items not previously mentioned <ul style="list-style-type: none"> Ÿ eye contact Ÿ volume control Ÿ talking at an appropriate speed Ÿ body language appropriate Ÿ using language you are familiar with § Ask participants if they can remember a time they could not understand what was being said...what happened...what could have been done better

Key Points	Notes
<p>Case Study 1. WCM3 Picture 6</p> <p>WCM3 Picture 7 WCM3 Picture 8 WCM3 Picture 9</p>	<p>Display leader pictorial. (1. supervisor asks worker to go and work on Job X- 2. worker does not know where job X is set up) Handout pictorials for trainees to place on w/board and to say if it is the right way or not.</p> <ol style="list-style-type: none"> 1. whisper - mumble 2. yell 3. clear voice - polite - eye contact.
<p>DISCUSSION: Understanding Instructions</p> <p>WCM3 Picture 10</p> <p>WCM3 Picture 11</p> <p>WCM3 Picture 12</p> <p>WCM3 Picture 13</p> <p>WCM3 Picture 14</p> <p>WCM3 Picture 15</p>	<p>§ Ask participants to recall a time when they did not understand an instruction</p> <p>§ Discuss;</p> <ul style="list-style-type: none"> Ÿ what happened? Ÿ consequences Ÿ how did they feel? Ÿ what did they learn? <p>§ Display Pictorials and discuss why it is important to understand instructions at work.</p> <p>§ communication at work</p> <p>Possible Consequences:</p> <ul style="list-style-type: none"> § reduce mistakes § reduce workplace accidents § customer happy § felt good about yourself for doing a good job § boss happy
<p>DVD: “Understanding instructions” Depicts how to clarify instructions etc.</p>	<ul style="list-style-type: none"> § Play dvd § Discuss what happened? § Was the person silly to ask a question? § How did asking a question help the person?

Key Points	Notes
<p>Extension Activity: Types of Questions</p> <p>OHP 1 Types of Questions</p>	<ul style="list-style-type: none"> § Review two way communication § Focus on the opportunities within the channel of communication to ask questions. § Ask for ideas for a communication exchange. § Format these into a two way communication cycle. § What questions could be asked? § Record on the cycle § Introduce the different types of questions § Identify which of the questions in the example generated are the different types. § Discuss the different type of information they encourage.
<p>Extension Activity 2.: Role Plays</p>	<ul style="list-style-type: none"> § Request participants to develop their own role plays about a range of situations. § They need to include each stage of the two way communication process. § They need to include at least two types of questions. § Play each scenario § Observers to record feedback § Debrief
<p>ACTIVITY: SIMULATED WORK TASK- UNCLEAR INSTRUCTIONS</p>	<ul style="list-style-type: none"> § Set up simulated work stations § Facilitate exercise with unclear/loaded instructions for trial 1#. <i>Have another staff member available to act as the other party in the exchange.</i> § Review and discuss what happened § Ask participants for ideas regarding what they should do if they do not understand instructions at work. § Repeat exercises with better instructions (<i>encourage participants to adopt role of supervisor where appropriate</i>) § Debrief and summarise outcomes

Key Points	Notes
<p>ORAL EXERCISE BASIC QUESTION</p>	<ul style="list-style-type: none"> § Request participants to repeat the following; 'I don't understand...what do you mean?' § Approach individual participants with an unclear instruction § Each participant is to practise their response/question § Discuss and summarise
<p>Role Plays</p>	<ul style="list-style-type: none"> § Request volunteers or select participants. § Develop scripts as a group of typical workplace exchanges. § <i>Set up the scene</i> individually with role players and then with the group as a whole. § <i>Highlight</i> things to look for. § <i>Play</i> the scene. § Ask for one <i>feedback</i> comment per participant. § <i>Record</i> on w/board. § <i>Sum up</i> the scene & add any overlooked points.

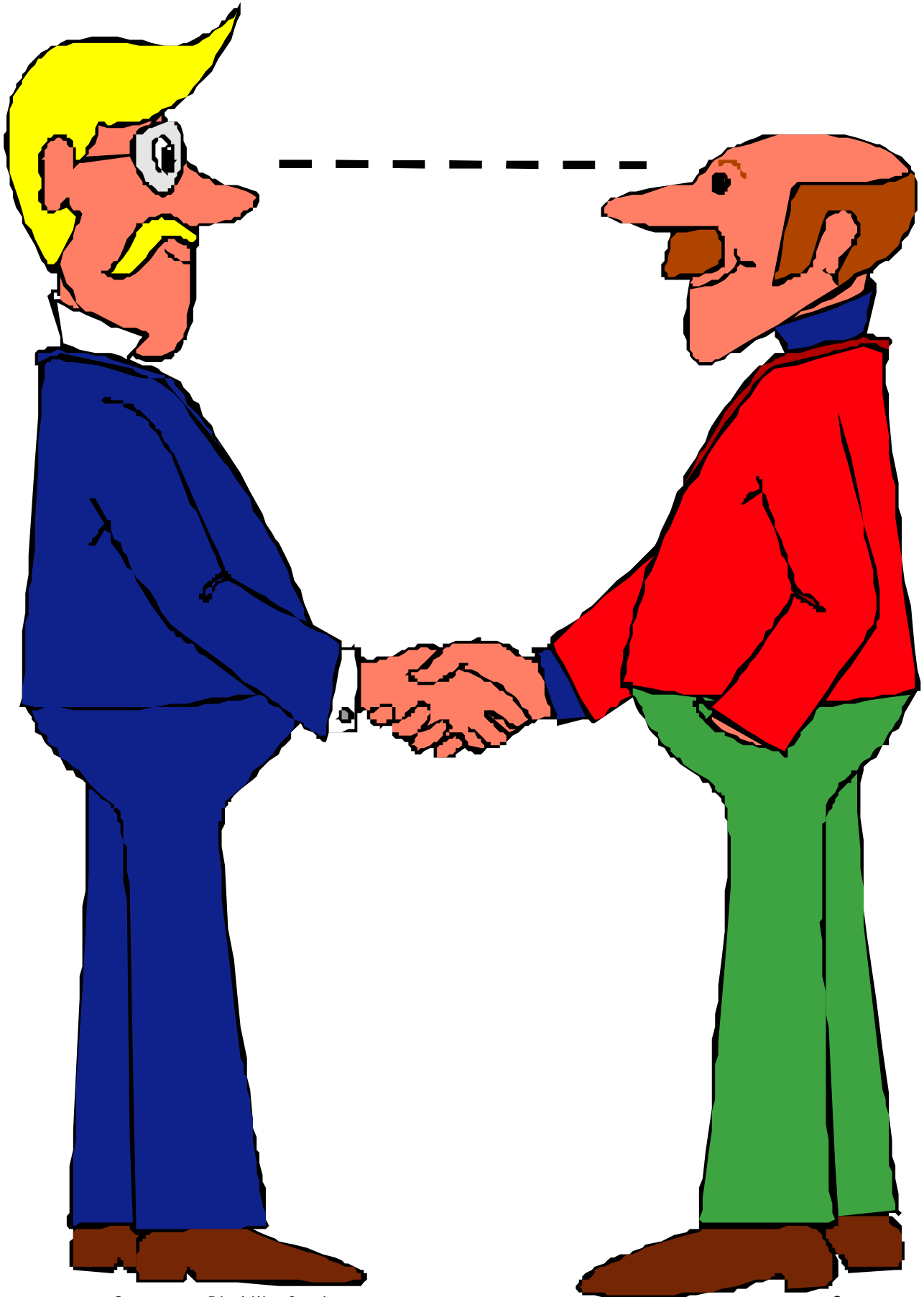
Key Points	Notes
<p>SESSION REVIEW</p> <p>1. Multiple Choice.</p> <p>WCM3 Picture 16 WCM3 Picture 17 WCM3 Picture 18 WCM3 Picture 19</p> <p>2. Role Play</p> <p>3. Taped Instructions</p>	<p>How do we ask a question? Display pictorials and ask trainees to select the right ones and then remove the incorrect prompts.</p> <ul style="list-style-type: none"> \$ mumble \$ yell \$ whisper \$ polite/clear voice <p>What is this person(s) doing appropriately??</p> <p>Repeat a positive role play. Trainees to identify at least one appropriate behaviour displayed.</p> <ul style="list-style-type: none"> \$ Play Tape 1# \$ Participants to identify 2 things that the person is doing incorrectly \$ Participants to suggest what they would do (ie. ask basic question) \$ Each participant to practise the question \$ Play Tape 2# \$ Participants to identify the difference and the consequences of their question
<p>What's on next week?</p>	<p>Listening</p>

SIMON SAYS...

Instructions:

Request participants to perform each of the instructions given;

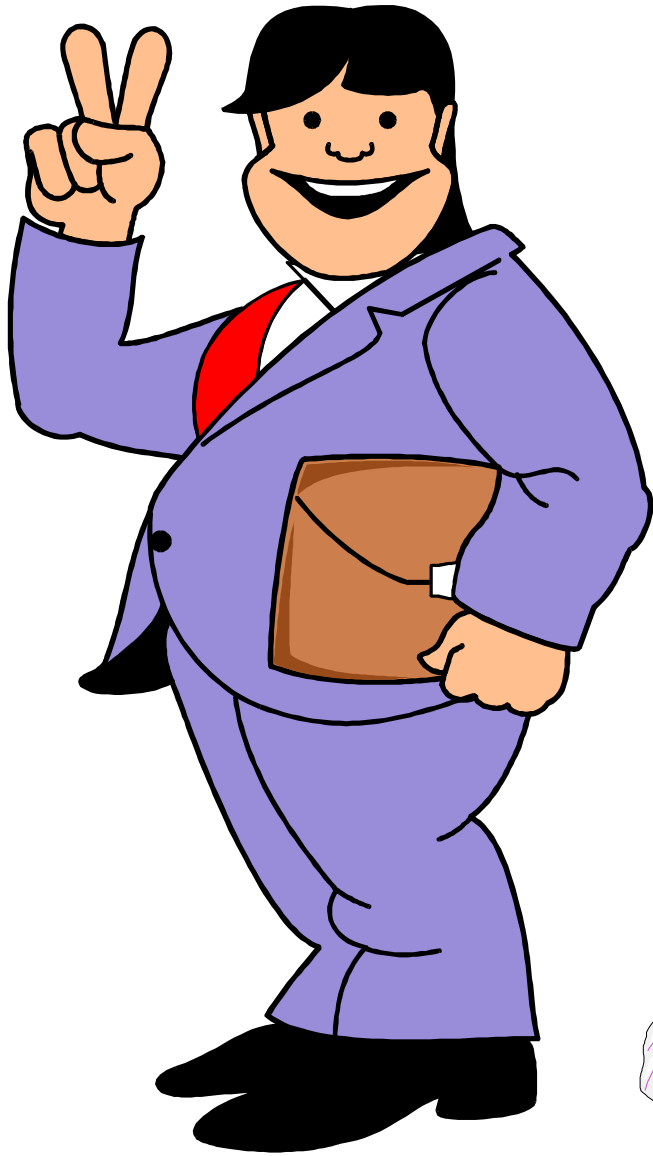
1. Stand up (specific)
2. Pick up your chair (specific)
3. Take the chair and turn around 3 times and then back the other way (possibly too much information and vague at the end)
4. Sit down (specific)
5. Shake hands (vague ie. who with or on my own, for how long)





*Hi- Slippery Sam's
the name and sales
are the game...today you
will see the most
amazing cleaner of all
time including features;
all organic materials,*



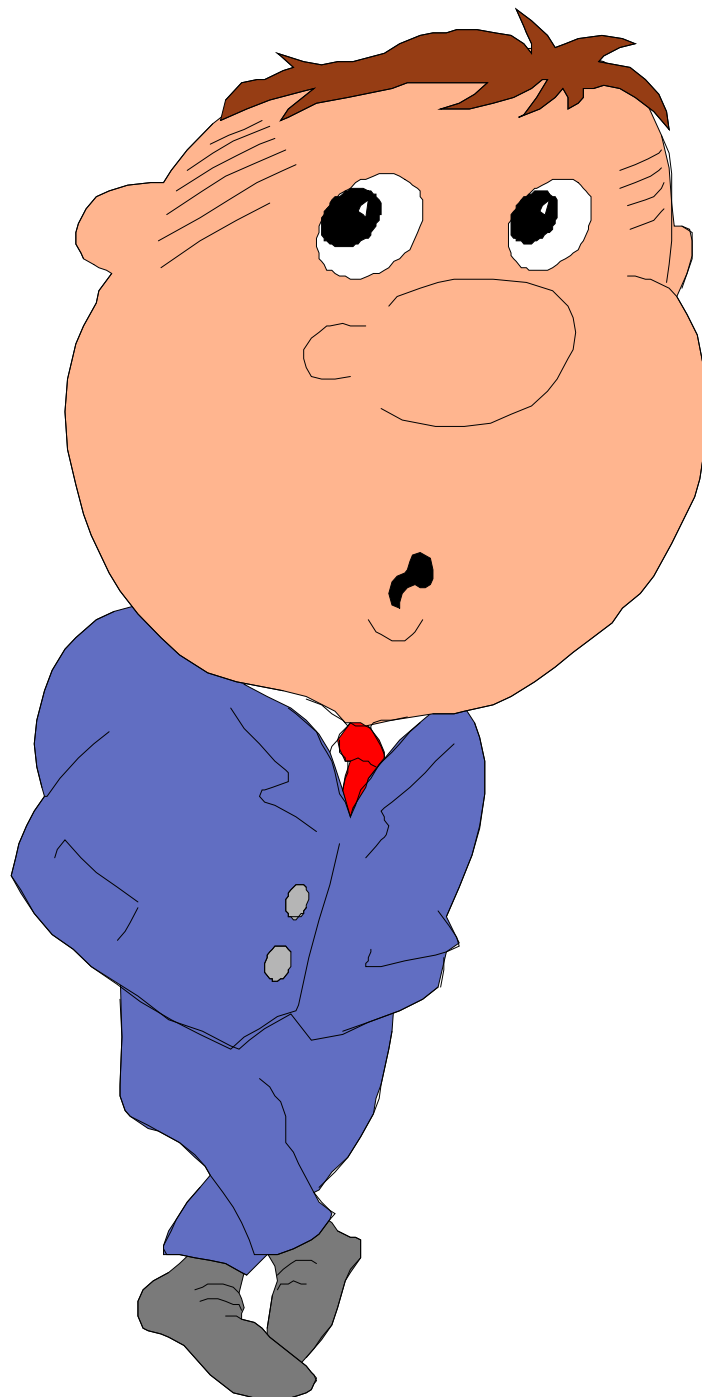


...and when you
use the
oberwarberfloverh



Please go and work
on Job X this
morning

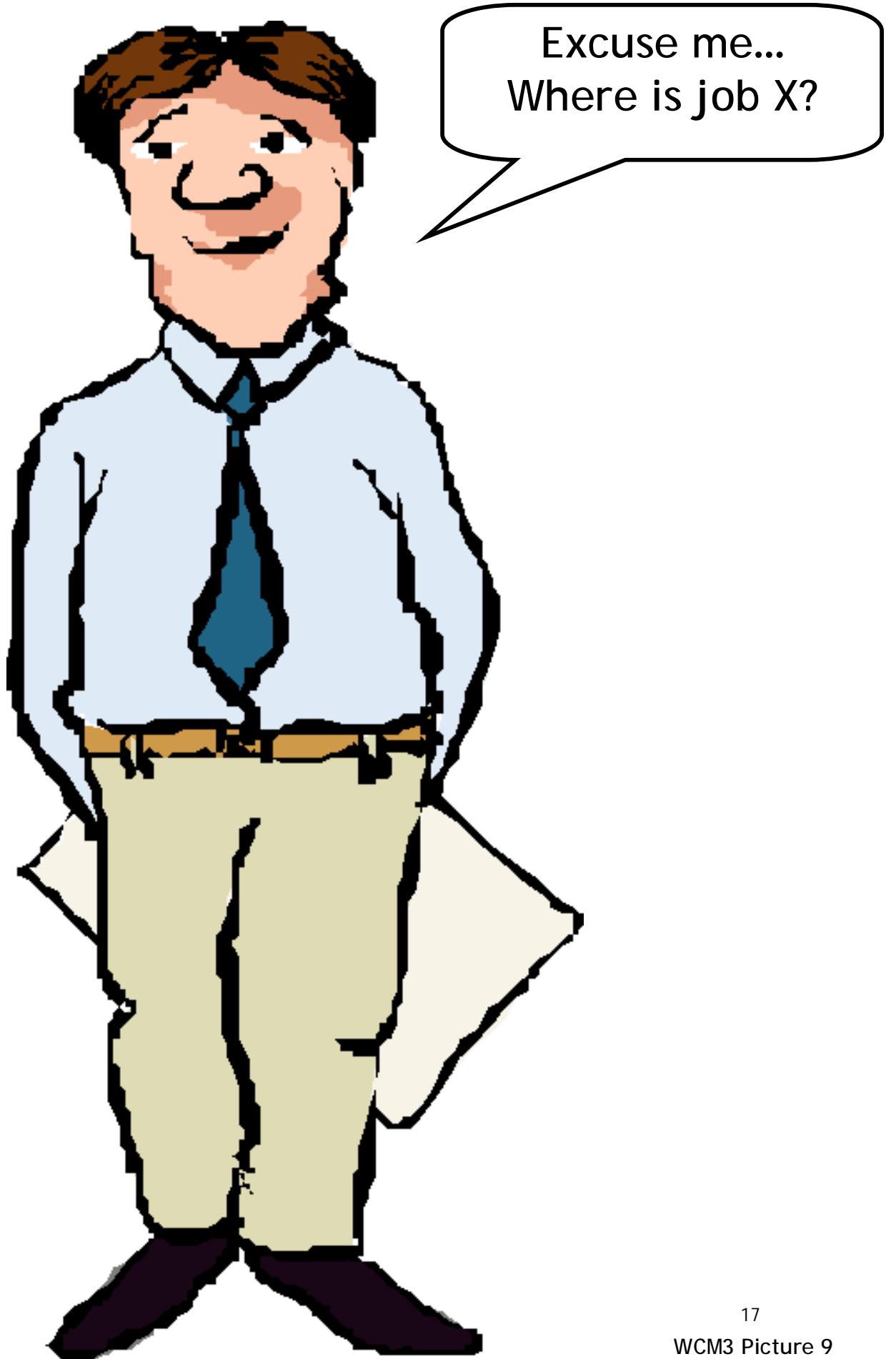




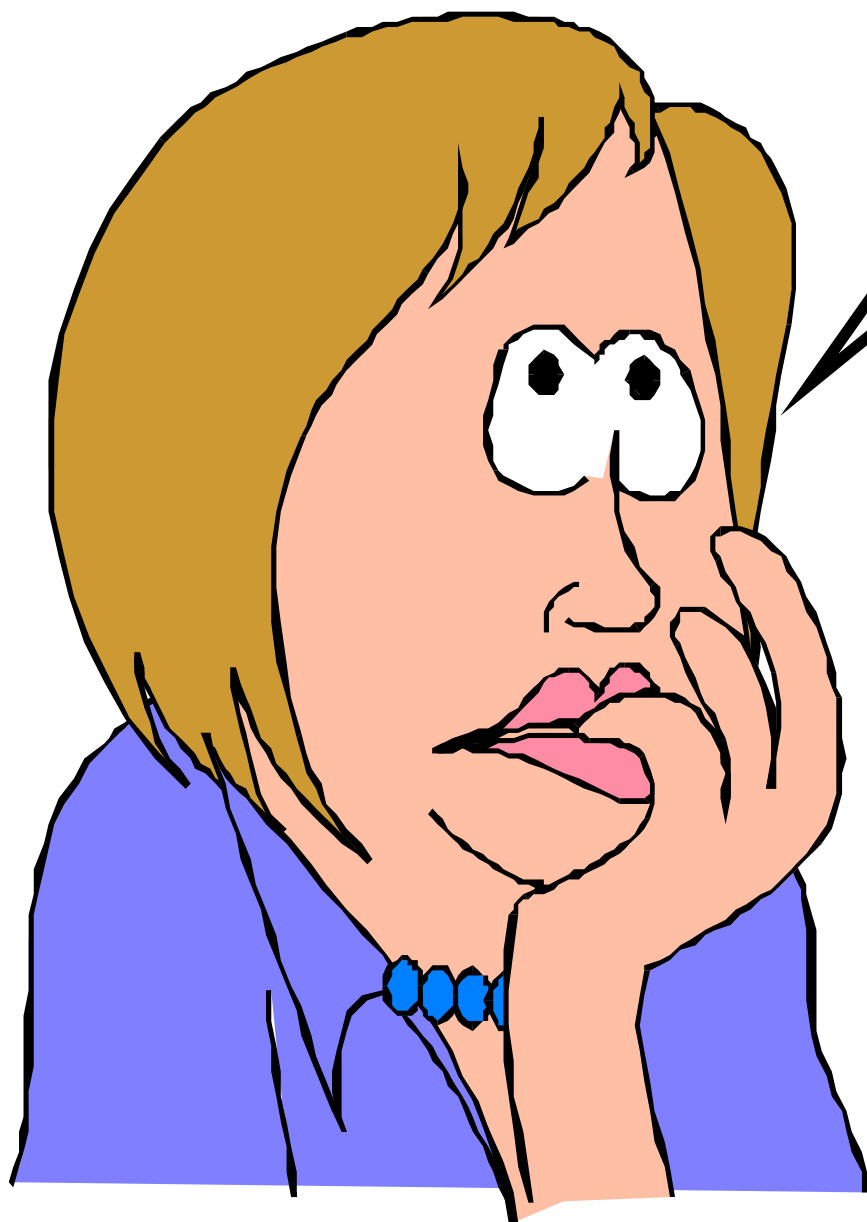
Ummmmmm.....
Where is job X????

**WHAT??!!
WHERE DO YA
WANT ME TO GO**





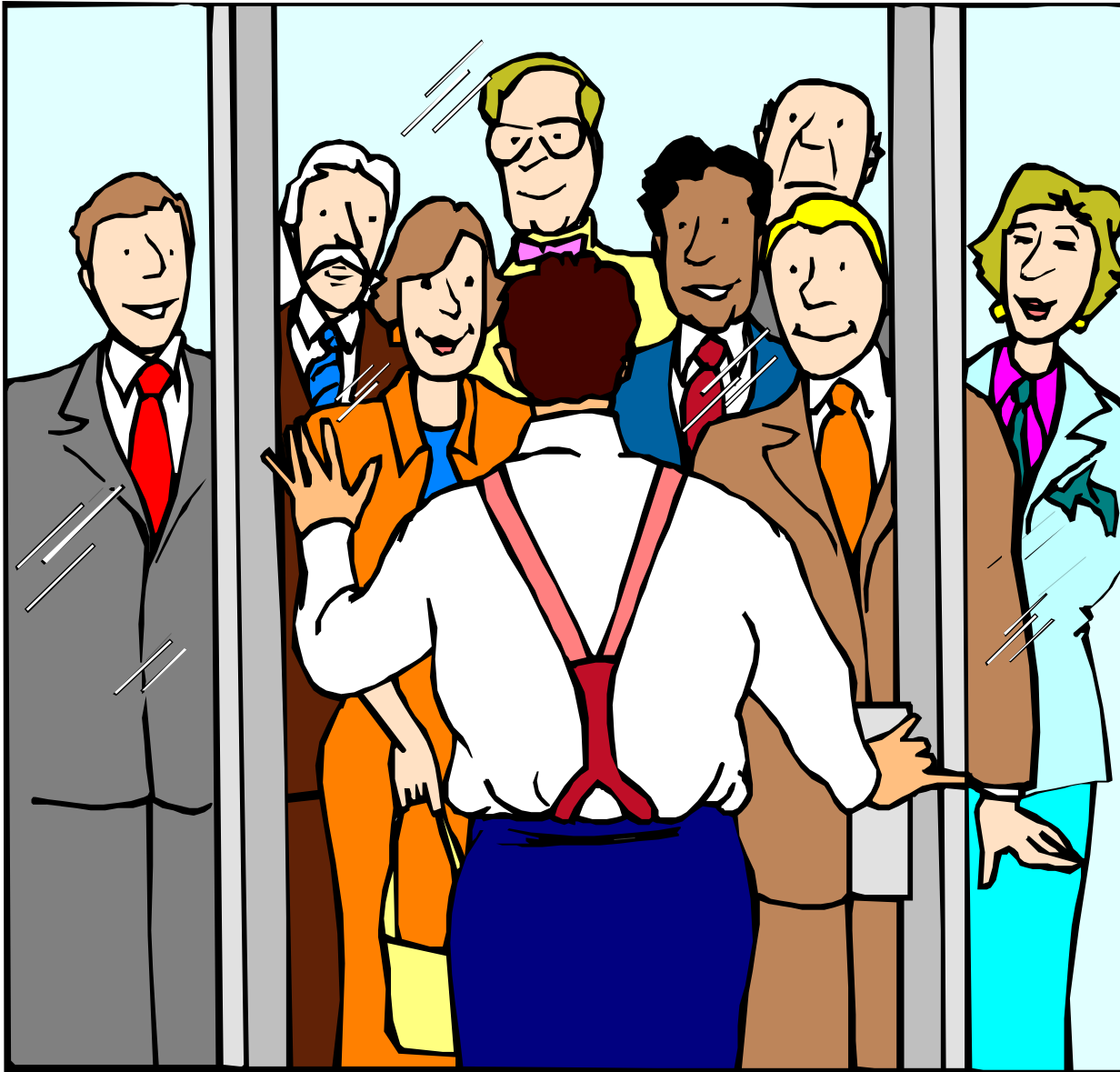


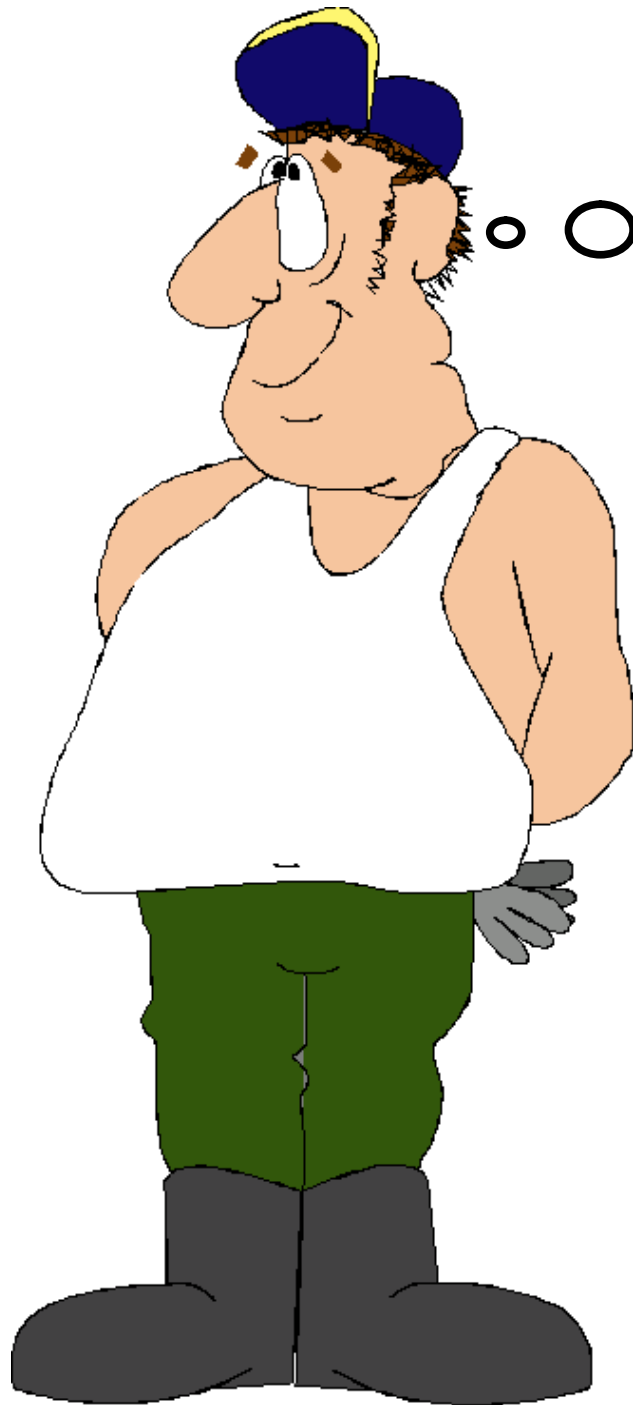


Uh Ohhh...

Aarrgh....









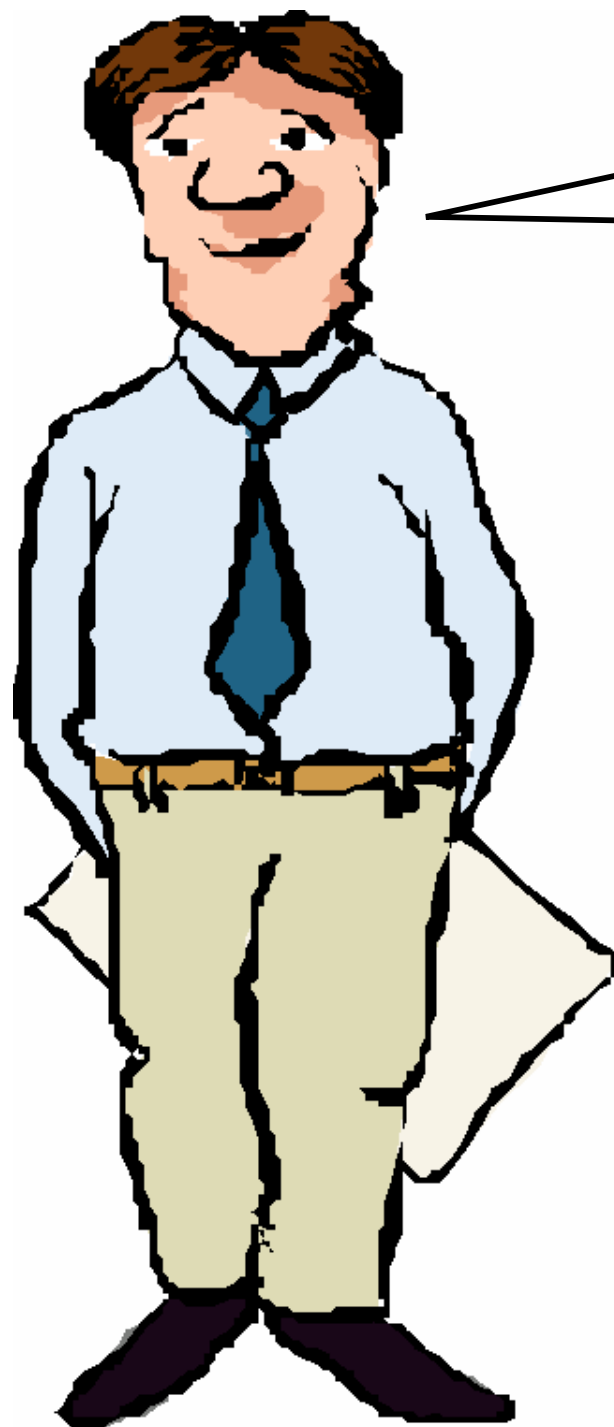


Ummmmm.....
mumble mumble
Uhhhh...mmmm

WHAT??







Excuse me Bob
Where is the
screwdriver?