Worksite Communication Skills: Using the phone

About the Video:

Being in a trade is not a solitary occupation; you’re part of a team and you’re part of a business. So clear verbal communication between you and both the people you work with and the people you work for is really important. In this series we take a practical look at the importance of effective and respectful communication in the workplace. Featuring perspectives and insights from trades expert Emily Gloury from Bendigo Curtains, and clear illustrations using actors, this is a practical and engaging look at this important topic.

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Total length of video: 5.55

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Timeline

00.00 Introduction
00.30 When to use a mobile phone at work
01.02 Good language
01.15 Getting to the point
01.23 Tone of voice
02.10 Questioning over the phone
02.33 Multitasking on the phone
03.10 Answering the phone when with someone else
03.32 Text messaging
04.42 Using phones on a break
Mapping information

Elements and Performance Criteria

BSBCMM101A - Apply basic communication skills

2. Communicate in the workplace
   2.1. Use effective questioning, and active listening and speaking skills to gather and convey information
   2.2. Use appropriate non-verbal behaviour at all times
   2.3. Encourage, acknowledge and act upon constructive feedback

CPCPCM2039A - Carry out interactive workplace communication

1. Apply oral communication
   1.1 Oral instructions are given, clarified and confirmed.
   1.2 Oral communication with others is clear, accurate and in a language suitable to the industry and workplace.
   1.3 Current technology that follows industry convention is used during oral communication.

2. Apply visual communication.
   2.1 Visual communication is used that follows accepted industry practice or social convention.
   2.2 Attention of the communicating parties is obtained, confirmed and acknowledged.
   2.3 Visual communication is clarified and confirmed at each step.
   2.4 Visual communication that is unclear or ambiguous is questioned or visually cancelled.
   2.5 Instances of unclear visual communication are followed up to avoid repeated problems.
Learning Activities

For consideration prior to viewing:

*These activities can be undertaken with participants working individually or in one or more small groups. They are designed so responses can be made in different ways, including brainstorming, discussion, written responses, role-plays etc.*

1. As a class, discuss when it might be appropriate to use a mobile phone at work. Cover issues such as who is allowed to use it, when personal calls might be acceptable, and how to find out what company policy is.

2. As a role-play, ask students to break into pairs. Have one pretend to have a conversation on the phone with the other, asking them to add up a list of numbers on a piece of paper at the same time. Discuss why giving someone your undivided attention is a good idea.

3. As a class, discuss concepts of good language; what is it, why is this, what is bad language and why is this?
Questions about the video:

1. You should only use a mobile phone at work for:
   1. _______________________________________________________
   2. _______________________________________________________

2. The language you use on the phone at work should always be:
   a) Fast
   b) Professional
   c) Laid back

3. What are the three essentials of good voice tone?
   1. _______________________________________________________
   2. _______________________________________________________
   3. _______________________________________________________

4. In a noisy environment you can do what two things?
   1. _______________________________________________________
   2. _______________________________________________________

5. Good questioning consists of what two components?
   1. _______________________________________________________
   2. _______________________________________________________
6. Do not ________________ on the phone.

a) Concentrate
b) Sing
c) Multitask

7. If you are talking to someone face-to-face at work and your phone rings you should:

a) Put it on silent and call back later
b) Answer it and start another conversation
c) Let it ring for a long time

8. Texting for work should follow these four simple guidelines:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
Questions about the video: Answer key.

1. You should only use a mobile phone at work for:
   A: 1) Calling a client 2) Contacting your manager

2. The language you use on the phone at work should always be:
   A: b) Professional

3. What are the three essentials of good voice tone?
   A: 1) Clear, calm 2) Not shouting 3) Respectful

4. In a noisy environment you can do what two things?
   A: 1) Move away 2) Ask to call back later

5. Good questioning consists of what two components?
   A: 1) Clarifying 2) Re-emphasising

6. Do not __________________ on the phone.
   A: c) Multitask

7. If you are talking to someone face-to-face at work and your phone rings you should:
   A: a) Put it on silent and call back later

8. Texting for work should follow these four simple guidelines:
   A: 1) Respectful language 2) No slang 3) Professional 4) Short
Follow-up activities

These activities can be undertaken with participants working individually or in one or more small groups. They are designed so responses can be made in different ways, including brainstorming, discussion, written responses, role-plays etc.

1. As a class, ask students to come up with a list of jargon and slang that might be used in everyday life or a worksite. Go through each one and find out who understands exactly what is meant by each one, and who doesn’t understand the meaning. Discuss the ways in which this could lead to confusion on a worksite.

2. Role-play with tone and volume in class. Select students to say a simple sentence – “Can you please get me the nail gun from the tool box” for example – in a range of different tones and at different volumes. Discuss how each leads to a different feeling in the receiver.

3. Ask students to come up with a list of open-ended questions that respectfully clarifies and seeks more information. Then ask for a list of questions that could cast doubt on what a person is saying. Discuss the benefits of respect in a conversation.
**Suitable resources**

Fair Work Building and Construction – CALD workers:


Communication in a construction workplace – links to types of communication:


Construction workers and mobile phones:


General communication:

http://au.reachout.com/Tips-for-communicating