

CONDUCT WORKPLACE COMMUNICATION
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – TRADES)
CPCCCM1014A

LEARNER'S GUIDE

BUILDING AND CONSTRUCTION



Conduct workplace communication

CPCCCM1014A

Learner's guide

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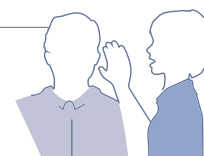


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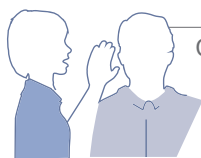
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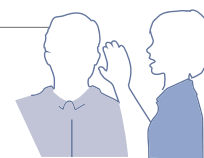


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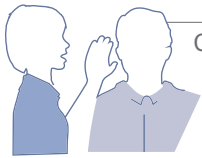


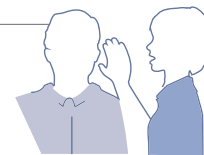
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Annex A – Unit details

Annex B – Assessments





Welcome

Welcome to the learner's guide for CPCCCM1014A *Conduct workplace communication*.

The ability to communicate effectively in the building and construction industry is essential. This unit will provide you with the knowledge and skills to help you communicate with supervisors, workmates and anyone else you have contact with during your work day.

This guide will take you through the process of learning how to conduct workplace communication. Skills and knowledge will be developed in effective listening, questioning and non-verbal communication. Areas of explanation include:

- how to gather, convey and receive information
- how to participate in routine communication in the workplace
- recognising written and visual communication common to the building and construction industry
- participation in meetings.

Qualification overview

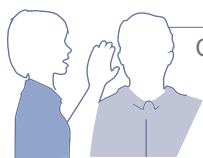
This unit of competency, CPCCCM1014A *Conduct workplace communication*, forms part of Certificate II in Building and Construction (Pathway – Trades), a pre-vocational course for learners seeking to gain an apprenticeship in the building and construction industry. The focus of this course is on developing relevant technical, vocational and interpersonal competencies as well as skills, knowledge and experiences that may be transferable to other industry areas. You will also gain employability skills relevant to an entry level employee of the industry.

The first component of the course consists of seven core units of competency (common to 11 construction trades) and a period of work placement. This component, which would typically be delivered over a one-year period, is designed to provide you with a tradesperson's introduction to the building and construction industry.

In the second component of the course, typically undertaken in the second year of study, you will choose from 10 trade-specific streams of units of competency that enable you to focus your learning on a particular trade such as bricklaying, painting or carpentry.

To progress further in the industry, beyond this introductory level, you will then need to gain an apprenticeship in your chosen trades area, or pursue further training within the building and construction field.

Note: If you are completing this unit as part of a different qualification, your lecturer will give you the relevant information.

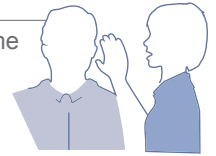


Unit overview

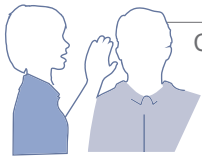
This unit describes the performance outcomes, skills and knowledge required to conduct workplace communication.

Some basic information for this unit of competency is provided here. You can find the full unit details at Annex A at the back of this guide.

Unit title	Conduct workplace communication
Descriptor	This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.
National code	CPCCCM1014A
Employability skills	This unit contains employability skills.
Prerequisite units	Nil
Application	This unit of competency supports achievement of communication skills carried out as an integral part of routine work.



Element 1 Gather, convey and receive information	
1.1	Verbal and written instructions are gathered, received and responded to with correct actions.
1.2	Instructions are conveyed accurately.
1.3	Work signage interpretation and other safety (OHS) requirements are responded to with correct action.
1.4	Information is conveyed in English, and the information is interpreted and message confirmed.
1.5	Questions are used to gain additional information and to clarify understanding, using appropriate communication transfer techniques.
Element 2 Carry out face-to-face routine communication	
2.1	Routine instructions and messages are received and followed.
2.2	Workplace procedures are carried out to company requirements in communication with others .
2.3	Information from a range of sources is accessed and interpreted using a variety of communication modes .
2.4	Information is selected and sequenced correctly.
2.5	Verbal and written reporting is completed where required.
Element 3 Apply visual communication	
3.1	Visual communication is used that follows accepted industry practice or social conventions.
3.2	Attention of communicating parties is obtained, confirmed and/or acknowledged.
3.3	Intention of the visual communication is clarified and confirmed at each step.
3.4	Visual communication that is unclear or ambiguous is questioned or visually cancelled.
3.5	Instances of unclear visual communication are followed up to avoid repeated problems.
Element 4 Participate in simple on-site meeting processes	
4.1	Correct process for on-site meetings is identified and followed to predetermined or agreed procedures.
4.2	Responses are sought and provided to others in the group.
4.3	Constructive contributions are made.
4.4	Goals or outcomes are identified and/or recorded.



Skills recognition and recognition of prior learning (RPL)

You are encouraged to discuss with your lecturer any previous courses or work experience in which you have participated so that it can be recognised. Evidence must be provided.

Resources

No specific resources are required for this unit.

Required

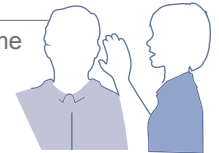
You will need to provide the following:

- an A4 notepad
- pens, pencils, eraser.

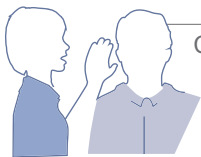
Self-checklist

As you work through this guide you should return to this checklist and record your progress. Where you understand something and think that you can perform it 'easily', congratulations. Where your response is 'with help' – revise the material in that section and/or discuss with your lecturer or other learners in your group.

CPCCCM1014A Conduct workplace communication	I understand	
	Easily	With help
Element 1 Gather, convey and receive information		
1.1 Verbal and written instructions are gathered, received and responded to with correct actions.		
1.2 Instructions are conveyed accurately.		
1.3 Work signage interpretation and other safety (OHS) requirements are responded to with correct action.		
1.4 Information is conveyed in English, and the information is interpreted and message confirmed.		
1.5 Questions are used to gain additional information and to clarify understanding, using appropriate communication transfer techniques.		



Element 2 Carry out face-to-face routine communication	Easily	With help
2.1 Routine instructions and messages are received and followed.		
2.2 Workplace procedures are carried out to company requirements in communication with others .		
2.3 Information from a range of sources is accessed and interpreted using a variety of communication modes .		
2.4 Information is selected and sequenced correctly.		
2.5 Verbal and written reporting is completed where required.		
Element 3 Apply visual communication	Easily	With help
3.1 Visual communication is used that follows accepted industry practice or social conventions.		
3.2 Attention of communicating parties is obtained, confirmed and/or acknowledged.		
3.3 Intention of the visual communication is clarified and confirmed at each step.		
3.4 Visual communication that is unclear or ambiguous is questioned or visually cancelled.		
3.5 Instances of unclear visual communication are followed up to avoid repeated problems.		
Element 4 Participate in simple on-site meeting processes	Easily	With help
4.1 Correct process for on-site meetings is identified and followed to predetermined or agreed procedures.		
4.2 Responses are sought and provided to others in the group.		
4.3 Constructive contributions are made.		
4.4 Goals or outcomes are identified and/or recorded.		



About the icons

Note that not all icons may appear in this guide.



Performance criteria

This icon indicates the performance criteria covered in a section. The performance criteria contribute to the elements of competency that you must demonstrate in your assessment.



Activity

This icon indicates that there is an activity for you to do.



Group activity

This icon indicates that there is an activity for you to do with a partner or in a group.



Discussion

This icon indicates that there will be a discussion, which could be with a partner, a group or the whole class.



Research

This icon indicates that you are to do a research activity using the internet, texts, journals or other relevant sources to find out about something.



Case study

This icon indicates that there is a case study or scenario to read.



Think

This icon indicates that you should stop and think for a moment about the point being made or the question being asked.

You will also see the following characters used throughout this guide, where there's a case study or activity that's specific to a particular trade.



Dave
A bricklayer



Emma
A painter



Liam
A tiler



Katherine
A carpenter



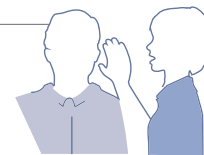
Jim
A supervisor



Christine
An apprentice



Jeremy
An apprentice



Section 1 – Communication

Introduction

Communication is the transfer of facts, ideas, opinions, feelings and information from one person or group to another. It is how we come to know and understand everything around us. We use communication to:

- relax and entertain ourselves
- learn about the world
- learn about ourselves and others
- share ideas, knowledge, thoughts and feelings
- exchange information
- influence and persuade people
- conduct business.



You need to learn to be a good communicator, so that you can be effective in your role.



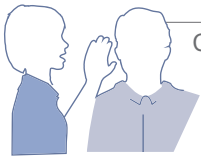
Performance criteria

- 1.1 Verbal and written instructions are gathered, received and responded to with correct actions.
- 1.4 **Information** is conveyed in English, and the information is **interpreted** and message confirmed.

Communication in the construction industry

When you work in the construction industry you are a member of a team involving many different job roles on site. For a project to run smoothly, there must be effective communication so that everybody does what is required, at the right time, in the right way and with the right materials.





Activity 1.1 Communicating on a construction site

What sort of things do you think might be communicated on a construction site? Discuss with your class and use this space to make notes.

Who do we communicate with in the construction industry?

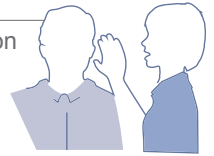


Employers and supervisors

Many building companies are quite big and you may never actually see or meet the main boss of the company. Communication passes down through the organisation to the tradespeople via managers and supervisors.

Larger construction sites may have a project manager who is responsible for the overall running of the project. There will also be a building supervisor or foreperson who liaises with the project manager and directs the daily activities.

Alternatively, you may work for a contractor and most of the information and instructions you are given will come directly from your boss.



Contractors

Many of the tradespeople you interact with will be contractors; that is, they run their own business and provide their services to the building company.

Contractors have to communicate effectively with each other, as they are often working in the same area at the same time. For example, the plumber and the electrician may both be working on the same section of the site, and the bricklayer may need one or both of them to have finished their part of the job before s/he starts.

If you're working for or with a contractor, you'll need to be able to share information and negotiate coordination and scheduling issues throughout a construction project.

Co-workers

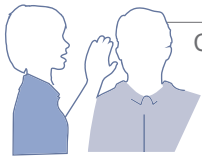
Most of your workplace communication is likely to be with members of your team and other co-workers. Together, you'll be organising and completing tasks, giving and receiving instructions, helping each other and solving problems.

Others

On construction projects there are lots of other people involved at various stages. You may need to communicate with the following people as part of your work responsibilities:

- designers and architects
- safety officers
- union representatives
- clients
- delivery drivers
- suppliers
- office staff.





Communication methods in the construction industry

We use different methods and tools to communicate with others depending on the circumstances and purpose of the communication. You will have had experience with most of these methods at home and at school but some methods used regularly in the construction industry may be new to you.

Here are some communication methods you may use on a construction site.



Face-to-face



Two-way radio



Mobile phone



Email and internet

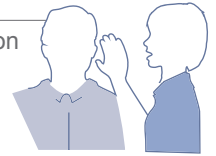


Signals



Written documents

Some communication methods are better suited to specific tasks. The construction industry has particular needs that lead to a range of methods being used. For example, on big sites a two-way radio might be used to talk, or in a noisy environment, hand signals might be more effective.

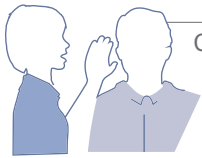


Activity 1.2 Communication methods

Every communication method has its strengths and weaknesses. For example, during face-to-face communication, we can get additional information from the other person's body language, but we don't have a record of the conversation to refer to later.

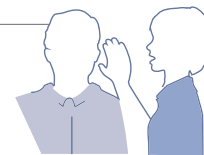
List some strengths and weaknesses of the following communication methods.

Type	Strengths	Weaknesses
Face-to-face	_____ _____ _____	_____ _____ _____
Two-way radio	_____ _____ _____	_____ _____ _____
Mobile phone	_____ _____ _____	_____ _____ _____
Email and internet	_____ _____ _____	_____ _____ _____
Signals	_____ _____ _____	_____ _____ _____
Written documents	_____ _____ _____	_____ _____ _____



Activity 1.3 Mobile phones

Why do you think the use of mobile phones is discouraged on some building sites? Discuss with your class and make some notes in this space.



Section 2 – How we communicate

Introduction

The way we communicate depends on the circumstances. We might be speaking or writing, we might include some visual clues, or we might not use words at all. We tend to use the type of communication that best suits the situation and the people involved.

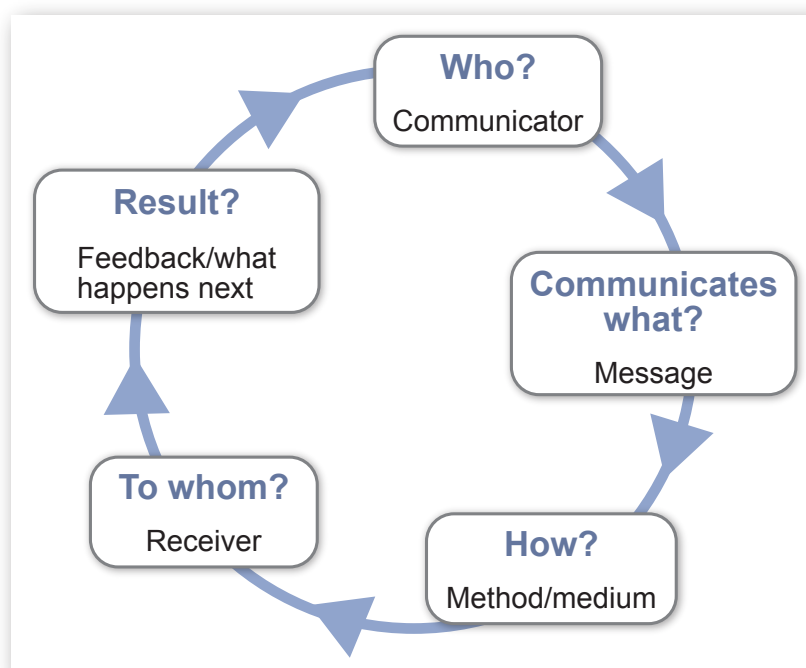


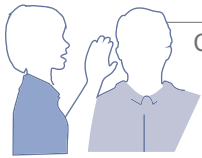
Performance criterion

1.4 **Information** is conveyed in English, and the information is **interpreted** and message confirmed.

The communication process

When people communicate, it is rarely a one-way process. Information is sent and received, and feedback given repeatedly in most interactions, as the sender and receiver refine the message to ensure that it has been correctly understood.





The communication process can be an ongoing cycle that involves:

- **a communicator** – the person who sends the message
- **a message** – the information the communicator wants to communicate
- **a method/medium** – how the communicator sends the message; for example, phone call, email
- **a receiver** – the person to whom the message is being sent
- **feedback** – the way the receiver lets the communicator know they have received the message; for example, replying to the email or nodding.

Types of communication

Communication can be grouped into four main types – verbal, non-verbal, written and visual.



Verbal



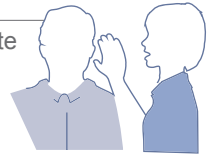
Non-verbal



Written



Visual



Verbal communication

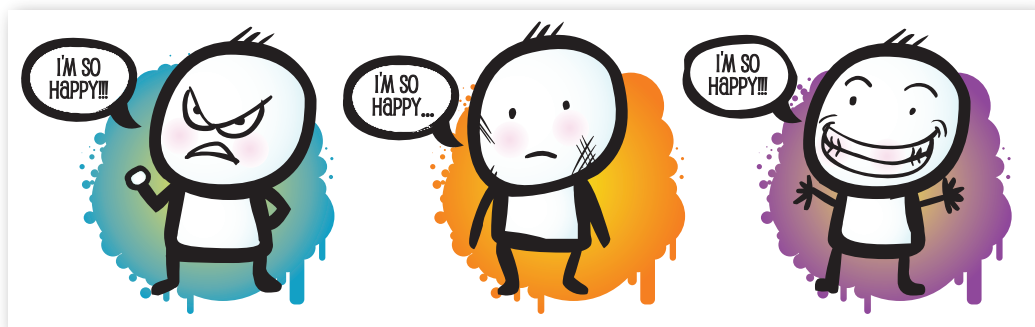
Verbal communication is probably the most used form of communication. It relies on sharing spoken words that the communicator and the receiver both understand.

Verbal communication can:		
take place face-to-face	or	take place using some mechanical or electronic means like the telephone
be synchronous (happening at the same time, like talking with someone on the phone)		be asynchronous (a delay between one part of the communication and the next, like leaving someone a voicemail that they listen to later on)
happen between just two people		happen between a group of people
be a quick exchange of just a few words		be a long conversation or debate that lasts many days

Non-verbal communication

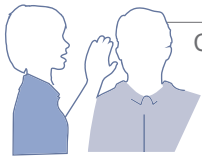
Non-verbal communication is when you communicate with others without using words. Body language – gestures, facial expressions, posture – can tell other people a lot about what you really mean that might not be communicated by the actual words you use.

Have a look at the body language of the three people below. Which one do you think really does feel happy? What do the other two really think?



Non-verbal communication is often sent unintentionally; that is, you don't deliberately send it as part of your message, but it is still received by the other person.

However, sometimes we deliberately use non-verbal communication to create or reinforce a particular meaning in our messages. For example, if you ask, 'What are you doing?' in an angry tone of voice, you're probably expressing displeasure rather than curiosity.



Activity 2.1 Tone of voice

Find a partner. Take turns to read one of the statements from the left-hand column using a tone of voice that expresses one of the feelings from the right-hand column. See if you can guess which feeling your partner chose for each statement.

Statements	Feelings
'I can do it now if you want.'	Worry
'Here comes Danny.'	Excitement
'It's five o'clock already.'	Tiredness
'Great.'	Enthusiasm
'Are you finished?'	Anger

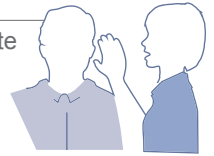
Written communication

Written communication means using the written word to send information. This could be on paper, a screen, a billboard or even a T-shirt.

There are many different types of written communication used regularly in the construction industry and some examples are listed in the following table. Each type is more suited to some situations, audiences or purposes than others.

Memos	Short notes to communicate workplace information or reminders.
Bulletins	Written statements to broadcast news or important updates.
Checklists	Lists of actions or items used to organise tasks or materials.
Forms	Documents for collecting information.
Reports	Written descriptions of incidents that have been observed or actions taken.
Emails	Electronic mail or messages.
Texts	Electronic messages sent by mobile phone.
Schedules	Lists of tasks in the order they are to be completed.
Invoices	Statements of costs due on goods or services.
Delivery dockets	Written confirmation of delivered materials.
Plans and specifications	Descriptions of designs, tasks and details of the material required for construction.
Data sheets	Information about substances or materials used on the worksite.

The types of written documents used in the construction industry are covered in detail in Section 6.



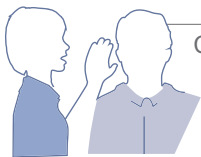
Visual communication

Visual communication covers all types of communication we see rather than read or hear. It is usually pictorial, although there could be a few words present as well, such as on a sign or poster. Workers in the construction industry use a lot of visual communication, for example, plans and diagrams, safety signs, warning lights and hand signals.



Some examples of these four main types of communication are shown in the table below. Each type of communication is suited to a range of communication purposes and some types are easier to use than others.

Verbal	Written	Visual	Non-verbal
face-to-face conversations	letters	signs	waving
telephone conversations	emails	diagrams	crossing your arms
voicemail	texts	sketches	frowning
teleconferences	reports	plans and drawings	tone of voice
meetings	notes	videos	touching
interviews	notices	photos	appearance
lectures	instructions	symbols	facial expressions



Activity 2.2 Types of communication I use

Give some examples of communication that you use, and indicate whether you use each one at work/school, at home with your family and friends, or both.

For each type of communication, estimate how many times a day you might use it and indicate whether you think you are good at it or could be better at it. An example has been done for you.

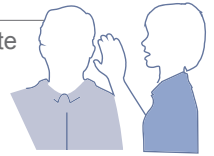
Type of communication	I use this at work/school	I use this at home	How many times I use this each day	I am good at this	I could be better at this
email	✓		4	✓	

Formal and informal communication

The way we speak to different people depends on who they are, how well we know them and the situation we are in. We don't use the same words and tone of voice to speak to a teacher or boss as we do when we're chatting to our mates.

We are likely to speak quite formally to people in authority like teachers or police officers but we can be far more relaxed and spontaneous with family and friends. In the workplace we usually use formal communication with our employers and supervisors, and informal communication with our workmates.

Formal and informal communication can also relate to the way we write. An email to a workmate would probably be quite casual but a job application would definitely be written more formally.



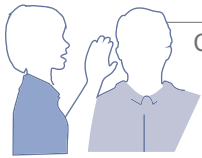
Activity 2.3 Formal and informal communication

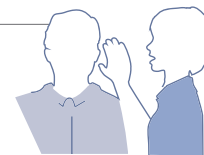
Here are some examples of formal and informal ways of saying the same thing. Rewrite the sentences below to complete the table.

Formal	Informal
I won't be coming in to work today, Mr Potter. I am not feeling well.	I'm a bit crook so I'll be home today mate.
You have done extremely well on that task and your effort is appreciated.	<hr/> <hr/>
<hr/> <hr/>	We had huge fun at Davo's barbie.
Please take these supplies to the delivery area and obtain a signature as evidence of receipt.	<hr/> <hr/>
<hr/> <hr/>	Watch it with those bricks.



If you're in a situation where you're unsure if you should speak formally or more casually, you should watch and listen to others first to get a clue to the best approach.





Section 3 – Barriers to communication

Introduction

It's been said that if everyone was the same, the world would be a dull place. That may be true, but it would certainly make communication a lot simpler!

Lots of things can get in the way of good communication. What we say may not be heard the way we intended – or even heard at all.

Being aware of communication barriers allows us to make changes to the way we communicate and to make sure our message is understood.



Performance criterion

1.4 **Information** is conveyed in English, and the information is **interpreted** and message confirmed.

Words as a barrier

Words can be misunderstood or get in the way of communication for several reasons.

- They might have more than one meaning, be specialised or technical, or negative and offensive.
- Sometimes words or phrases we use every day have no meaning for people from other places or cultures.

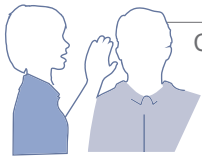
Choose words that let you communicate effectively. Avoid jargon or overly complicated explanations.

Jargon

Every industry has its own jargon – words and phrases that have particular meanings in that industry which may not be used at all in other work environments.

Consider this verbal instruction.

Stand profiles on both ends of that structural wall and stick a line on. Then set out the first course. Remember the DPC on top of the second and then ties every six. You'll also need hoop iron at 1800 centre on 15.



This is how the instruction would look to someone who wasn't familiar with the jargon – whole sections would be a mystery, because they just wouldn't know what the words meant.

Stand . . . on both ends of that . . . and . . . on. Then . . . the first
Remember the . . . on top of the second and then . . . every six. You'll also
need . . . at

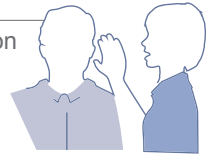
Jargon is very useful in communication when both parties understand it; it saves time and effort. When used incorrectly, it can be a barrier.



Activity 3.1 Words as a barrier

Some of these sentences aren't very clear. Read each one then write down what you think the speaker probably meant and why you think they might be misunderstood.

'You've got to be kidding!'	<hr/> <hr/> <hr/> <hr/>
'Essentially, the committee's expectations are that all inaccuracies be rectified forthwith.'	<hr/> <hr/> <hr/> <hr/>
'Put some backbone into it!'	<hr/> <hr/> <hr/> <hr/>
'Put that stuff over there.'	<hr/> <hr/> <hr/> <hr/>



Context as a barrier

When we're talking about communication, context means what else is happening around the people who are communicating, either in their work or personal life. If someone is sad, angry or busy, they are less likely to be helpful or flexible if you approach them with a request or problem.



Make sure the person you're communicating with is available and approachable and not too busy, distracted or upset. Choose a time and place where your message is most likely to be well received.

History as a barrier

Everyone in your workplace has done other things before; they've been students, sons or daughters, brothers or sisters, members of teams, employees, friends or enemies. This means they bring all their past experiences, feelings, attitudes, values and expectations to their work.

Find out a bit about the people you work with and what they've done in the past and take this into account when you communicate with them. If someone never speaks up at meetings, there might well be a very good reason.

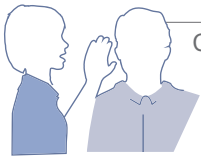


Case study – History as a barrier

When Christine started her first part-time job she was full of enthusiasm. She had lots of ideas about how things could be improved and often shared them with her workmates. After a few weeks, her supervisor called her aside and told her to stop telling everyone about her brilliant ideas because he didn't like them.

Christine is now a few years older, has more experience and still has lots of great ideas, but because of the history with her previous supervisor, she's now very hesitant to share her ideas with workmates.





Activity 3.2 History as a barrier

Discuss with a partner what could be done to help Christine to overcome what's happened in the past so that her ideas could be shared in her current workplace.

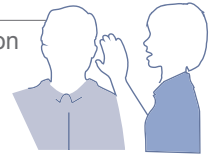
Make notes of your ideas here.

Individual differences as a barrier

Every person is different and this can create barriers when we communicate. The way someone expresses themselves and how they respond to others is determined by many factors, including their age, education, background and abilities.



Get to know how the people you work with operate and take this into account when you communicate with them. Knowing that someone is shy, for example, can stop you from making the mistake of thinking that they're being unfriendly or avoiding you.



Activity 3.3 Individual differences as a barrier

What might you do when communicating to ensure that the following individual differences do not become barriers?

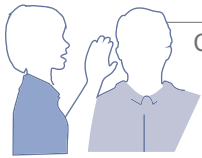
Use the space below to note your ideas then compare your thoughts with a partner.

<p>A person from a non-English-speaking background</p>	<hr/> <hr/> <hr/> <hr/>
<p>Someone who is very new to the job and has not had much experience</p>	<hr/> <hr/> <hr/> <hr/>
<p>A person with a hearing impairment</p>	<hr/> <hr/> <hr/> <hr/>
<p>Someone who is much older and more experienced than you</p>	<hr/> <hr/> <hr/> <hr/>

Cultural differences as a barrier

People who come from another country, or have grown up in a household with a different culture, may have beliefs or customs that affect the way they express ideas and how they interpret what they see and hear. For example, some non-verbal behavior, such as eye contact, facial expressions and hand gestures, (and how people interpret them), can vary between cultures.

Being aware of the differences between cultures can help you to communicate sensitively and courteously with everyone.



Environment as a barrier

The environment means what's around us – noise, lighting, people and objects – and how they all interact. When we're trying to communicate, the environment can have an impact on how effective our communication is. If there's noisy machinery operating nearby while your boss is explaining what you should do next, chances are you won't get the message.



Make sure communication takes place in an appropriate environment; that is, one where everyone has a good chance of clearly seeing or hearing the message or conversation.

Information as a barrier

How much information you include in your communication is important. If you don't include enough, important things could be left out and mistakes could then happen. If you include too much, the other person might get confused or stop paying attention and the message won't get through properly.



Include just the right amount of information to clearly communicate whatever needs to be known.

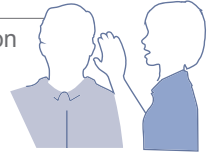


Case study – Information as a barrier

Jeremy was loading up the ute late one afternoon, ready for an early start the next morning. He'd put everything into the ute from the list his supervisor, Liam, had written, except the grout. He was having a bit of trouble with that, because Liam hadn't written down what colour they would need. It was getting late and he really wanted to head home, so he thought about the job they had been doing, took a guess and put the white grout into the ute.

On site the next day, Jeremy saw that the tilers had finished the kitchen and were starting on the bathroom which had a completely different colour scheme. The whole team lost an hour of work while Jeremy went to the hardware store to get the right colour grout.





Activity 3.4 Information as a barrier

Was this communication problem caused by Jeremy or by his supervisor? First, explain the reason for your choice. Then write down what you think could have been done differently – either by Jeremy or by his supervisor.

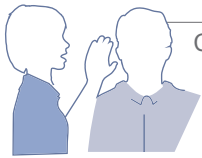
Conflict

Conflict can occur when one person's opinion differs from another's. While conflict can be a useful tool in generating new ideas and understandings, it can be a major barrier to good communication if it is negative, aggressive or not handled correctly.

If you think of conflict as something that shouldn't happen and harms relationships, you'll probably avoid it and hope that it will go away. If you think of conflict as something that occurs at times or that can strengthen relationships, you can resolve it by being positive. Try the following when you're in a conflict situation.



- State the problem as you see it and stick with the facts – who, what, where, when.
- Let the other person have their say and don't interrupt them.
- Don't use aggressive or abusive behaviour.
- Brainstorm solutions and suggest alternatives.
- If the discussion breaks down, consider having another person as mediator.



Harassment and bullying

The terms 'harassment' and 'bullying' are used to describe a situation where someone is made to feel intimidated, insulted or humiliated because of, for example, their race, colour, national or ethnic origin, gender, disability, or sexual preference.

Examples of harassment and bullying behaviour include:

- telling insulting jokes about particular racial groups
- sending explicit or sexually suggestive emails
- displaying offensive or pornographic posters or screen savers
- making derogatory comments or taunts about someone's race or religion
- asking intrusive questions about someone's personal life, including their sex life
- repeated trivial criticism or false accusations about poor work
- repeated 'jokes' or 'pranks' which upset or injure.



Prejudice and discrimination

Prejudice literally means to pre-judge. That is, you have a preconceived opinion or make up your mind about someone or something without knowing all the facts.

Prejudices are usually negative and relate to differences in lifestyle, language, gender, religion, age, abilities, race or culture. These opinions are often based on stereotyped and generalised images, and can easily create a divide between people.

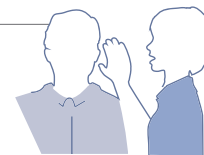
Prejudice

Believing that an individual or members of a particular group are inferior to yours (or another's) in some way

Discrimination

Treating an individual or group unfairly because of their race, religion, age, gender, abilities, lifestyle etc

There are laws in place in Australia designed to protect people from discrimination and your workplace will most likely have its own policy and guidelines.



Section 4 – Receiving information

Introduction

We receive instructions, messages and information every day. Although it seems like a simple process, there is a lot more to receiving information than just listening.

To understand and respond appropriately to information, we often have to put the different parts of the message into a sensible order, decide which bits are important (and which to ignore), confirm with the sender that we've received and understood the message, and sometimes ask questions to gather more information.



Performance criteria

- 1.1 Verbal and written instructions are gathered, received and responded to with correct actions.
- 1.5 Questions are used to gain additional information and to clarify understanding, using appropriate **communication transfer** techniques.
- 2.1 Routine instructions and messages are received and followed.
- 2.4 Information is selected and sequenced correctly.

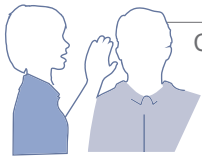
Receiving instructions

To be able to do your job on a daily basis, you'll be given lots of instructions. Most instructions will probably come directly from your boss or be passed on to you by a workmate.

Ideally, instructions will include answers to these questions:

- **What** do I have to do?
- **Where** will I be doing it?
- **When** will I be doing it?
- **Who** will be doing it?
- **How** will I be doing it?





Activity 4.1 Receiving instructions

Katherine asked Jeremy to run an errand.

Read what she says to him below. Find answers to the questions and write them in the spaces provided.

'Jeremy, after lunch today I want you to take my ute and go to the hardware store and pick up two boxes of 25 mm chipboard screws.'



What?	
Where?	
When?	
Who?	
How?	

The most important thing about receiving instructions is that you understand clearly what needs to be done. To do this you'll need to:

- listen carefully
- ask as many questions as you need to
- pay extra attention to safety issues
- ask for help straight away if you realise that the instructions don't make sense when you get started on the task.

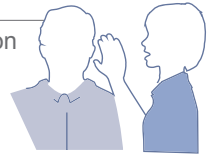
Active listening

For verbal communication to be effective, there has to be a similar amount of talking and listening. If one or both speakers do a lot of talking but not much listening, there's not going to be a lot of communication happening. Being a good listener isn't easy.

Here are some tips to help you develop better listening skills.

- Look at the speaker – not at the floor, out of the window, at your hands, phone or watch.
- Give the speaker your full attention. Don't try to do something else or think about something else. Concentrate on what's being said to you.





- Listen for main ideas. Try to grasp the bigger picture, the overall meaning of what you're being told.
- Be aware of non-verbal cues. Is there information in the person's body language or tone of voice?
- Keep your personal opinion out of it. Try to hear the other person's point of view and understand their message, even if you don't agree with it.
- Let them finish. Interrupting, jumping in to finish sentences and changing the subject are all rude. Let the other person finish speaking before you offer your opinion.
- Let them know you're listening, by nodding or smiling at appropriate moments and saying things like, 'Uh huh' and 'I see.'
- Take notes if the information is complex or you need precise details.

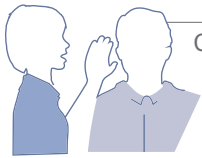
If you can do most or all of these things, you're well on the way to being an effective listener – an essential role in the communication process.



Activity 4.2 Good listening

How actively do you listen? Next to each of these listening skills mark whether you are 'good at this' or 'need to work on this'.

Listening skills	Good at this	Need to work on this
I look at the person/people speaking.		
I show I am listening.		
I listen for main ideas.		
I listen for the complete meaning.		
I ignore distractions.		
I avoid personal biases.		
I avoid interrupting.		
I reflect on what's been said.		
I summarise and repeat back what I've heard.		
I ask questions for clarification.		
I take notes when needed.		



Asking questions

In any conversation, asking questions can help confirm understanding. It also tells the person communicating with you that you're interested in what they have to say. Questions can also be useful in keeping a conversation going and getting more information, especially from someone who is a reluctant communicator.



We ask questions to:

- get more information – What colour is it?
- find out how – Will I need help to carry it?
- clarify information – Do we need all of the bricks?
- get details – What size should the drill bit be?
- prepare – What tools will I need?
- confirm instructions – Is this the right direction?
- learn – Why do we use this type of cement?

If you can develop good questioning skills, you'll probably find you can interact more easily and effectively with people in your workplace.



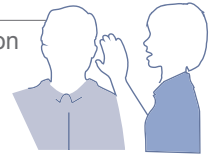
Activity 4.3 Asking questions

Emma gives Jeremy this verbal instruction.

'Get the paint and take it through to the bedroom and do the set up. Tell the boys when you've finished and they can bring you the rest of the gear.'

Write down some questions Jeremy might ask to make sure he has understood what he has to do.





Types of questions

There are two types of questions – closed and open.

Closed questions such as ‘Have you finished that job?’ can be answered with just a ‘yes’ or ‘no’ response – they’re good for getting a short, quick answer. However, too many closed questions can start to seem like an interrogation and you may miss important information if you don’t give the other person the opportunity to direct the conversation.



‘How can we get this job finished sooner?’ is an example of an open question. Open questions require a longer answer and tend to start with words like ‘why’ or ‘how’. They allow the other person to give more information or an opinion.

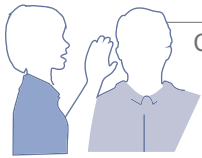


Activity 4.4 Closed and open questions

Below are examples of a closed question that can be answered by only a ‘yes’ or a ‘no’ and a corresponding open question that can be answered with a short sentence.

Look at these examples then think of some open and closed questions yourself and write them in the spaces provided.

Closed	Open
Are you feeling sick?	How are you feeling today?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Confirming understanding

When we're communicating with others, it can be easy to misunderstand some or all of what the other person is saying.

Misunderstandings can occur when:

- we make assumptions about what the other person means or about what we think we already know
- we don't understand the words the other person uses
- the person doesn't speak clearly
- the speaker thinks we already know more than we do
- we are distracted.



This is a particular risk when we're getting information or instructions for a task on a worksite, as there can be serious consequences if a job is not done properly.



Case study – Misunderstandings

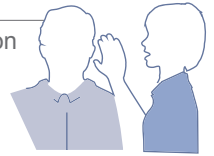
Dave is the bricklayer in charge of the apprentices on the James Street construction site. He is training Christine – one of the new apprentices – by showing her how to use a brick saw correctly.

He spends half an hour explaining to Christine the best way to set the saw up and how to use it. He explains everything in great detail and uses lots of technical words. Christine listens quietly throughout the training.

After Dave has finished, he asks Christine to demonstrate what she has learnt. Christine uses the brick saw incorrectly by trying to force the brick through too quickly and almost injures herself when the brick gets thrown to the back of the saw.

Dave is very disappointed in Christine and concerned that she almost hurt herself.





Activity 4.5 Misunderstandings

Why do you think Christine used the brick saw incorrectly and almost injured herself? Tick the reasons that you think are most likely.

- Christine is not that smart.
- She didn't understand Dave's complicated explanation.
- Dave didn't break it down into smaller steps and let Christine try each step.
- Dave's explanation was too long.
- Christine wasn't listening.

What should Christine have done before she used the brick saw? Tick the options that you think would have been effective.

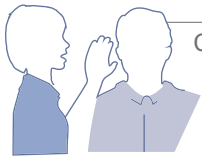
- Christine should have asked Dave to repeat what she had not understood.
- She should have asked questions throughout Dave's explanation.
- Nothing.
- She should have found someone else to train her.
- She should have read the instruction manual for the brick saw.

Make sure you understand the details and meaning of what has been said and what you have to do with that information. Consider the following techniques that can help you make sure there are no misunderstandings.

- Paraphrase what you've been told by repeating the information back to the speaker in your own words.
- Clarify the details. Are you being asked to paint the front door of the house or the shed door?
- Let the speaker know if you haven't understood something.
- Ask the speaker to repeat what they've said.
- Ask for more information.
- Summarise the main points or steps.

Using these methods to clarify your understanding not only confirms to the speaker that you have heard and understood them, it also helps you to memorise important details and instructions.





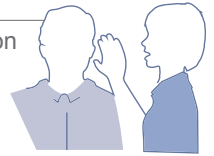
Activity 4.6 Paraphrasing

Try paraphrasing each of the following instructions by using different words or changing the position of the words, so that it says the same thing.

Those tiles are going in the bathroom eventually but there's no room in there yet. They need to be stacked in the lounge room for now.

Take 20 of the 3.6 metre timber battens around to the back of the building and stack them somewhere out of the way. Get Jeremy to give you a hand.

We are going to put an aluminium sliding window in here, at 1200 mm high. All of the windows will be delivered tomorrow so they'll have to be sorted first. Just mark out the wall for now.



Activity 4.7 Summarising

A summary is when you use your own words to express the main ideas of a message, but you don't include all of the fine details.

Try summarising each of the following instructions. One has been done for you as an example.

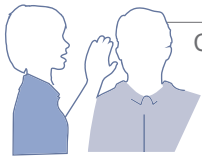
We asked for all deliveries to arrive between 7 am and 8 am, and four of them did, but there should have been five. The fifth one – which was the tiles – didn't arrive until 1 pm.

All the deliveries were on time except the tiles, which didn't arrive until the afternoon.

The client has asked for roof tiles in moss green, traditional slate, earthy loam and burnt orange to be all mixed together on the roof. They want the pattern to look random but they want roughly equal amounts of each colour. I have samples of each colour here.

Emma plans to start painting the front veranda tomorrow, but there is a tentative forecast for rain and she can't paint in the rain. If it rains she will paint the stairwell instead because it's inside the house, out of the bad weather.

There are three companies offering this service. 72% of our suppliers prefer company A; 15% prefer company B; and 10% company C. 3% say they don't have a preference.



Sequencing information

Information and instructions don't always arrive in perfect order or with all the relevant details included. You will usually have to do a certain amount of organising to make sense of them.

Sequencing means putting information into logical order. When you receive an instruction, you must decide the correct sequence for carrying it out so that you don't waste time or miss important steps. For example, if your boss tells you to 'dig a hole and concrete in a post', you wouldn't mix the concrete before you had dug the hole, as the concrete would have started to set before you were ready to use it.



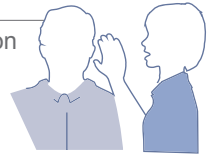
Activity 4.8 Sequencing

The instructions below are not sequenced. Number the instructions from one (1) to five (5) in the order that you would carry them out.

	Put it in the site shed.
	Give me the receipt.
	Get the ute from Dave.
	Pick up a bag of cement.
	Drive to the hardware store.

You may need more information than you've been given and this may add steps to the process. Ask yourself the following questions.

- What else do I need? Car keys? Money?
- Who else is involved and how will this affect the sequence? Is Dave on site? Can I do something else while I wait for him?
- What are the company procedures? Do I need to fill in a form to record mileage in the ute?
- What safety requirements do I need to consider? Can I lift the bag of cement safely?



Activity 4.9 Sequencing a process

Sequencing is an extremely important skill in the construction industry. To practise sequencing, think of an everyday task (eg making a sandwich) and write the steps you would take in a logical order.

1. _____

2. _____

3. _____

4. _____

5. _____

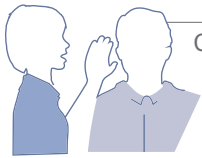
6. _____

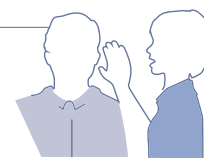
7. _____

8. _____

9. _____

10. _____





Section 5 – Sharing information

Introduction

Being able to share information or give updates and instructions clearly is an essential part of being an effective employee.

If the information you give is not clear and concise, there's a good chance that it won't be understood or followed up on correctly. It is your responsibility to make sure that any information or instructions you give are fully understood.



Performance criteria

- 1.2 Instructions are conveyed accurately.
- 1.4 **Information** is conveyed in English, and the information is **interpreted** and message confirmed.
- 2.2 Workplace procedures are carried out to company requirements in **communication with others**.
- 2.5 Verbal and written reporting is completed where required.

Giving instructions

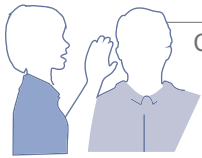
Being able to give effective instructions is a skill we all need to have – especially at work. Employers value employees who can give instructions which are clear, comprehensive, and easy to understand.

To give instructions effectively you need to:

- first of all, think about what you want to say
- use easy-to-understand language
- put instructions into a logical sequence
- take the time to explain things thoroughly
- be aware of your non-verbal language
- check with the other person that they've understood.



Too much information can be just as confusing as too little. When sharing information, try to include only the important details.

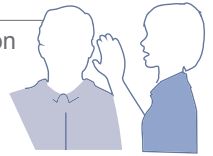


Activity 5.1 Giving instructions

Find a partner and get him or her to sketch a picture of the front of your house following your instructions. Don't look at what they are drawing until they have finished.

When your partner has completed the sketch, see if it looks like your house. Discuss how easy or difficult it was for you to give clear instructions. Get feedback from your partner about how you could have given clearer instructions.

Trade places and have your partner give you instructions while you draw. Use this space for your sketch.



Activity 5.2 Choosing the important details

Here are some instructions that contain a lot of irrelevant information.

‘Jeremy, at the back of the building you’ll see a big red shed with a black door and a padlock on it. You’ll see a toilet window frame that I think Chris or someone left leaning against the shed last week when it was raining. Can you pick it up and bring it back here as soon as possible?’

Rewrite the instructions with only the important details.



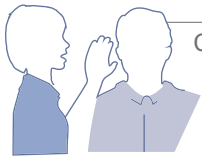
Feedback

Giving and receiving feedback provides you with the opportunity to see how something is going and to find ways of improving a situation or the outcome of a task.

Feedback can be as formal as a planned review with a supervisor, or as informal as saying to someone, ‘What do you think of my idea?’



If you’re giving feedback to someone, you should try to include a mix of both positive and negative comments. Highlight what they’ve done well and steer them in the right direction when you suggest where they might have gone wrong. The feedback should make the person feel they want to do better and that you support them.



Activity 5.3 Feedback

Katherine asked Jeremy to move some lengths of timber to a different area of the construction site. She thought Jeremy did the job really well but was a little bit slow. She noticed that he stopped to chat to people before he'd finished the task.



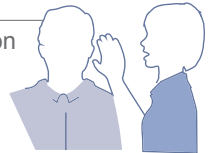
What can Katherine say to Jeremy to acknowledge the good result, but also to address the issue of how long it took him to do the task?

Reporting

Reporting means giving a written or verbal description of something you've observed or an action you've taken.

Working in the construction industry, you may be expected to give your boss progress reports on tasks you've been doing or fill in a form to describe an accident you've had or witnessed. This kind of reporting is usually a statement of what actually happened and does not include your opinions or interpretations.





Verbal reports

Reporting verbally can be as simple as telling your employer that you've completed a task, letting them know about a fault you've found in a tool or materials, or describing an incident that's occurred on the site. You may also be expected to give more detailed reports at a site meeting about, for example, a safety issue. Most workplaces have policies about what should be reported and who the report should be given to.



When you're giving a verbal report, try to remember all the skills you should use when sharing information, including:

- thinking about what you want to say before you begin
- including only relevant information and details
- putting things into a logical sequence
- being aware of non-verbal language.



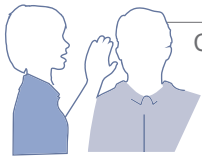
Activity 5.4 Verbal reports

Jeremy gave his supervisor the following verbal report.

'I finished building that wall next to the tree with the bird's nest in it. I broke my trowel though. I cleaned up all the broken bricks and left-over mortar and put them in the rubbish skip. That took me a while. I also built that nice black window into the wall where you told me to put it. I had to go to the office four times while I was building that wall.'

Use the space below to suggest a better way to give this report. Remember it should be clear, concise and to the point.

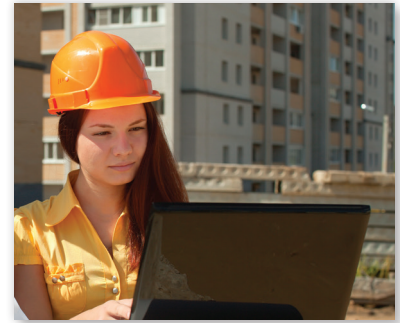




Written reports

Written reports are used to convey information to individuals or groups who may not have been present on site, and to create a permanent record of activities and incidents in the workplace.

In some cases, written reports are a legal requirement and the information they contain may be used – in the case of work health and safety, for example, as evidence in a formal investigation.



Follow these tips to ensure you create effective written reports.

- Use simple, everyday language, and avoid technical terms (jargon) unless you're writing for a specialist in the field and you know that they will understand.
- Use the 'active voice', which lets the reader know who does what, for example, 'The driver will unload the bricks'. Using the 'passive voice' to write the same thing requires a longer and more complicated sentence, for example, 'The bricks will be unloaded by the driver'.
- Include only relevant facts and avoid unnecessary details and opinions.
- Make sure you've included all necessary information. You may not be available later to provide more information if something is incomplete or unclear.

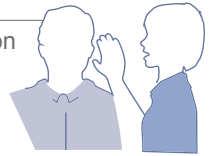


Activity 5.5 Using simple language

Find ways to simplify the following sentences, without losing the meaning. The first one has been done for you as an example.

Utilise the hammer.	Use the hammer.
Ask for assistance when lifting.	
Be aware that overhead powerlines are in close proximity .	
She has proficiency with the grinder.	
In an effort to speed up the process, use simple words.	

To prevent information from being misunderstood or lost, many organisations standardise written reporting. They establish policies and procedures that explain how each report should be written and use standard forms.



Activity 5.6 Active voice

This report uses the 'passive voice'. Change the report and use the 'active voice'. You may have to rearrange or change some of the words.

This morning I was contacted by the supplier. Delivery on the week of the 2nd has now been confirmed by her. The goods will be signed for by the carpenter. Secure storage of the goods will also be the responsibility of the carpenter.

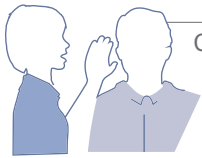


Activity 5.7 A complete report

How correct and complete do you think the following report is? Think about the details in the report and identify what other information could be included.

Make a list of the questions someone reading the report might have.

Initially there was enough parking near the building site but street parking has been a problem for the last few weeks. A new lunch bar opened, which has meant customers parking nearby. Someone from the council dropped by to ask questions about how long building would be happening at this site. They asked if the site supervisor would call them. Also the transport company had trouble delivering a big load last week and they want a call too.



Workplace forms

Workplaces may use a variety of forms and checklists to help collect information. These may be kept as a permanent record or used as a guide for writing other documents.

Some of the forms you may need to fill out in the construction industry include the following.

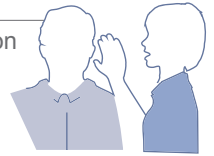


- **Job safety analysis (JSA)** – A risk assessment form construction workers fill out to help them identify the hazards and risks associated with any task they are about to undertake.
- **Incident/hazard and accident reports** – A form construction workers fill out when there has been an incident such as an accident or injury or when a specific hazard has been identified.
- **First aid reports** – A form filled out by the person giving first aid which notes the time and date, and the injury sustained and treatment given.

It's important to complete each part of the form or checklist, as it's been designed to ensure consistency and completion of a task. The information on a workplace form or checklist may be needed much later, when you aren't there to explain anything that's unclear or illegible.



Correct spelling and grammar are also important for communicating correct and complete information. Use a dictionary to check the spelling of words you aren't sure about. Most computers include a spelling and grammar check as part of word processing and email, so make sure you switch on that option and use it.



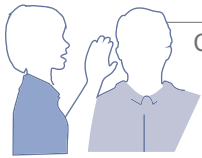
Remember the following tips when you're completing forms or checklists.

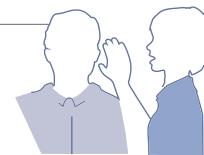
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Print neatly.<input checked="" type="checkbox"/> Spell correctly.<input checked="" type="checkbox"/> Avoid slang and abbreviations.<input checked="" type="checkbox"/> Read right through the form before you start to fill it out.<input checked="" type="checkbox"/> Write 'n/a' which is short for 'not applicable' if something doesn't apply to you.	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Use a pen, not a pencil.<input checked="" type="checkbox"/> Use correct grammar.<input checked="" type="checkbox"/> Always use your full name.<input checked="" type="checkbox"/> Read all those boring instruction bits.<input checked="" type="checkbox"/> If the form asks you to sign it, make sure you do so.
<ul style="list-style-type: none"><input checked="" type="checkbox"/> Don't put false information in a form. Many forms require you to sign that the information you have provided is true and correct. If you sign a form with false information in it, you could be in trouble later. For instance, if you knowingly give false information to an insurance company, you may find that they won't pay out when you make a claim.	



Activity 5.8 Filling in forms

Your lecturer will provide you with an example of a workplace form. Pay careful attention to the tips provided in this section as you practise filling it in.





Section 6 – Workplace documents

Introduction

You may sometimes need to consult written sources of information, such as plans and specifications, workplace policies and procedures, and legislation and standards.

These documents provide instructions for how a construction project is supposed to develop, information about the details of your tasks and the legal requirements that relate to your role and work activities.



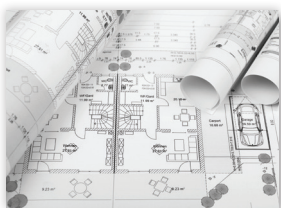
These might be available as hard copies (documents and manuals) or electronic copies on a computer or website.



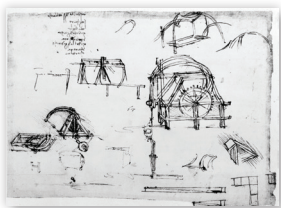
Performance criteria

- 1.1 Verbal and written instructions are gathered, received and responded to with correct actions.
- 2.1 Routine instructions and messages are received and followed.
- 2.3 Information from a range of sources is accessed and interpreted using a variety of **communication modes**.

Plans, diagrams and specifications

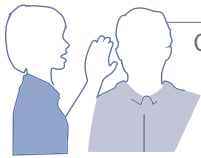


Plans are just like big instruction manuals. They tell all the people involved in the construction of a building how to put it together. They are used to communicate technical information from the designer or architect to the builder or specialist tradesperson.



Diagrams and sketches are used quite often in construction. You may use a diagram as part of a set of instructions to assemble a piece of equipment or to help explain an idea or concept.

Specifications are documents that detail the materials and products for the building project, including, for example, types and quality of all materials to be used and the Australian Standards® for each material.



Work health and safety (WHS) documents

The health and safety rules in your workplace are there to ensure that you and others are kept safe at work. There are many sources of information you can access to ensure you're working safely with the equipment and materials on a construction site.



Want to know more about staying safe in the workplace? Check out the Safe Work Australia website at <www.safeworkaustralia.gov.au>.

Safe work method statement

A safe work method statement (SWMS) is a document that:

- lists all the types of high-risk construction work being done on a particular site
- describes the health and safety hazards, and risks arising from that work
- states how the risks will be controlled
- explains how the risk control measures will be put in place.

An SWMS is written by the employer to be specific to each worksite. Anyone doing high-risk work on the site needs to read and understand the document.

Safety data sheets

A safety data sheet (SDS) is a document that provides health and safety information about products, substances or chemicals that are classified as hazardous substances or dangerous goods.

An SDS will be available for every hazardous substance you use at work. On it you can find information about what the substance is used for, what safety equipment is needed, what to do if first aid is needed, and how to store and dispose of it safely.

SDSs were originally called 'material safety data sheets' or MSDSs. These names are still used occasionally in the construction industry.

SAFETY DATA SHEET

SECTION 1 IDENTIFICATION OF THE MATERIAL AND SUPPLIER

Product Name: HYDROCHLORIC ACID

Company: Recochem Inc. ABN: 69 010 485 999
 Address: 1809 Lynton Road, Lynton, Queensland 4178
 Phone: (07) 3308 5200 Fax: (07) 3308 5201
 Emergency Telephone Number: (07) 3308 5200 Day, After Hours 1300 131 001

Other Names: Muriatic Acid, Hydrogen Chloride solution
 Manufacturer's Product Code: 16499
 Recommended Use: General Chemical - Acid

SECTION 2 HAZARDS IDENTIFICATION

CLASSIFIED AS HAZARDOUS ACCORDING TO CRITERIA OF WORKSAFE AUSTRALIA
 A DANGEROUS GOODS ACCORDING TO THE CRITERIA OF THE ADG CODE

Symbol: C - Corrosive
Risk Phrases: R34 - Causes burns
 R37 - Irritating to respiratory system
Safety Phrases: S12 - Keep locked up and out of reach of children
 S26 - In case of contact with eyes, rinse immediately with plenty of water and seek medical advice.
 S45 - In case of accident or if you feel unwell seek medical advice immediately (show label where possible)

SECTION 3 COMPOSITION / INFORMATION ON INGREDIENTS

Hazardous Ingredients	CAS Number	Proportion (%)
Chemical Entity	7647-01-0	<=30
Hydrochloric Acid		

SECTION 4 FIRST AID MEASURES

FIRST AID TREATMENT
Swallowing: Immediately rinse mouth with water. If swallowed, do NOT induce vomiting. Give a glass of water. Seek immediate medical assistance.
Eyes: If in eyes, hold eyes open, flood with water for at least 15 minutes or until advised by the Poisons Information Centre or a doctor.
Skin: If spill on large area of skin or hair, immediately drench with running water and remove contaminated clothing. Continue to wash skin and hair with plenty of water until advised to stop by the Poisons Information Centre or a doctor. For skin burns, cover with a clean, dry dressing until medical help is available.
Inhalation: Remove victims from exposure; if safe to do so. If rapid recovery does not occur, transport to nearest medical facility for additional treatment. Remove contaminated clothing. Seek immediate medical advice.

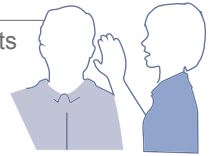
First Aid facilities: Potable water should be available to rinse eyes or skin. Provide eye baths and safety showers.
Advice to Doctor: Treat symptomatically.
Additional Information: None available

SECTION 5 FIRE FIGHTING MEASURES

Specific Hazards: Non-combustible material.

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Example SDS reproduced/adapted with the permission of Recochem Inc.



Activity 6.1 Safety data sheets

Use the internet to locate an SDS for a substance you've used, for example, bleach or cement. Think of some questions you might have about the substance and see whether the answers are available in the SDS.

You may need to use 'material safety data sheets' or MSDS as search terms.

Legislation and Regulations

Legislation is the laws that are made by federal or state parliament, and Regulations outline the specific details and minimum requirements of these laws.

There are Regulations that cover all aspects of the construction industry, including building contracts, processes, materials, and work health and safety. These Regulations affect you in your role in the construction industry, because they are used to create the policies and procedures that determine the way you must do your job.



While it is unlikely that you will have to read the actual legislation, it is important for you to know that there are legal requirements that must be observed.

Australian Standards®

Australian Standards® are a set of nationally recognised documents that set out the quality requirements, procedures and materials for products and services. They ensure that individual building products and materials are safe and reliable and perform the way they should.

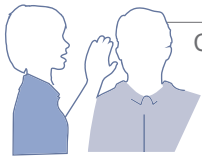
For example, the Australian Standard® for clay bricks used in the Australian building and construction industry is:

AS/NZS 4456.4:2003 Masonry units and segmental pavers and flags - Methods of test - Determining compressive strength of masonry units.

This Standard tells us information such as:

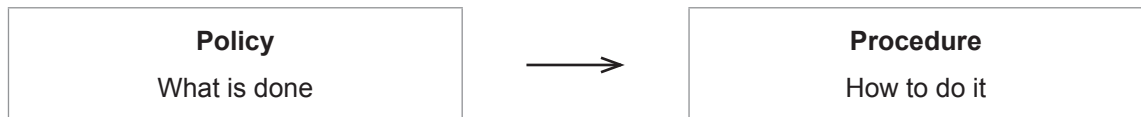
- how much over and under size each brick can be
- what the compressive strength of each individual brick should be
- how much water each brick is allowed to absorb during construction
- how durable the brick should be over its lifetime.

If a brick doesn't conform to this Standard, it can't be used.



Policies and procedures

Companies develop policies and procedures to let workers know what they do, how work should be done and to what standards.



They condense and streamline a huge amount of information, including legislation, so that, instead of individual workers having to memorise lots of complicated documents, they are asked only to adhere to company policies and procedures to ensure that they:

- follow laws and Regulations
- meet company requirements.

A company's policies and procedures can cover every aspect of the workplace including:

- work processes
- working conditions
- employee conduct
- health and safety.

It is important that you're aware of your employer's policies and procedures, as they can help you to work effectively and safely on your tasks and with your co-workers.



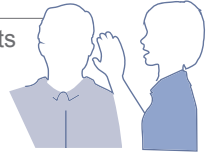
Case study – Policies and procedures

On Monday Christine went through her site induction for the new shopping centre. During the induction she learnt about the company's policies. Many of them were about safe work practices.

She was told that, under no circumstances was anyone to wear a music player while working on site. They are considered dangerous, because the wearer cannot hear instructions or warnings and alarms.

On Wednesday morning, Christine's supervisor caught her listening to music on her earphones. When confronted, Christine lied and said she didn't remember being told about this at the induction. She was immediately given a written warning and told that if she was caught doing it again, she would be dismissed immediately.



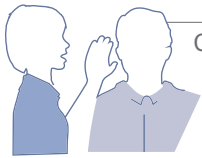


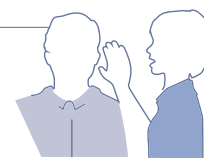
Activity 6.2 Policies and procedures

What should Christine have done when her supervisor caught her wearing her earphones?

Tick the options below that describe what you think she should have done and make notes in the space below. Discuss your answers with your class.

- Said she was sorry and that it wouldn't happen again.
- Waited until her supervisor had gone then put her earphones back in.
- Waited a few days then started using them again.
- Remembered what she had been told in the induction.
- Not lied about what she had been told.





Section 7 – Visual communication on the construction site

Introduction

Visual communication can provide workers with a lot of complex information very simply. It is very useful on construction sites where there may be:

- a lot of information that needs to be communicated
- lots of people who need to receive the information
- many elements that interfere with the information being received, eg noise.

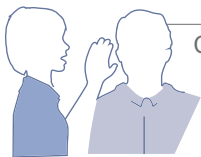


Performance criteria

- 1.3 Work **signage interpretation** and other **safety (OHS)** requirements are responded to with correct action.
- 3.1 Visual communication is used that follows accepted industry practice or social conventions.
- 3.2 Attention of communicating parties is obtained, confirmed and/or acknowledged.
- 3.3 Intention of the visual communication is clarified and confirmed at each step.
- 3.4 Visual communication that is unclear or ambiguous is questioned or visually cancelled.
- 3.5 Instances of unclear visual communication are followed up to avoid repeated problems.

Signs

A sign is a type of visual communication that uses words and symbols to give clear and simple information or instructions. In the construction industry, signs are extremely important as they alert workers to potential hazards and dangers, give directions and instructions, and show the location of important safety resources.



Signs must be placed where they can be easily seen and where they are unlikely to be covered or obstructed. Australian Standards® tell us the size, shape and colour safety signs are allowed to be and the symbols that must be used.



Think about the signs above. If there were no words, could you still tell anything from them? Are the colours important? Think about how much text would be needed to give the same message without any pictures, symbols or colours.

Types of signs

Prohibition

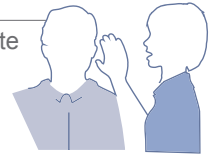


Prohibition signs tell us **what we must not do**. The sign will always have a red circle on a white background containing a symbol with a diagonal red slash through it.

Mandatory



Mandatory signs tell us **what we must do**, eg the PPE you **must** use. The sign has a white symbol on a blue background. There may also be black text at the bottom of the sign which gives the symbol more meaning.



Restriction



Restriction signs advise of **limitations that may exist**, eg speed limits. They have a red circle on a white background. There may also be black text which gives the symbol more meaning.

Hazard or warning



Hazard or warning signs alert us to **potential hazards** that could injure or threaten life. The sign will have a black triangle containing a symbol on a yellow background. There may also be black text giving more information.

Danger



Danger signs warn us where there is any **danger or health risk**. They have a white background with the word DANGER in white text on a red oval surrounded by a black rectangle. Any other text will be in black.

Emergency and information



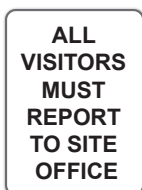
Emergency and information signs advise **where we can find emergency or safety equipment**. They are also used to show entry and exit points in buildings. They have a green background with a white symbol and may have white text giving more information.

Fire signs

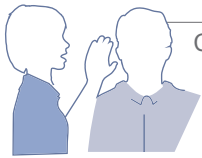


Fire signs advise where we can find **fire alarms, firefighting equipment** and **fire exits**. They usually have a red background and may include a white symbol and white text giving more information.

General information



Construction sites also use general information signs to convey **miscellaneous information**. These types of signs don't necessarily have to follow Australian Standards®. They usually have black text on a white background and can convey many different types of information.



Activity 7.1 Signs

Tick 'true' or 'false' about the signs you might see on a construction site.

If you found the sign for a fire alarm, you would be looking at a prohibition sign.	<input type="checkbox"/> true	<input type="checkbox"/> false
A mandatory sign has a blue symbol on a white background.	<input type="checkbox"/> true	<input type="checkbox"/> false
If you saw a sign with a speed limit you would be looking at a restriction sign.	<input type="checkbox"/> true	<input type="checkbox"/> false
All danger signs can tell us where to get first aid.	<input type="checkbox"/> true	<input type="checkbox"/> false
Hazard or warning signs are triangular in shape.	<input type="checkbox"/> true	<input type="checkbox"/> false

Tags



On construction sites, tags are attached to objects to inform workers of the safety status of equipment. Tags are used to identify damaged, incomplete or dangerous equipment or to indicate that the object has been tested and is safe to use. Always read tags carefully and follow their instructions.

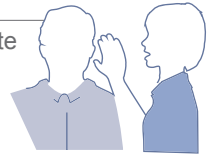
Warning tape



Warning tapes are coloured tape – generally yellow and black, or red and white – with warning messages printed on them. They are used on construction sites to warn workers of dangerous areas such as deep excavations or rooms not to be entered. Because warning tape is light and easy to use, it's simple to barricade off an area very quickly.



Did you notice that the tag in the picture above includes the elements of a danger sign, and that the warning tape includes the colours of a hazard sign? The message in the text is reinforced by visual communication in the form of colours and shapes that warn workers about hazards.



Warning lights

Warning lights are another form of visual communication used on construction sites. The advantage of warning lights is that they can be seen across the whole site at any time of the day and in any conditions.



Operating machinery

Bobcats, front-end loaders and mobile cranes all require amber flashing lights on top of the vehicles being operated on construction sites.



Traffic control lights

On larger construction sites traffic may need to be controlled by temporary traffic lights.



Barricade lights

To protect people from falling into deep excavations at night, amber warning lights are set up on barricades. These are used mainly where warning tape may not be visible.

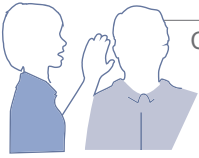
Hand signals

Hand signals are sometimes used on construction sites to communicate information – usually because of a noisy environment or the long distances you may be apart from your co-workers.

Common hand signals

Many of the hand signals used on site are fairly basic. Examples include a thumbs-up sign or telling someone to stop by using the palm of the hand facing out. Other hand signals can be used to direct vehicles or traffic.





Activity 7.2 Communicating visually

How would you get someone's attention from a distance or on a noisy worksite?

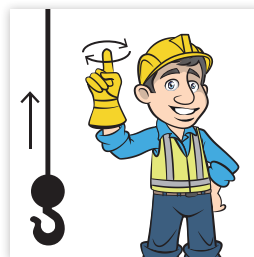
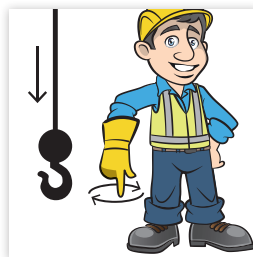
What signals could be used to show that a signal has been:

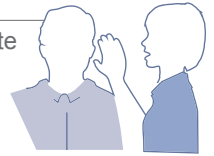
understood?

not understood?

Specialised hand signals

Some job roles use specialised hand signals. For example, dogmen use special hand signals to direct cranes when they are in direct line of sight of the crane driver.





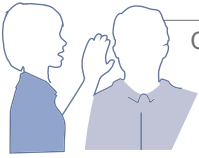
Surveyors working with levelling equipment often use hand signals. Surveying requires two people standing at a considerable distance apart with one person reading the levels and the other holding a staff with measurements printed on it. Rather than shouting to each other, they use hand signals to communicate.



Activity 7.3 Hand signals

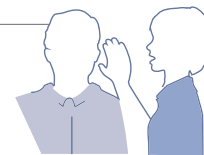
Here are some questions about the use of hand signals on a construction site. Tick the box next to the correct answer for each one.

The common hand signal for telling someone to stop is:	<input type="checkbox"/> a thumbs-up <input type="checkbox"/> an OK sign <input type="checkbox"/> a hand outstretched with palm facing out.
Surveyors use hand signals because they are:	<input type="checkbox"/> too lazy to shout <input type="checkbox"/> often at a distance from each other <input type="checkbox"/> afraid of someone hearing what they are saying.
Hand signals are used on construction sites because:	<input type="checkbox"/> of the noisy environment <input type="checkbox"/> it's a rule that they must be used at all times <input type="checkbox"/> construction workers don't like speaking.



Activity 7.4 Understanding hand signals

What if something goes wrong and a hand signal is misunderstood? How can you make the use of hand signals safer and more effective on a worksite? Discuss with your classmates and use this space to make some notes.



Section 8 – Workplace meetings

Introduction

Workplace meetings are an integral part of communicating information on construction sites. They can be the most efficient method of making decisions, developing ideas, solving problems and transferring information within a team or group.

For a meeting to be successful, everyone should be willing to contribute, listen and participate in the process.



Performance criteria

- 2.2 Workplace procedures are carried out to company requirements in **communication with others**.
- 2.5 Verbal and written reporting is completed where required.
- 4.1 Correct process for on-site meetings is identified and followed to predetermined or agreed procedures.
- 4.2 Responses are sought and provided to others in the group.
- 4.3 Constructive contributions are made.
- 4.4 Goals or outcomes are identified and/or recorded.

Why do we have meetings?

Meetings may sometimes seem like a time-consuming activity that takes you away from your work tasks, but they are essential to good communication in the workplace. Meetings allow every employee to participate in – or at least be aware of – the different aspects of the construction process. We have meetings so that we can:

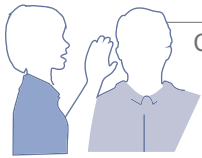
- **make decisions**

In a meeting, ideas can be considered by the whole group and decisions can be made that the majority of participants are happy with.

- **communicate information**

By getting everybody together at the same time, information can be given to many individuals at once. It also avoids the problem of information being passed on at a later date and misconstrued as a result.





- **plan and schedule**

Planning and scheduling are closely related. When plans are made, they need to be put into a schedule or timeframe. During a meeting, participants can decide on the dates and times they want the plans to be achieved.

- **solve problems**

It is usually easier to solve problems when you discuss them with the people involved. Ideas can be brainstormed and solutions found more easily by working together.

- **discuss ideas**

Bouncing ideas off one another or brainstorming during a meeting can achieve great results.

Types of meetings

Different types of meetings have different structures, purposes and goals. Just knowing what type of meeting has been called will help you know a little about what to expect.

Toolbox

Toolbox meetings are short, informal meetings held at the start of each day. They are organised to discuss any safety or work issues that relate to the tasks to be completed that day.

Toolbox meetings give individuals the chance to bring up any problems they have and get them resolved. They are an effective way of reinforcing the importance of safety in the workplace.



Team

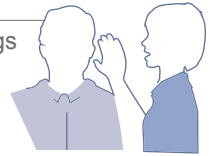
Team meetings are usually attended by workers from a specific trade, eg carpenters, bricklayers or tilers to discuss issues such as deadlines and material delivery times. Team meetings keep all team members up-to-date with what everyone is doing.

Union

Union meetings are held to discuss rates of pay, safety, concerns and disputes or industrial action. A union representative or shop steward will normally conduct the meeting.

Site

Site meetings are usually organised by your employer. These types of meetings can occur daily or weekly to advise you about general site-related information or specific events that are happening on site.



Safety

Safety meetings are generally held on larger construction sites where there are many employees. They are held to discuss issues of health and safety, or concerns from individual workers. They usually have a formal agenda and are conducted by a WHS representative. The committee makes decisions and acts upon them on behalf of all the other workers on site.



Activity 8.1 Meetings

Make a short list of the topics you think may be discussed at each type of meeting.

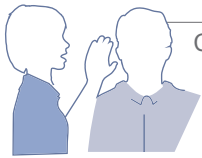
Toolbox meetings

Team meetings

Union meetings

Site meetings

Safety meetings



How do meetings work?

Effective meetings encourage open communication and allow participants to share information, ideas and opinions. They can also provide an opportunity for goal setting and decision-making. To help make them effective, formal meetings include conventions such as agendas and minutes (notes).

Formal and informal meetings

The way a meeting is run depends on many factors – where you are, what the meeting is about, who is involved and how much time you have.

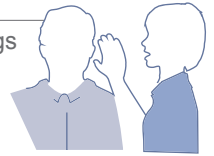
Meetings can be informal – simply discussing the day ahead with a couple of workmates when you arrive at work in the morning – or a formal arrangement held in a designated meeting room or area, with representatives from all areas of the workplace.

An informal meeting can be called at any time and can take place anywhere on site. There is no particular structure to this type of meeting and they are usually held to discuss a specific and immediate issue.



Formal meetings are usually held at specific times and dates and have a set agenda where important issues affecting a project are discussed and decisions made.


A formal meeting on a construction site could be between the project manager and the client or a weekly site meeting where the leading hands from each trade and the foreperson get together to discuss and action topics like scheduling and safety.

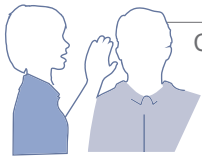


Agendas

An agenda is a list of items that needs to be addressed at a meeting. It is created to give the meeting a formal structure and to let participants know the time and place of the meeting, and its purpose and organisation in advance.

Here is an example of an agenda.

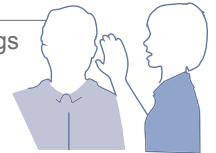
	
PROJECT MEETING	
Date: Wednesday, 20 August 2014	
Time: 9.15 am	
Meeting room 4, Level 1	
AGENDA	
9.15–9.30	Welcome
9.30–10.15	Project summary – Project manager <ul style="list-style-type: none"> • Site access – Allocating keys and passes • Temporary fencing • Traffic control
10.15–11.00	Team progress reports <ul style="list-style-type: none"> • Electrician • Bricklayer • Carpenter
11.00–11.30	Safety report (Safety Officer) <ul style="list-style-type: none"> • Scaffolding
11.30–11.45	Upcoming deadlines (Foreperson)
11.45–12.00	Follow-ups/Actions from previous meeting
12.00	Meeting close



Activity 8.2 Agendas

Look at the example agenda provided and use the information to answer these questions.

Time and date	When will the meeting be held?	_____
Venue	Where will the meeting be held?	_____
Participants	Who must attend the meeting?	_____ _____ _____ _____ _____
Purpose	What is the meeting for?	_____ _____ _____
Priorities	What topics will be covered?	_____ _____ _____ _____ _____ _____
Timing	How long should each team progress report take?	_____
Result	What outcomes could be expected?	_____ _____ _____ _____



Activity 8.3 Preparing for meetings

Get together with a partner or group and discuss what you may need to do in preparation for a meeting.

Meeting goals and actions

Most formal meetings cover goals to be achieved and actions to be put in place to accomplish these goals.

A goal is something we set out to achieve by a specific time. For example, you might set yourself a goal like, ‘I would like to have enough money to buy a car by the end of this year’. The action you take to achieve this goal would be to save enough money every time you get paid.



The goals of a meeting are actioned (or acted upon) by individual participants or teams chosen during the meeting. For instance, a specific hazard may be identified during a meeting. Depending on the size of the hazard, one or more people may be given the responsibility of fixing it. Once the hazard has been removed or made safe, this would then be reported back to the WHS committee.

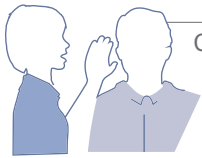


Case study – Goals and actions

At the weekly Hammond Constructions site safety meeting, Emma – a painter and member of the WHS committee – mentioned she’d seen several missing scaffolding braces on the third floor. These should have been fitted into position during the construction of the scaffold.

The issue was discussed briefly and it was decided that it should be fixed as soon as possible. The committee decided that Bill, the site WHS representative, should call the leading hand scaffolder and get him to return to site immediately to fit the missing braces.





Activity 8.4 Goals and actions

Look at the case study on the previous page and answer the following questions.

What do you think the overall goal of this meeting was?

What action was taken as a result of this meeting?

What do you think Bill should do once the scaffolding gets fixed?

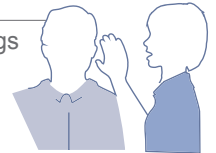
Minutes

We often need to refer back to the events and outcomes of a meeting to confirm details, ensure agreed actions have been completed and even settle disputes. During a formal meeting, notes are taken to create a permanent record of the issues that have been discussed and any decisions made by the participants. The notes taken at a formal meeting are known as 'minutes'.

Minutes can be taken using any of several methods including:

- written notes
- a voice recording
- a video recording.

Making notes about the items discussed at a meeting is also of benefit to anyone not able to attend. They can read the minutes and get up to speed with what they missed.



Taking notes

Note-taking is a useful skill even if you're not responsible for the formal recording of a meeting. You may need to remind yourself of instructions you've been given or the details you'll need to complete a task.



When you're taking notes:

- identify the main ideas, summarise them in your own words, and don't try to write down every word
- concentrate on information that is new to you or relevant to what you're doing, and don't write down details you already know
- use abbreviations and symbols but make sure you'll be able to recognise and understand them at a later date
- don't worry about spelling and grammar, but write clearly so that you can read your notes later.

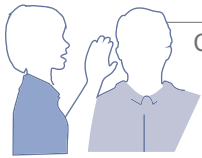


Activity 8.5 Taking notes

Your lecturer will play a short video of a meeting or presentation. Take some notes in the space below to record the main ideas.

When you have finished, compare your notes with a partner and discuss ways in which you could have been more accurate with your note-taking.

A large rectangular area with a light blue background, containing ten horizontal lines for taking notes.



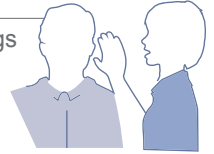
Participating in meetings

During any meeting it's important that all members participate in the process. This means that you listen to each topic being discussed and put forward your opinion about it. There is no point complaining about a decision made at a meeting if you didn't give any input.



Here are some simple rules to follow – whether you're meeting with one other person or a group.

- **Be prepared** – Read through the agenda and plan your questions and contributions. Research any additional information you might need.
- **Listen** – Pay attention to the details being conveyed and to the opinions of the other person or participants.
- **Participate** – Ask and answer questions, and voice your opinions when it's appropriate to make a contribution.
- **Be constructive** – Don't be afraid to oppose other people's ideas and opinions but be positive and practical. Stay on topic and avoid distractions.
- **Avoid conflict** – Steer clear of aggressive language or behaviour, as this does not help resolve problems or find solutions.
- **Take notes** – There may be a lot of information to remember or tasks to be completed and it can be easy to forget details. It's also helpful to have a record of what has been discussed if circumstances change later on.
- **Follow up** – If you've volunteered or been asked to do something, make sure you complete the task as soon as possible and let others know that you've done so.

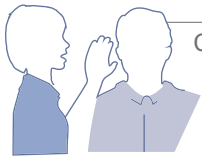


Activity 8.6 Constructive contributions

Being constructive means being helpful or improving a situation rather than being negative or getting in the way.

Read through this list of meeting behaviours and decide whether each one would be constructive or not. Put a tick in the corresponding column.

Behaviour	Constructive	Not constructive
Asking someone to explain something you don't understand.		
Thinking about the topic before the discussion is about to begin.		
Expressing your opinion on someone else's idea.		
Encouraging other people to speak.		
Becoming angry when someone says something you think is wrong.		
Making your point briefly.		
Having a whispered conversation with your neighbour during the discussion.		
Keeping your opinion to yourself.		
Interrupting other people when they're speaking.		
Checking messages on your phone when the meeting gets boring.		
Offering your ideas when a problem needs to be solved.		



Case study – Participating in meetings

At the morning toolbox meeting

Katherine, one of the carpenters, explained that she'd hurt herself on the guardrail as she walked down the steps out of the lunch room. She said that as she walked past, she caught her wrist on something sharp and cut herself. She suggested that some soft material be strapped around this section of rail so that no-one else would be injured. This is the conversation that followed.



Jeremy: Yeah, I scratched myself on that rail this morning.

Jim: I'll talk to the safety committee about that and see what we can do.

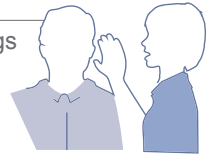
Liam: The safety committee? They're useless.

Dave: Hey, at my last job we had these huge holes that people tripped over all the time. They never got fixed.

Jim: What do you think, Katherine?

Katherine: The committee do take a while to get things started. That rail catches me every time I go into the lunch room. I think we should fix it straight away.

Jim: OK, Katherine. I'll get someone on to it right now and notify the safety committee afterwards.



Activity 8.7 Participating in meetings

Answer the following questions. Refer to the case study on the previous page.

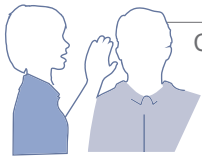
Why do you think Katherine told the others about her injury at the meeting instead of just mentioning it to Jim, her supervisor?

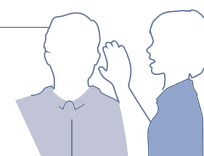
Why do you think Jim made the decision to fix the problem straight away and notify the safety committee later?

Was Liam’s contribution useful? Why or why not?

Was Dave’s contribution useful? Why or why not?

Why do you think everyone should be able express their opinions at a meeting?

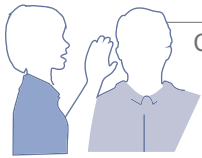




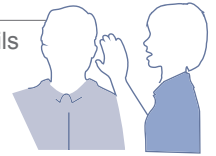
Annex A – Unit details

Unit title	Conduct workplace communication
Descriptor	This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.
National code	CPCCCM1014A
Employability skills	This unit contains employability skills.
Prerequisite units	Nil
Application	This unit of competency supports achievement of communication skills carried out as an integral part of routine work.

Element 1 Gather, convey and receive information and ideas	
1.1	Verbal and written instructions are gathered, received and responded to with correct actions.
1.2	Instructions are conveyed accurately.
1.3	Work signage interpretation and other safety (OHS) requirements are responded to with correct action.
1.4	Information is conveyed in English, and the information is interpreted and message confirmed.
1.5	Questions are used to gain additional information and to clarify understanding, using appropriate communication transfer techniques.
Element 2 Carry out face-to-face routine communication	
2.1	Routine instructions and messages are received and followed.
2.2	Workplace procedures are carried out to company requirements in communication with others .
2.3	Information from a range of sources is accessed and interpreted using a variety of communication modes .
2.4	Information is selected and sequenced correctly.
2.5	Verbal and written reporting is completed where required.



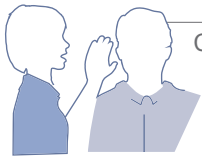
Element 3 Apply visual communication
3.1 Visual communication is used that follows accepted industry practice or social conventions.
3.2 Attention of communicating parties is obtained, confirmed and/or acknowledged.
3.3 Intention of the visual communication is clarified and confirmed at each step.
3.4 Visual communication that is unclear or ambiguous is questioned or visually cancelled.
3.5 Instances of unclear visual communication are followed up to avoid repeated problems.
Element 4 Participate in simple on-site meeting processes
4.1 Correct process for on-site meetings is identified and followed to predetermined or agreed procedures.
4.2 Responses are sought and provided to others in the group.
4.3 Constructive contributions are made.
4.4 Goals or outcomes are identified and/or recorded.



Required skills and knowledge

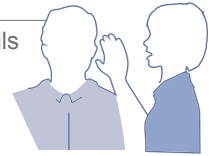
Required skills

- communication skills to communicate with others to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - signage and other relevant documentation
 - simple instructions and messages
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to complete records and reports as required
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- participating in meetings
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.



Required knowledge

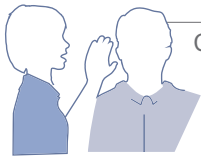
- bulletins
- checklists
- communication devices
- company procedures
- construction terminology
- emergency procedures
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS) and materials handling methods
- memos
- OHS requirements
- project quality requirements
- signage
- work instructions
- workplace policies.



Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<p>Overview of assessment</p>	<p>This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.</p>
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • locate, interpret and apply relevant information • comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • safely and effectively use communication equipment • communicate and work effectively and safely with others • interpret all signage accurately • complete tasks successfully following instruction • convey pieces of information to other workers accurately • fill out workplace documents accurately • frame questions at an on-site meeting in a range of contexts or occasions over time.



Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

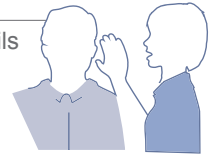
Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

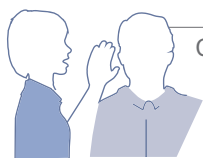
Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.



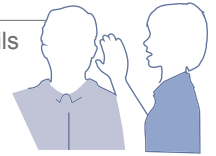
Method of assessment	<p>Assessment methods must:</p> <ul style="list-style-type: none">• satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application• reinforce the integration of employability skills with workplace tasks and job roles• confirm that competency is verified and able to be transferred to other circumstances and environments. <p>Validity and sufficiency of evidence requires that:</p> <ul style="list-style-type: none">• competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace• where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge• all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.</p>
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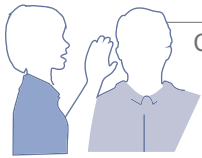
Range statement

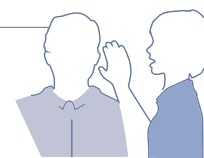
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Signage interpretation includes:	<ul style="list-style-type: none">directional signsfacility or location signs and hazardssite safety signstraffic signs.
Safety (OHS) is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan and may include:	<ul style="list-style-type: none">handling of materialshazard controlhazardous materials and substancesorganisational first aidpersonal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practicesuse of firefighting equipmentuse of tools and equipmentworkplace environment and safety.
Information includes:	<ul style="list-style-type: none">diagrams or sketchesinstructions issued by authorised organisational or external personnelmanufacturer specifications and instructions, where specifiedMSDSmemosregulatory and legislative requirementsrelevant Australian standardssafe work procedures or equivalentsignageverbal, written and graphical instructionswork bulletinswork schedules, plans and specifications.



<p>Interpretation of information includes:</p>	<ul style="list-style-type: none"> • bulletins • checklists • company procedures and regulations • delivery dockets • emergency procedures • induction procedures • industrial agreements • instructions • job safety analysis (JSA) and safe work method statements • maps • MSDS • OHS requirements • quality requirements • work schedules • workplace policies.
<p>Communication transfer includes use of telephones (including mobile) and written communication, and includes:</p>	<ul style="list-style-type: none"> • email • facsimile • internet • two-way radios.
<p>Communication with others includes:</p>	<ul style="list-style-type: none"> • contractors • co-workers • supervisors • the public • trainers.
<p>Communication modes includes:</p>	<ul style="list-style-type: none"> • active listening • group interaction • interpreting signage • meetings • questioning • verbal and written.





Annex B – Assessments

Assessment plan

The assessments suggested here for this unit are designed to assess your competency in the elements as listed in the unit details at Annex A to this guide. There are two components to the assessment.

Assessment	Elements
Assessment 1 – Observation checklist For this assessment, you will be observed working in a workshop, on the job or during work placement.	All
Assessment 2 – Written open-book test This is a written open-book test to reinforce the learning you've participated in.	All

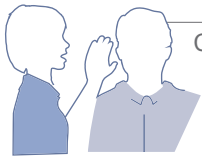
Note: Your lecturer may provide you with alternative assessments.

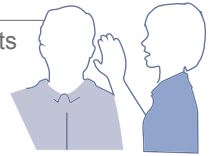
Individual learning and assessment needs

Learners have different learning styles and needs. Please let your lecturer know if there is anything that may have an effect on your learning.

Results and appeals

There is a process to be followed should you wish to appeal the result of your assessment. Please ask your lecturer for more information about this.





Assessment 1 – Observation checklist

Introduction

Your work practices will be observed by your lecturer, assessor or work placement supervisor. You will be assessed on your ability to:

- gather, convey and receive information
- carry out face-to-face routine communication
- apply visual communication
- participate in simple on-site meeting processes
- demonstrate the skills and knowledge required to conduct workplace communication.

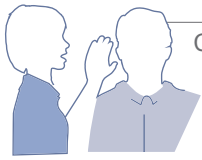
Requirements

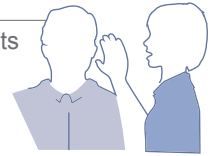
The 'Workplace communication observation checklist' will be used for observation purposes. This checklist must be signed by your lecturer, assessor or supervisor.

Materials and equipment

To attempt this assessment you will need:

- the 'Workplace communication observation checklist' in this guide.





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Conduct workplace communication

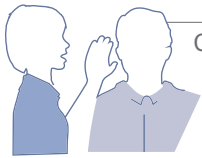
Assessment 1 – Observation checklist

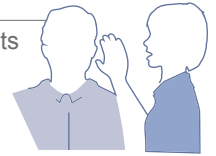
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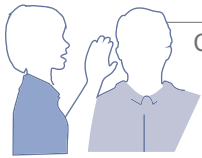
Signature _____ Date _____

Assessor's initials





Workplace communication observation checklist			
During the work placement, did you observe the learner:	Yes	No	N/A
Part 1 – Gather, convey and receive information			
a) gather and receive verbal and written instructions and respond with correct actions?			
b) convey instructions accurately?			
c) respond to work signage interpretation and other safety (WHS) requirements with correct action?			
d) convey information in English, interpret the information and confirm the message?			
e) use questions to gain additional information and to clarify understanding, using appropriate communication transfer techniques?			
Part 2 – Carry out face-to-face routine communication			
a) receive and follow routine instructions and messages?			
b) carry out workplace procedures to company requirements in communication with others?			
c) access and interpret information from a range of sources using a variety of communication modes?			
d) select and sequence information correctly?			
e) complete verbal and written reporting where required?			
Part 3 – Apply visual communication			
a) use visual communication that follows accepted industry practice or social conventions?			
b) obtain, confirm and/or acknowledge attention of communicating parties?			
c) clarify and confirm intention of the visual communication at each step?			
d) question or visually cancel visual communication that is unclear or ambiguous?			
e) follow up instances of unclear visual communication to avoid repeated problems?			
Part 4 – Participate in simple on-site meeting processes			
a) identify correct process for on-site meetings and follow to predetermined or agreed procedures?			
b) seek and provide responses to others in the group?			
c) make constructive contributions?			
d) identify and/or record goals or outcomes?			

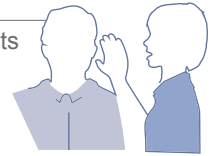


Part 5 – Skills and knowledge

a) identify and accurately report any faults in tools, equipment or materials to appropriate personnel?			
b) use numeracy skills to apply measurements and make calculations?			
c) use organisational skills, including the ability to plan and set out work?			
d) use teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities?			
e) use a range of mobile technology, such as two-way radio and mobile phones?			
f) demonstrate knowledge of bulletins, checklists and memos			
g) fill out workplace documents accurately?			
h) comply with site safety plan, WHS Regulations and state and territory legislation applicable to workplace operations?			
i) comply with organisational policies and procedures, including quality requirements?			
j) demonstrate knowledge of emergency procedures?			

Feedback to learner

Learner's name:	Assessor's name:
Learner's signature:	Assessor's signature:
Date:	Date:



Assessment 2 – Written open-book test

Introduction

This assessment is designed to assess your ability across all elements in this unit of competency.

Requirements

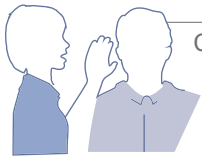
Your responses to Assessment 2 will be in short-answer format. You are required to answer a series of questions related to the course material.

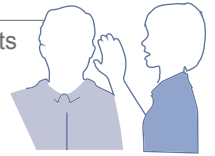
Your lecturer will explain the marking criteria.

Materials and equipment

To attempt this assessment you will need:

- pens, pencils, eraser
- this guide.





CPCCCM1014A

Conduct workplace communication

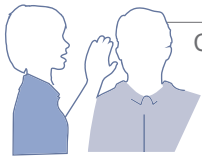
Assessment 2 – Written open-book test

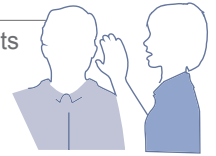
Name _____ Date _____

I have received feedback on this assessment.

Signature _____ Date _____

Assessor's initials





Assessment 2 – Written open-book test

Instructions

- This assessment requires you to write short answers in the spaces provided.
- It is an open-book assessment so you may refer to your learner's guide to help you to answer the questions.
- Collaboration with others in your class is not permitted. However, you may seek guidance from your lecturer.
- Read each question carefully.
- Attempt all questions.
- Remember to put your name on the cover page.
- Return the assessment booklet to your lecturer when you're finished.

Answer the following questions in the spaces provided.

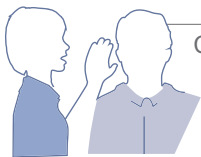
1. If you were given a set of instructions, what would you do to make sure you had understood them correctly?

2. If you were carrying out a task from a set of written instructions and you thought that some instructions were missing, what two methods would you use to find this information?

a) _____

b) _____

3. What sort of written report would be required if someone injured themselves on the worksite?



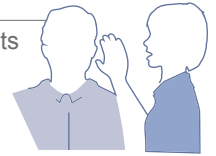
4. In your workplace there are procedures you must follow. You will receive this information from different sources. Name two of these sources and explain how they might be communicated.

What	How

5. If you identified a fault in the materials or equipment you were using, who should you report that to?

6. You are required to take measurements for some brickwork, then work out the number of bricks required. Your supervisor has asked you to write all this down, so he can place an order for the cement. Is this a form of communication? Explain why/why not.

7. Why do you think open questions are better than closed questions?



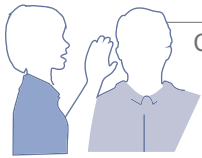
8. Below are examples of closed and open questions. Change each one to the other – open to closed, and closed to open.

Open	Closed
How did you injure yourself?	
	Are you sick?
	Should I use this brush?
Which of these colours works best?	

9. When you're using two-way radios or mobile phones on site, you must make sure that they have been approved for use. True or false?

10. What are three things you should remember to do when recording or taking notes?

11. Give three examples of information you might have to read to be able to do your work on a construction site.

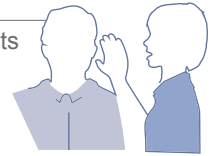


12. When you're speaking with someone whose first language is not English, what strategies would you use to ensure that you've been understood?

13. What is a memo, and why might it be used?

14. Remember the five categories that instructions fall into – what, where, when, who and how? Write a simple set of instructions that includes **all five** categories, giving instructions to your workmate to pick something up from the hardware store.

15. Explain why asking questions can help you to understand a set of instructions.



16. Look at the following instructions. In the space on the right, rewrite them in a logical sequence.

Ask the site supervisor for the plans.

After you have finished your morning tea break,

Then bring them back here.

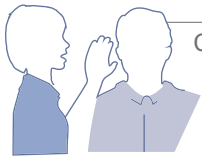
go to the site office.

17. How could using a checklist be helpful when you're doing a task?

18. Sharon is a new carpentry apprentice. It's her very first day on the job and she hasn't got to know any of the workers yet when the boss gives her the following instructions.

'Go and find Deano. Tell him I need him to cut six rafters at 4250 with a birdsmouth at 3150 from the plumb cut. Then find the ridge we need for the carport roof. It has to be at least 6050. Tell Robbie if the one we have is too short, he'll have to go down to Crackers and pick one up.'

Does Sharon have all the information she needs? In the space below, note down what Sharon will need to know before she can carry out these instructions.

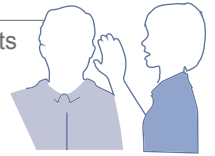


19. What are four things you should remember to do when you're listening actively?

20. List three things you can do to help you remember instructions more easily.

21. Listed below are the steps needed to cut a length of timber in half with a circular saw. In the box next to each step, write the order in which you think each step should be done. There are a few different options, but try to put the steps into a logical order of progression.

Steps	Step number
Measure the halfway point on the length of timber.	
Line the saw up with your pencil mark.	
Mark your measurement with a pencil mark.	
Set up your two saw horses.	
Put on your PPE.	
Double check your measurement.	
Make your cut.	
Plug your circular saw into the extension lead.	
Place the saw on the edge of the timber.	
Place the timber on the saw horses.	
Unwrap your extension lead and plug it into a power point.	

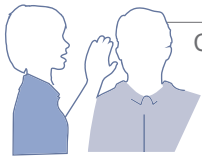


22. Here is part of a written report that contains irrelevant information and is also out of sequence. Improve the report by removing all the irrelevant information, then putting what's left into a logical order.

I've finished painting that awful big ugly house. I used four cans of white paint and one of the cans had a big dent in it; someone should complain about that. Oh, by the way, I mean the house on Bordeaux Crescent, I think it's number 14. I finished it on Tuesday afternoon at twenty-three minutes past two. It was a hard job!

23. What sort of report would be required if you found a safety hazard on the worksite?

24. How would you give a brief verbal report to your boss, regarding a fault you found in a circular saw you were just using? Write what you would say below.

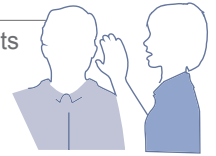


25. List five types of written information you may commonly use on a construction site (not forms).

26. When would a two-way radio be an effective way of communicating on a worksite?

27. Zac is often late to work, but he always puts in extra time later to make up for it. What sort of feedback could Zac's supervisor give him, to focus on the issue of his lateness but also to communicate a positive message? Write your feedback in the space below.

28. When you're communicating visually (eg using hand signals), how would you make sure that you had the other person's attention?



29. Look at the following extract from an SDS for hydrochloric acid. What are the first aid treatments that must be followed if acid is swallowed or inhaled?

SECTION 3 COMPOSITION/INFORMATION ON INGREDIENTS

Hazardous ingredients	CAS	Prop (%)
Hydrochloric acid	7647-6128	less than 40

SECTION 4 FIRST AID MEASURES

First aid treatment

Swallowed

Rinse mouth immediately with water. DO NOT INDUCE VOMITING. Give glass of water and seek immediate medical assistance.

Eyes

Hold eyes open, flood with water for 15 minutes or until advised by Poisons Information Centre or doctor.

Skin

If on large area of skin or hair, drench immediately with running water. Remove contaminated clothing. Wash skin and hair with water continuously until advised to stop by Poisons Information Centre or doctor. For skin burns, cover with clean dry dressing until medical help is available.

Inhaled

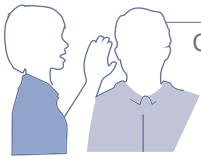
Remove from exposure (if safe to do so). Transport to nearest medical centre if rapid recovery does not occur. Remove contaminated clothing. Seek immediate medical advice.

FIRST AID FACILITIES

- Clean water to be available at all times
- Provide eye baths
- Provide safety showers

Advice to doctor: treat symptomatically

Example SDS reproduced/adapted with the permission of Recochem Inc.



30. What specific documents tell us about the quality requirements such as the strength of products and materials?

31. When would you fill out a JSA?

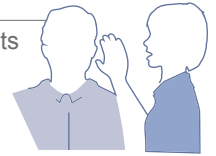
32. List two ways of transferring written information electronically.

33. List three examples of construction-based information you could research on the internet.

34. Give an example of when a bulletin would be the best form of communication to use.

35. If you had received incorrect visual communication via a sign, what could you do to ensure others did not receive the same incorrect communication?

36. Give four examples of what a mandatory sign is used to communicate.



37. What do prohibition signs tell us?

38. What colours are emergency and information signs?

39. What colours would you see on a sign for wearing eye and ear protection?

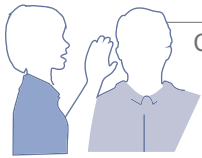
40. What would you do if a sign wasn't visible in bad weather or at night?

41. Other than signs, what are two other methods of visual warnings that can be communicated on construction sites?

42. What is the purpose of an agenda?

43. What could you do to make sure you are prepared for a meeting?

44. Name two issues that may be discussed at a toolbox meeting.



45. If you were required to attend an organised weekly site meeting, would it be formal or informal?

46. List four pieces of information you might find on an agenda for a meeting.

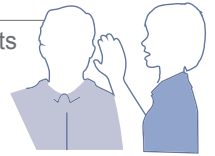
47. Look at the following case study and identify the goal of the meeting and the action required to accomplish the goal.

It was about halfway through the weekly site meeting on the Thomas Street shopping centre construction site. Brian (the project manager) said, 'We have to get the concrete poured on level two by Friday this week'. Brian said to Tony the site foreman, 'Can you make sure the steel fixers are finished by midday on Thursday so this can happen?'

Goal:

Action required:

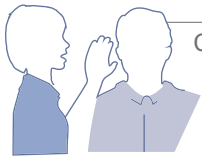
48. What are three methods of recording what was discussed at a formal meeting?



49. What four things can you do to be an effective member of a meeting?

50. If someone attending a meeting is unable to hear, how might you communicate important information to them?

End of Assessment 2



CONDUCT WORKPLACE COMMUNICATION CERTIFICATE II IN BUILDING AND CONSTRUCTION (PATHWAY – TRADES) CPCCCM1014A

LEARNER'S GUIDE

DESCRIPTION

This learner's guide will provide you with knowledge and skills to help you communicate effectively in the building and construction industry. It contains a mix of content and hands-on activities that support the unit CPCCCM1014A *Conduct workplace communication* from the Certificate II in Building and Construction (Pathway – Trades). The course, and this guide, focus on the skills and knowledge required to get your career started as a tradesperson in the building and construction industry.

The topics covered in this guide include:

- the communication process and barriers to communication
- how to participate in routine communication in the workplace
- how to gather, convey and receive information
- recognising written and visual communication common to the building and construction industry.

You will also learn how to participate in site and team meetings. Suggested assessment activities are included.

EDITION

Edition 1, 2014

TRAINING PACKAGE

CPC08 Construction, Plumbing and Services Training Package

COURSE / QUALIFICATION

Certificate II in Building and Construction (Pathway – Trades)

UNIT OF COMPETENCY

CPCCCM1014A *Conduct workplace communication*

RELATED PRODUCTS

This resource is one in a series that covers all six core units for the Certificate II in Building and Construction (Pathway – Trades) qualification. Please refer to the WestOne product catalogue for more information.



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