

Session Title/Details:	How to Navigate Workplace Communication
Approximate timing:	60 minutes
Group Details:	
Session Objectives:	<p>Introduce students to communications channels and how to choose what they communicate. They will consider</p> <ul style="list-style-type: none"><li>• Why workplace communication is important</li><li>• What typical communications channels are</li><li>• Which are formal and which are informal</li><li>• Perils of misusing communication channels in the workplace</li><li>• Choosing what you communicate</li><li>• Hints and tips for communicating at work</li></ul>
Starter Activity:	<p>Use the Channels of Communication gapped handout and ask students to identify whether the channel is digital, oral or written, and to give some examples of when they think a channel would be used in the world of work. Discuss their responses. You could also mention that these channels of communication are not mutually exclusive and that some communication may take place using more than one channel.</p>
Session Activity	<p>Use the <i>How to Navigate Workplace Communication</i> presentation slides to focus activity:</p> <p>Slide 3: Begins with a discussion point and a link to a five minute video. Students are asked to watch the video and make notes about the key advantages and disadvantages identified: <a href="#">Workplace Communication</a></p> <p>This is an animated slide. On the first click, three advantages will be revealed. See notes under slide for an additional discussion point – specifically in relation to point 1 in the list. Key advantages – point 1 – as a slightly wider you point you could discuss with students why communication improves staff motivation and productivity. The following link will provide some supporting information. <a href="https://smallbusiness.chron.com/role-communication-employee-motivation-11914.html">https://smallbusiness.chron.com/role-communication-employee-motivation-11914.html</a></p> <p>On the second click two disadvantages will be revealed. Key disadvantages – point 2 – ask students to reflect when they started the T Level: How much information were they given? How much of it did they really take it? What about in class: How many emails do they receive to their student account? How many emails, texts and messages do they navigate outside school or college? How much junk communication do they receive? The following link provides some interesting statistics. Written in 2017, how much of this is still true today? Or has it got worse? <a href="https://www.workzone.com/blog/information-overload/">https://www.workzone.com/blog/information-overload/</a></p> <p>Slides 4 and 5: introduce the expansion of the handout given in the starter activity. Students can either add to their existing notes, or just concentrate on the slides as a full</p>

version of these slides is available as a handout called Channels of Communication – Completed Handout.

Please note that Slide 4 also has a link to a video from the Head of Google from June 2020. In a 7.5 minute video Sundar Pichai shares his thoughts with Google staff.

Slide 6: considers the advantages and disadvantages of different channel types (such as oral communication having no permanent record and technical issues possibly affecting digital channels). **Discussion Point! In addition you should also mention that security of personal data is also covered under data protection legislation.**

This slide lends itself really well to considering the adaptations made to communication for people with disabilities in the workplace - eg. Online conferences allow for live captions whereas in-person meetings need additional technology (which can be expensive). There is also an opportunity to mention communication changing post-COVID with more and more employers and teams relying on the features and functionality of digital communication.

Slides 7 and 8: examines five dangers of misusing communications channels (such as overloading staff with email and the distractions of interoffice chat.

Slide 9: is a discussion point that briefly considers what you should communicate. Encourage students to think about this – two questions are posed and examples have been provided to support question 2. You may have other examples.

If the term executive summary is unfamiliar to students, the following web page will provide a relatively concise overview. <https://www.shopify.ca/encyclopedia/executive-summary>

Slide 10: completes the topic with some hints and tips for communicating at work. Encourage students to consider the quantity of information that they communicate as well as the format (to suit the audience).

If appropriate you may also consider discussing whether external mediums for communication are appropriate – for example, what should an employee do if their boss sends a connection request on social media? Is this an appropriate form of communication?

Plenary: A six question quiz has been provided. This can either be done individually by students, or you could use it with the whole class as part of your plenary.

Resources required:

**How to Navigate Workplace Communication - Presentation slides**

Access to the internet to play the videos

**How to Navigate Workplace Communication - Quiz** slides

**Channels of Communication – Gapped Handout** to be used as a starter activity

**Channels of Communication – Completed Handout** which replicates the content of slides 4 and 5.