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1A Identify internal and external information needs

It is important for you to be able to identify what information is required within your organisation and by external stakeholders who engage with the organisation. Staff and management, including the Board where relevant, need information to support them in working effectively. External organisations or stakeholders need information on your organisation that differs from the needs of those within the organisation, and people receiving services from your organisation need information to make decisions regarding their own support needs.



Internal and external information

Organisations have information that is produced and shared inside the organisation and externally to other organisations, government departments, people who require services and the general public.

Here is some further information on internal and external information.

Internal information

Internal organisational information includes any information that staff and management require to provide effective services and interact with stakeholders. Information needs to be current and accurate and easy to access for all staff. This information could be policies and procedures, case management documentation, or internal emails and newsletters.

External information

External information refers to any information that is available to stakeholders outside of the organisation. This information could be about services and programs the organisation delivers, fact sheets and web pages on various issues relevant to the organisation, annual reports or funding reports.

Strategies for identifying information needs

Community services organisations must be able to identify their internal and external information needs. There are various strategies that can be used to identify what these information needs are. Strategies include identifying the internal and external stakeholders who require or produce information; using direct questioning; holding focus groups; conducting surveys or planning meetings to identify what information you require from stakeholders and what information they require from you; and identifying the information that is already available within your organisation and what needs to be developed.



Identify competing interests

Competing interests are defined as those potential influences that may undermine the objectivity or integrity of an individual or organisation. Often competing interests can be identified through their financial component. This means that there is a financial benefit to a person or organisation that may influence their decisions. An example of a competing interest is accepting corporate funding from a business or corporation that manufactures a product that is harmful to the consumers (like tobacco or alcohol companies) and putting their logo on your communication documents.



Example

Competing or conflicting interests

Brenda is the chief executive officer (CEO) of a large aged care facility. The cleaning contract for the facility is about to expire and the organisation needs to tender for services. Brenda's partner owns a cleaning company and puts in a tender application. Brenda does not disclose to the Board that one of the tender applications is from her partner, and she recommends her partner's tender application to the Board. This is a clear conflict of interest as Brenda's partner (and possibly Brenda) will benefit financially from the situation.



Practice task 2

1. What are two circumstances in which you may see competing or conflicting interests?

2. What is a conflict of interest?

Proposals and submissions

You may be required to develop written proposals or submissions for funding, for new programs, or to continue an existing program. Proposals may be internal, to gain support from the Board or senior management, or external to access funding. The following outlines the requirements for developing proposals and submissions.

Proposals

A proposal may be written for developing a new program, altering an existing one or to apply for funding. Ensure in the proposal you address any stated requirements such as grant application rules or requests for specific financial details or human resources information. A proposal may require supporting spreadsheets, graphics and illustrations.

Submissions

A submission is a formal application for funding or resourcing that is sent to an external agency or organisation. A submission may need to be written using a standard template provided by the agency or organisation, so take care to follow the instructions and supply all the information requested.

Frameworks

Make sure you are familiar with proposal and submission frameworks so you can advise anyone who has to complete one; for example, a proposal may be well written, carefully constructed and well presented, but it may not promote the organisation effectively or may not consider the direction and goals of the workplace.

Policies and procedures

Policies and procedures are a vital part of community services work, and it is likely you will be involved in developing, amending and implementing them in your work role. They should be developed in consultation with the people most likely to be affected by them and promoted widely as living, useable documents. Make sure staff members know where to access them. You may need to remind people of specific procedures during staff meetings or discussions. For example, there may be rules for dealing with the media and what types of information should be disseminated through written releases and interviews and who is responsible for this.

Alternative communication strategies

You may be communicating with service users, staff members, workers from other organisations, volunteers or members of the general public. Alternative communication strategies that can assist in making information accessible to all people are outlined below.

Large print and braille documents

- ▶ For older people
- ▶ For people who have a visual impairment

Develop communication strategies and plans

Part of your role may include developing appropriate communication strategies and plans for your team or organisation. A communication strategy or plan should reflect your organisation's overall strategic plan and its vision and objectives. You will need to consider how effective communication practices will help to achieve these objectives. You will also need to consider who your organisation is competing with to provide services and how your communication strategies will promote your organisation ahead of the competition.



Understand organisational needs and goals

Your organisation will have needs and specific goals and outcomes. Often these needs and goals are outlined and documented in business and strategic plans. These plans should include communication needs and goals with all relevant stakeholders.

Strategic plan

A strategic plan is an organisation's documented outline of its goals or direction and how it will achieve these goals. It may include the organisation's vision and values, organisational goals, actions required to achieve these goals and the priorities of the organisation. It should include communication objectives like promoting the organisation or information provision.

Business plan

A business plan is an organisation's business goals or objectives. It identifies the organisation's target market and outlines financial aims or issues. As the community services sector becomes more competitive, business plans indicating funding opportunities, partnership goals and financial management are increasingly important. The plan should include the role of communication strategies to meet these objectives.

Understand competitors

Community services organisations are increasingly required to tender competitively for funding opportunities. In addition, people are more able to choose and manage their own service provision (purchase services) which leads to other competitive situations. This means it is important for you to identify and understand your organisation's competitors. It also means that you, your staff and your organisation need to have clear communication strategies to promote your organisation and provide relevant information.

You need to know what your organisation's competitors are doing, what services they are providing and how they are promoting themselves to stakeholders. Some ideas on how you can gather knowledge about competitors can be found here.

Special needs of personnel

An organisation's communication channels should include any special communication needs of the staff. It is important for the organisation to ensure that all personnel can use appropriate channels to communicate effectively. Some examples of special communication needs are listed below.

Special communication needs

- ▶ Communication disabilities involving hearing, vision, speech or memory impairments.
- ▶ Language differences; for example, English as a second language.
- ▶ Cultural concerns related to gender, age, social expectations or body language.

Processes and hierarchy

Your organisation is likely to already have a set of communication protocols in place alongside official communication channels. Official communication channels transmit organisational information such as goals or policies. Messages in an official communication channel follow a chain of command. This usually means that information flows from managers to staff. For example, in most organisations any concerns or issues are usually communicated to your line manager directly rather than broadcasting them to the entire organisation or going directly to the CEO. There may even be a communication flow chart which directs staff to whom they should contact regarding specific issues.



Most organisations also have an unofficial communication channel, also known as the grapevine. This falls outside of the chain of command seen in official channels.

Your organisation is also likely to have either formal or informal rules for how communication should occur. This is the organisation's etiquette (or standard) for communication. This may include the type of language that is acceptable, how meetings are run, rules for using social media in the workplace, and how acceptable group emails are.

Example

A range of communication strategies to meet organisation needs and goals

Rod works in a large organisation that operates in multiple sites. He is aware that staff often do not know what is happening at other sites and that staff only have the opportunity to meet together twice a year at large staff meetings. This means that staff are not using the resources available on different sites and are not referring to other programs internally.

Rod develops an internal communication strategy to improve communication practices between sites. He asks managers at each site to provide him with brief weekly updates on programs, staffing and issues and publishes them in a newsletter that he emails each Friday afternoon to all staff.



2A Identify processes for adapting communication strategies to suit a range of contexts

An essential component of any effective organisation is good and consistent communication strategies as they ensure that all stakeholders, including staff and people receiving services, have timely access to the information they require, in an easy-to-understand format that meets their immediate needs. There are, however, contexts that may require adaptation of even good communication strategies to meet needs. You must be able to identify when communication strategies need to be adapted.



Contexts requiring adapted communication strategies

Staff members in a community services work team often come from a variety of backgrounds, have different abilities and a wide range of experiences. It is useful to consider how these different experiences, abilities and backgrounds may influence the types of communication strategies you choose to use or whether the communication strategies need to be adapted in your specific working context.

Some examples of contexts that may need adaptation of communication strategies are listed below.

English as an additional language

According to the Australian Government Department of Foreign Affairs and Trade, over 15 per cent of Australians speak a language other than English at home, and there are around 200 languages spoken in Australia, including Indigenous languages. In any Australian workplace, it is quite likely that some of the staff members will have learnt English as an additional language. This can be an asset, but it may mean that some staff may need extra support to build English written and verbal communication skills.

Educational level and demographics

Statistics from 2011 provided by the Australian Bureau of Statistics show that people who work in the community services sector are typically female (around 84 per cent) and more than half are aged over 45 years. Many have completed Year 12 or higher qualifications, but only 20 per cent have completed a bachelor degree or higher. This informs us to some extent about the potential communication needs of a typical community services workforce; that is, that some support may be required for complex and lengthy writing and speaking tasks.

Adaptations may include ensuring that written and verbal communication occurs at staff meetings to meet different communication styles of the team. It could mean training for the team to communicate effectively with a hearing impaired staff member, or ensuring a computer has an appropriate screen cover to assist a staff member with a learning disability to read more easily. Cultural diversity training may also be a way to facilitate effective communication within the team.

Identify processes for adapting strategies

Adapting communication protocols requires a series of steps to be taken in order to work effectively within a particular context. It is important to identify an appropriate process and follow it to ensure that the adaptation meets the organisation's objectives and values. Begin with reviewing the communication strategies your organisation has in place. For example, analyse the demographics of the team in terms of culture, language, experience and communication styles. Consider whether the communication strategies you are using meet the needs of everyone on the team. If not, you should decide how the strategies can be adapted. This should include a conversation with team members to gain their input. Develop a proposal to adapt the organisation's communication strategies and discuss with relevant stakeholders within the organisation.

Below is another process you could follow to adapt a protocol.

Adapting a protocol

Consider who will be involved in the process and set up a meeting.

Be clear on the purpose – why does this protocol need adapting?

Identify changes that are required.

Document changes.

Implement new communication protocol within the organisation.

Example

Adapt communication strategies to suit a range of contexts

Ruth manages a team of staff who provide perinatal support services to young parents. The team meets regularly for case discussions, and Ruth has an open door policy for informal discussions with the team. The organisation has a policy that all case notes must be updated within two days of any interaction with a young person. Ruth notices that one staff member, despite frequent reminders, does not complete the written case notes in the electronic system. Ruth meets with the staff member to discuss her concerns and discovers that the staff member has difficulty reading computer screens. She describes to Ruth how the writing on the screen swirls around. Ruth and the staff member discuss options and Ruth discovers that a simple coloured screen cover and changing the font and background colour will make working much easier for the staff member and allow her to complete written communication requirements.



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You should also be familiar with your sector’s ethical guidelines and how they impact communication (for example, being non-judgmental and respectful). Your specific sector may have its own code of ethics (for example, the Youth Work Code of Ethics).

You can read an example of a code of ethics at www.acwa.org.au/about/code-of-ethics.

Privacy, confidentiality and disclosure

When discussing a person’s situation, always be aware of maintaining their privacy. You must protect confidential details. You always need the person’s consent if you wish to talk about their situation. People are often happy to give their consent because they know you want to help.

Maintaining confidentiality is part of respecting a person’s privacy and individual rights. In practice, confidentiality means not discussing an individual’s personal information unless they have given their consent for this to happen. There are exceptional circumstances that do enable you to disclose private information but this is generally only when you become aware that someone may harm themselves or someone else.



You can read more about privacy, confidentiality and disclosure at the following sites:

- ▶ www.aacqa.gov.au/for-the-public/privacy-and-confidentiality
- ▶ www.lawhandbook.org.au/handbook/

Collection, use and storage of information

In March 2014, new legislation affecting privacy laws came into effect. It amended the *Privacy Act 1988* (Cth) and introduced 13 new Australian Privacy Principles (APPs), which replaced existing privacy principles. These APPs apply to government agencies and many private sector organisations, including health service providers.

Here is more information.

Collection, use and storage of personal information

- 1

Open and transparent management of personal information

Ensures that organisations manage personal information in an open and transparent way.

- 2

Anonymity and pseudonymity

Requires organisations to give individuals the option of not identifying themselves, or of using a pseudonym. Some exceptions apply.

- 3

Collection of solicited personal information

Outlines when an organisation can collect personal information that is solicited. It applies higher standards to the collection of ‘sensitive’ information.

- 4

Dealing with unsolicited personal information

Outlines how organisations must deal with unsolicited personal information.

Age Discrimination Act 2004 (Cth)

This legislation aims to:

- ▶ stop discrimination based on age
- ▶ protect everyone's legal rights regardless of their age
- ▶ help others understand that everyone has the same rights
- ▶ remove barriers that stop older people from joining in work activities and being part of society
- ▶ remove stereotypes and false beliefs about older people.

Racial Discrimination Act 1975 (Cth)

This legislation aims to:

- ▶ promote equality before the law for everyone, regardless of their race, colour or ethnic origin
- ▶ make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Sex Discrimination Act 1984 (Cth)

This legislation aims to:

- ▶ prevent discrimination based on gender or marital status
- ▶ prevent sexual harassment.

Disability Discrimination Act 1992 (Cth)

This legislation aims to:

- ▶ prevent discrimination on the basis of disability
- ▶ promote fairness to individuals who have a disability and their families.

Duty of care

Community services organisations and workers have a responsibility to provide a duty of care to ensure the safety and wellbeing of people in receipt of their services and their colleagues. Legislative and regulatory obligations underpin an organisation's policies, which determine the procedures to guide service delivery that promotes and enhances the safety and wellbeing of people. When developing communication processes and protocols, you must ensure that your duty of care is taken into consideration. This relates to what is communicated and how. You should consider the impact of any communication on staff and people receiving services.

Here is more information about duty of care.

Duty of care

Duty of care is the obligation a person has to act in a way that would not cause harm. This means being careful that communication is respectful and takes into consideration the wellbeing of the person whether they are a staff member or person receiving services.



Topic 3

In this topic you will learn how to:

- 3A Present information to staff regarding communication strategies, protocols and organisation standards**

- 3B Model effective oral and written communication and provide mentoring and/or coaching to staff**

- 3C Maintain work-related networks and relationships to meet organisation objectives**

Promote the use of communication strategies

It is important that organisational communication strategies are not just documents stored in a file somewhere, but are part of daily work practice. You must ensure that all staff are aware of communication strategies and protocols and that they have the information they need to communicate effectively in line with these strategies. You will also need to model these communication strategies to staff and ensure that you provide appropriate coaching to new staff – or to all staff when there is a new protocol or strategy.

Communication is, of course, about building and maintaining effective relationships with internal and external stakeholders to ensure that the objectives of the organisation are achieved.

Presentation

Use audiovisual technology correctly and safely. Watch the audience as you speak to gauge interest and attention. Ensure you stick as closely as possible to the timing for your presentation, and leave time for questions from the audience.

Resources and references

Some speakers show a list of references they have used or sources they have mentioned in case people wish to refer to them. If you have materials for distribution, decide when you will distribute them and let the staff know this.

Conclusion

Conclude your presentation clearly and effectively, rather than simply trailing off with a comment such as 'Well that's about all'. You could conclude with a statement about what the next step in implementation of the communication strategy or protocol will be.

Questions

Encourage questions, making sure you take them from a range of people. Repeat the questions so everyone knows what was asked. Keep responses brief. If you don't know the answer, say so and refer them to someone who can answer them.

Moving off

After the presentation, you may need to make yourself available for individual questions, spend time packing up your equipment or hand out brochures or information pages related to your presentation and organisation.

Make the presentation

Arrive early so you can set up equipment and check everything is working. Remember to have a glass of water close by in case your throat gets dry.

Think back to the last time you watched a skilful presenter: how did they make you feel about themselves and their work? What features do you remember about how they presented information and engaged the audience?

Some presentation strategies to consider are below.

Presentation strategies

- ▶ Use gestures and body language effectively.
- ▶ Do not overdo hand gestures; use them effectively to emphasise key points.
- ▶ Make eye contact and smile at various audience members to reach out and engage them from the start.
- ▶ Refer to your notes only occasionally.
- ▶ Speak slowly and modify your voice so everyone can hear – especially if you are not using a microphone.

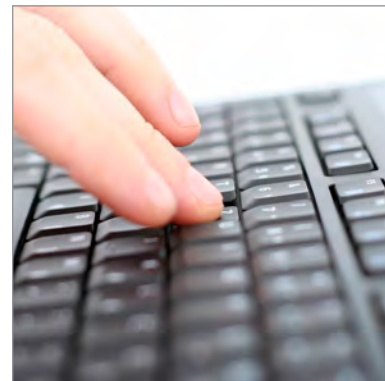
Model appropriate behaviour

It can sometimes be challenging to know that staff are watching you and modelling their behaviour on what they see you do; however, staff are much more likely to 'do as you do' than 'do as you say'. It is important that you pay attention to not just what you say, but how you say it. Make sure you are personally meeting organisational standards regarding professional and respectful language, and that you follow communication protocols when communicating with staff or external stakeholders. Also consider the impact of cultural diversity in terms of language and body language.



Model effective written communication

In order to model effective written communication, you must ensure that all written communication that you produce follows organisational standards, strategies and protocols. This means that you need to carefully review your written communication before it leaves your desk to ensure that emails, letters, reports and case notes are accurate, professional and appropriate. Ensure you also check the basics like spelling and grammar, appropriate format or letterhead, and appropriate fonts. You should also check that you are following protocols; for example, what is your organisation's protocol on forwarding joke emails to everyone in the organisation?



Mentoring and coaching

Mentoring and coaching are effective ways of encouraging improved communication in your organisation. These strategies allow you to work alongside staff to increase their verbal and written communication skills and to encourage best practice.

Below is a definition of mentoring and coaching.

Mentoring

Mentoring is a relationship between two individuals based on a mutual desire for development towards career goals and objectives. It pairs a skilled or experienced mentor to provide encouragement, challenge assumptions, support ideas and share experiences with a less-experienced mentee.

Coaching

Coaching uses qualified people to work with staff to improve their effectiveness and performance, to develop their skills and to deal with issues before they become problems.

Some communication requirements in different community services workplaces, and the key performance areas where coaching or mentoring attention may be focused, are described below.

Residential aged care facility

Type of communication: Case notes

Coaching/mentoring focus:

- ▶ Clear and legible handwriting
- ▶ Record details objectively
- ▶ Avoid slang or inappropriate language
- ▶ Good spelling and accuracy of information
- ▶ Include all required details to meet organisational requirements

In-home respite care for clients with a disability

Type of communication: Care plan/individual client plan

Coaching/mentoring focus:

- ▶ Include all detail to enable effective care
- ▶ Use clear, simple and accurate language that can be read and understood by workers
- ▶ Adhere to privacy and confidentiality requirements

Carer support

Type of communication: Verbal presentations to groups of carers

Coaching focus:

- ▶ Provide appropriate information
- ▶ Use humour
- ▶ Respect individual differences and needs
- ▶ Have the ability to project their voice
- ▶ Adhere to time frames and topic requirements

Youth outreach

Types of communication:

- ▶ Age-appropriate posters, brochures, web pages and blog posts
- ▶ Case notes
- ▶ Critical incident responses

Coaching/mentoring focus:

- ▶ Use appropriate language
- ▶ Include key information
- ▶ Use a blend of visual and written information

Coaching guidance

Here is a process to follow when providing coaching to staff.

Coaching process

- 1 Identify where the person needs to improve. This may be a proactive or reactive strategy.
- 2 Set aside coaching time and prepare a plan so both parties are clear on what support is being provided, time lines and the desired outcome.
- 3 Do not assume the person has any prior knowledge. Instead, spend time exploring strengths and areas for improvement with them.
- 4 Give clear, precise information. Break down complex tasks into sections so the parts become more manageable and easier to understand.
- 5 Ask open questions to encourage dialogue, such as, 'How do you feel about talking at our next meeting?' rather than a question that can only have a yes/no response.
- 6 Show rather than tell, so the staff member observes you performing a task, such as going through the process of developing a written document.
- 7 Provide good-quality practice opportunities that are meaningful, practical and offer scope for improvement.
- 8 Provide feedback in a meaningful and positive way, focusing on what has been done well in addition to where improvements can be made.
- 9 Monitor improvements and difficulties over time, so you can modify your coaching approach as needed and ensure that progress continues to be made.

Members of the public

- ▶ Website
- ▶ Brochures, posters or visual displays
- ▶ Information sharing at shopping centres or information days
- ▶ Phone contact to respond to queries or requests for support or information

Members of the public may become service users and will then require different levels of communication.

Consultants and private organisations

- ▶ Face-to-face and follow-up electronic communication, particularly if contact is for a predetermined time such as when a specific project is being completed by the consultant or organisation
- ▶ Contact may be frequent and time-consuming for a short period, then may fade to a minimal or 'on call' contact

Academic institutions, public sector and community organisations

- ▶ Maintain contact with key people in universities and TAFEs
- ▶ Semi-regular face-to-face contact
- ▶ Email contact
- ▶ Phone contact
- ▶ Newsletters
- ▶ Presentations and special events such as talking to a group of students at a TAFE about expectations during a work placement

Provide information and promote organisation to client's people who require services

Multiple community services organisations often provide services to the same person, or another organisation will provide a service to a person who also needs services your organisation provides. Effective networking means that it will be easier for organisations to provide information to people who may require services and for referral processes to go smoothly.

People are accessing digital media to gain access to services they require more regularly. They view websites and link to social media for information and programs.

Good networks mean that other organisations may provide links to your website or mention your programs or services on their social media sites. All of this means easier access for people to information on your organisation.



Summary

1. Staff need to have information regarding new or adapted communication strategies and protocols presented to them in an appropriate format.
2. Team leaders and managers should model effective oral and written communication to staff.
3. Mentoring and/or coaching is an effective way to improve staff communication practices.
4. Networking can be an effective way to share information and promote the organisation.
5. Maintaining work-related networks and relationships is important in achieving the organisation's objectives.

4A Obtain feedback from others to assess communication outcomes

Feedback from others within and outside of your organisation can be an effective way of evaluating your communication strategies and protocols. There are a variety of strategies you can use to elicit feedback, including formal and informal options. Feedback will help you to understand what is working and what is working less well, and will assist in improving strategies and practice in the future.



Review communication practices

As part of an overall communication strategy, it is important to review communication practices on a regular basis to ensure they are meeting the needs of your organisation as well as the organisation's objectives. There may be a specific person in your organisation who is responsible for developing and reviewing overall workplace communication strategies or you may do it as a team or be responsible for certain aspects yourself.



Reviews of communication practices should take place to ensure that strategies and protocols comply with relevant legislation and with the organisation's standards and policies. Reviews also assist in assessing whether communication practices are meeting the needs and objectives of the organisation and its stakeholders across different contexts. Finally, it is useful to evaluate whether the communication practices are effectively promoting the organisation internally and externally, including the services provided, the organisation's achievements and its values.

You may also decide to conduct a regular formal review of your team's communication strategies to ensure you are following organisational standards and that strategies fit well within the broader organisational communication strategy. You may also need to review communication practices within the team, within the organisation and with external stakeholders.

Evaluation processes

An evaluation of communication practices should be a structured process of assessing the success of communication strategies and protocols in meeting the objectives of the organisation and to reflect on the lessons learnt. The evaluation process can be broken down into stages which include planning for the evaluation, collecting information, and reporting on the information gathered.

Here are the feedback methods you may consider using.

360-degree feedback and individual interviews

360-degree feedback is provided anonymously using an online survey with a common set of questions, and from all directions – management, staff members, peers, colleagues and others can all be invited to provide information via the survey. Information is collated and used for professional development or performance appraisal purposes.

Interview feedback is obtained through individual questions and discussion. Interviews can provide very specific information about processes and systems within a team or organisation, although their success varies depending on the interviewer, the questions asked and the rapport established. Interviews can be conducted with individuals or with a group.

Observation

It can be wise to step back and allow another staff member to chair the meeting while you conduct observations. Observations can be biased by your own attitudes and emotions. For this reason, use observations in combination with other methods for a more complete picture.

You may decide to observe the participation of an individual or several people in the team. Areas to note include their contribution to discussions, body language, interaction with other team members, the questions and comments, and their general professionalism, such as their appearance, behaviour and attitudes to others.

Formal evaluation forms

Evaluation forms should use a consistent question style, and be trialled before use to ensure any ambiguities or difficulties are corrected. Questions often provide multiple-choice or scaling responses as this style is perceived as being quicker and easier to complete than open-ended questions.

Questions should be written with either three or five possible options, with the central option being a neutral or middle choice. Always include a section for comments to give the person an opportunity for an extended response.

Obtaining feedback from team members may occur via a formal written evaluation form. Limit your questions to no more than 10.

Review communication channels

Once communication channels have been developed and have been operational for a period, it is important to conduct a review of how well they are functioning. This can be achieved in the following ways.

Formal review

A formal review can occur as part of a regular cycle of policy updates and reviews. It is done to measure objectively how well communication is functioning in the team and the organisation as a whole, and to take action to remedy any problems.

Participation

During a 360-degree feedback process, a manager receives feedback that they tend to take over in meetings and do not allow other people to finish speaking.

Changes required:

- ▶ The manager will implement a rotational system where each team member is invited to chair the meeting once a month.
- ▶ When chairing, the manager will aim to facilitate discussion without interrupting.

Information

Observation shows that most members of the work group do not participate well when they are asked to discuss a paper on changing care note procedures that has been distributed with the agenda.

Changes required:

- ▶ A summary will be distributed with the main paper, with the issues listed clearly as bullet points.
- ▶ A statement of the action needed by team members will also be distributed before the meeting.

Example

Obtain feedback from others to assess communication outcomes

A manager organises weekly team meetings to update staff on any relevant information or issues. The meetings often last at least two hours. The manager asks for feedback from the team to assess the effectiveness of the meetings. Feedback from the team is that much of the information presented at the meeting could be disseminated by email as it does not need to be discussed as it is often followed up by an email from the manager anyway. The team members suggest that fortnightly meetings where topics that require discussion would be a better use of time.

