## What would you say and how would you say it?

This activity aims to enable a worker who has the responsibility to speak up in the workplace the opportunity to practice by working through a series of examples with a group of work colleagues. At the end of the activity, the worker will have gained some practice and knowledge on how to verbalise information in a work context.

**Who is this activity aimed at?**

This activity provides an opportunity for a worker who is new to speaking up in the workplace to gain practise. This activity can be used to build a worker’s confidence in speaking up in the workplace or to moderate worker’s approach to speaking up in the workplace.

**Outcome:**

Workers are often promoted to a level where they are required to speak to a group of fellow workers regarding work situations but they have not had the opportunity to develop these skills in a workplace context. This activity provides some practise.

**Preparation:**

An experienced and knowledgeable person in talking to groups at work eg. Supervisor or work colleague, will work with a group to undertake the activity below. A discussion about workplace expectations will assist the learner understand how to develop appropriate techniques to address fellow workers and managers.

**What will you need?**

You will need a quiet room away from day to day activities to undertake this activity and a small group of workers to work with an experienced workplace communicator.

• Organise learners into groups of three or four with an experienced person in each group.

• Give each person a copy of the handout below.

• Ask them to think about how they would deal with the following situations. What would they say and how would they say it?

• Ask each learner to complete the activity by practicing to the group.

• Once completed, summarise by discussing what makes saying difficult things easier.

Give an example of how you might address one of the scenarios listed below as a way of modelling good practice and discuss oral communication strategies, for example:

* + Use of introductory phrases to set the scene
  + Use of clear and easily understood phrases and speak with conviction
  + Positive body language e.g. look at people, stand up straight
  + Listening to and responding to cues

**Activity: Handout:**

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| **What would you say and how would you say it?**   1. Your supervisor has told you not to worry too much about doing pre-start checks. He reckons it’s good enough for them just to be ticked off in the office to save time. You know that’s not good practice and you want to bring it up at the next meeting. 2. You’ve noticed one of the operational staff members giving a new staff member a really hard time because his English is not very good. You overheard him saying “you don’t understand instructions quickly enough – you’re too slow”. You want to bring up the issue at a manager’s meeting to make sure the worker gets help and to ensure all staff are treated fairly. 3. One of your team members keeps coming to work really late. Your manager has told you that if her punctuality doesn’t improve, payroll will start docking her pay. You want to give her some warning. 4. One of your colleagues is really quiet and you know that there are some difficult issues happening at home with his family. But today he seems really low and quite withdrawn. You’re very worried about him. 5. One of your team members has done a really good job in difficult circumstances. Give him some feedback. 6. You have to tell an operator that he can’t have the day off because of production commitments. How will you tell him? |