

CHAPTER 1

UNIT 222 (B&A 34)

COMMUNICATION IN A BUSINESS ENVIRONMENT

A survey of recruiters from the largest employers identifies communication skills as the single most important factor in selecting managers. Whatever role you have, in any organisation, you will need to communicate – with customers, suppliers or colleagues. No one works entirely in isolation. All communication has a purpose, either to generate actions or to pass on or request information. Effective communication achieves its purpose by generating the desired effect without the message losing clarity during the process.

Communication, whether written or verbal, has to follow certain conventions (customary ways in which things are done within an organisation) if it is to be understood – this is the role of language in communication. Spelling, punctuation and grammar contribute greatly to the communication of ideas. If the receiver of the message is unable to understand it, the message will not have the desired effect.

In this unit you will cover the following learning outcomes:

- 1 understand the requirements of written and verbal business communication
- 2 be able to produce written business communications
- 3 be able to communicate verbally in business environments.

Assessment criteria

This section covers assessment criteria 1.1 and 1.2

Interactions

Communication between or joint activity involving two or more people

Motivate

To make somebody feel enthusiastic, interested, and committed to something

ACTIVITIES

- Research the structure of a formal report.
- Research the layout of a business letter.
- Research the layout of emails used in your organisation.

BUSINESS COMMUNICATION

It is important to understand the communication needs of colleagues. These will include knowing what business the organisation is in, who the customers are, specific details about products or services, where forms are located and who to see when there is a problem. They also need the practical skills required to do their job well and the **interactions** that give them a sense of belonging and self-worth, such as being listened to, respected, trusted and valued.

Communicating in a business environment always has a purpose: this is to send a message to an individual or group of people in order to request action, inform, teach, persuade, **motivate** or inspire. Communication is a process, which must be understood if it is to be effective and misunderstanding and confusion are to be avoided.

According to communications theories, the process consists of the:

- Sender – the person sending the communication. You need to be clear what you want to communicate, who to, how and why.
- Message – the information you want to communicate must be clear and not capable of being misunderstood.
- Encoding – putting the message into a form that can be understood. You need to understand your audience and their level of knowledge of the subject, avoiding mistaken assumptions that may arise as a result of missing information or cultural issues.
- Channel – the method of sending the message. Channels may be written, for instance letters, emails, memos or reports, or verbal, for instance presentations or face-to-face meetings.



You will need to communicate with people through a range of channels, such as face-to-face meetings

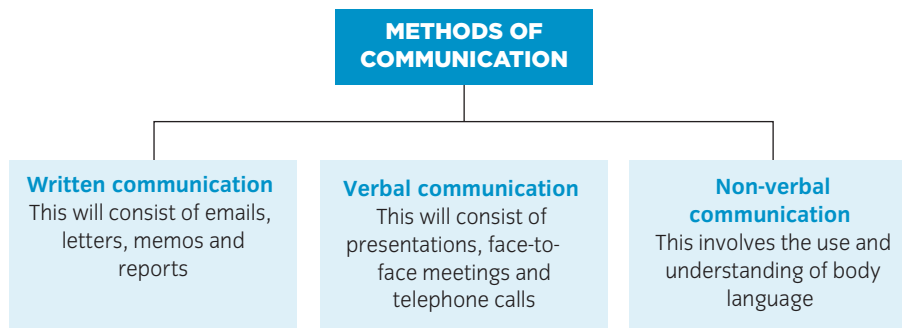
- Decoding – reading or hearing the message. The message can be misunderstood through a lack of knowledge, a poorly worded message or not enough time being given to considering its meaning.
- Audience – the individual reading or hearing the message. Even if the message is sent to a group, it is received by individuals, each of whom has to understand the message. Individuals receiving the message may have pre-conceived ideas which will affect their interpretation of the message, so the sender will need to take these into consideration when encoding it.
- Feedback – the response which you, as the sender, get from the receiver. You will be able to gauge from the feedback whether the receiver has understood the message. This will tell you if your communication has been effective and, if not, give you the opportunity to send a further message to correct any misunderstanding.
- Context – the exterior factors that affect the effective communication of the message. These could be language, culture, organisational culture, etc.
- Intended outcomes – the desired result of the communication.



Think about how your audience will receive the message

COMMUNICATION SYSTEMS

Different methods of communication include:



Each method will be used in different circumstances. More formal communication is likely to need written communication while verbal communication will often be appropriate to informal situations. Non-verbal communication is, of course, used whenever two or more people are together. The common thread is the passing of information from the sender to the receiver in a form that is clearly understood. The method of communication you choose will depend on the urgency and complexity of the information being communicated. You will also need to adapt your communications for different audiences, both internal and external.

Hierarchical

Relating to or arranged in a formally ranked order

HANDY HINTS

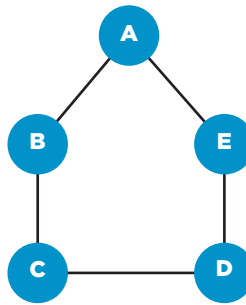
- Communication is successful only when the sender and the receiver understand the same message as a result.
- Check that messages have been understood, not just received.

There are several patterns of communication:

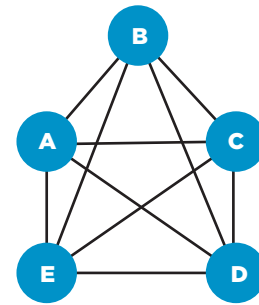
- The 'chain' represents the **hierarchical** pattern that characterises strictly formal information flow, 'from the top down', in military and some types of business organisation.
- The 'wheel' is found in a typical autocratic organisation, meaning one-man rule and limited employee participation.
- 'The star or all-channel network' allows free flow of communication in a group, encouraging all of its members to become involved in group decision processes.
- 'The Y pattern' is a more complicated arrangement where the group is separated into three and the group members can communicate with the other members of the group through the leader.
- The 'circle' is where the sender can communicate only with the group members next to him/her. Other group members can't receive the sender's message.



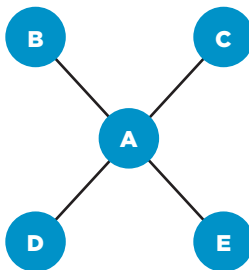
Chain



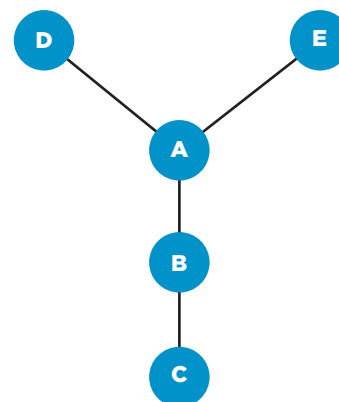
Circle



All channel (star)



Wheel



Y-pattern

ACTIVITY

Find out which famous quote from Abraham Lincoln could be re-written as 'Political organisation administered directly via the populace, intended for the employment of the general community, on behalf of each and every one of the citizens of the nation'.

The structure of communications within an organisation will have a significant influence on the accuracy of decisions, the speed with which they can be reached, and the satisfaction of the people involved. In networks in which the responsibility for initiating and passing along messages is shared more evenly among the members, better communications will be achieved.

WRITTEN COMMUNICATION

Written communication in a business environment consists of emails, letters, memos, agendas, minutes, notices and reports. Electronic communication can combine different media such as text, graphics, sound and video. This can produce more meaningful communication relevant to your particular audience. Because it is interactive, it can engage the audience in two-way communications.

While each form of written communication has its own conventions, they all require you to use the three main elements of written communication.

STRUCTURE

The first element is structure, which refers to the way that you lay out the content. To organise the structure of your communication, think about what you want the receiver to understand from your message.

Identify the key points and facts that you are trying to **convey** and put them into a logical order. Make sure you start with a powerful introduction, as this will create a positive first impression.

Use headings, sub-headings and bullet points to help the receiver identify the main points of the message, and write in short sentences and paragraphs. Each paragraph should start with a main point, followed by supporting information.

End the communication with a conclusion or a recommendation or by restating the main point of the message, depending on the purpose of communicating. The last paragraph is the one the receiver will remember longest, so don't use it to waffle on after you have made your main point.

STYLE AND TONE

The second element is style and tone, which refer to the way you write. All business communication should be concise, simple, direct and **lucid**. Sentences should contain no more than thirty words, and paragraphs should be no more than ten lines long.

Written communication in general, but particularly letters, should be kept as short as possible while containing all the necessary information. If people receive a lot of letters, they will tend to look to see who the letter is from, and read it if it is short. If it looks too long, they will put it aside and read it when they have time. An effective business letter should consist of no more than three paragraphs of four or five lines per paragraph.

Assessment criteria

This section covers assessment criteria 1.3, 2.1, 2.2, 2.3, 2.4, 2.5 and 2.6

Convey

To communicate or express something

HANDY HINT

Keep it short and simple (KISS)

Lucid

Clear and easily understood



There are standard conventions for writing a formal business letter

Broadsheet

A newspaper that is printed in a large format and is associated with serious journalism

Tabloid

A small-format popular newspaper with a simple style, many photographs, and sometimes an emphasis on sensational stories

Jargon

Language that is used by a group or profession, especially words and phrases which are not understood or used by other people

You need to consider how much information and how much detail should be included, and how formal the message is. This will depend to a great extent on the audience the message is for. If you are writing an article for a **broadsheet** newspaper, you would use a different style from an article on the same subject in a **tabloid**.

Write positively – if you have to advise your customers of a price increase, point out the excellent value your product or service still is, and remind them of the benefits it has over your competitors. The exception might be when you have had to deal with a disciplinary or performance issue with a team member. After initially discussing the situation verbally you will have to record the outcome formally in writing.

The first sentence of any communication should be interesting, to capture the interest of the receiver. The majority of the letter should relate to the receiver – people are always more interested in themselves than in you – they want to know what the benefit will be to them, so use ‘you’, ‘your’ and ‘yours’ as much as possible.

Jargon and abbreviations should be avoided unless they will definitely be understood by the receiver, or are explained within the communication. Short, familiar words should be used rather than obscure, complex words. Active words should be used – say ‘I think...’ rather than ‘it is thought...’ – and use single words rather than phrases – say ‘now’ not ‘at this point in time’.

When communicating on behalf of colleagues or your line manager, it is important to keep them informed of your progress in meeting any deadline they may have given you. If you are experiencing difficulties you will be able to alert them to the need to plan for any effect a delay in communication may cause.

CONTENT

The third element is content, which refers, obviously, to what you are writing about. The information you need to communicate may have come from a variety of sources, including your own research and information which has been passed to you for the specific purpose of communicating it to a wider audience. You need to think through what your message is, making sure your objective is clear. Check that you have made your essential points clearly and developed your argument logically. Make the content positive and constructive and don't allow detail to obscure the main issues.

Don't write for the sake of writing – people are busy and don't have time to read unnecessary messages. Do, on the other hand, write to congratulate or praise people who deserve it. This may seem unnecessary, on the face of it, but will mean a lot to the recipient. They may have worked very hard to achieve the promotion or the successful sales pitch, and it is worth the time to let them know you appreciate it.

Use plain English. This will allow the receiver to understand exactly what you mean. Plain English is written clearly and concisely so the reader can take the required action.

Government departments, banks, insurance companies and local councils have moved towards the use of plain English in order to provide clear communication, rather than **missives** that impress or confuse their clients or customers. The simple rules for writing plain English are to write in short sentences, use everyday words, use personal words such as 'I', 'we' and 'you', and write as concisely and directly as possible.

Customers expect to be treated with respect, and using plain English when writing to them is one way to do this. Before you send your message, read it and think how you would feel if you received it. If your reaction is the one you intend, then send it; if not, rewrite it.



Receiving a letter of congratulations can mean a lot to the recipient

Missive

A letter or other written communication, often formal or legal communication

SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar are all vital to effective communication. A badly spelt, badly punctuated, ungrammatical message will give a very poor impression to your colleagues if used internally and of the whole organisation if used in communication with customers, clients or suppliers. The ironic thing is that even people whose own English is poor can recognise when yours is.

PUNCTUATION

Poor spelling, punctuation and grammar can totally alter the meaning of your message, possibly with serious consequences. A misplaced or omitted comma can completely change the meaning of a sentence. Consider the following which lists the ingredients of a salad:

HANDY HINTS

Consider the writing rules of George Orwell:

- Never use a long word where a short one will do.
- If it is possible to cut a word out, cut it out.
- Never use the passive voice.
- Never use jargon if you can think of an everyday equivalent.

HANDY HINTS

Saxon words are just as good as Latin or Greek ones, and often explain your meaning more concisely.

'Tomatoes, onions, goats, cheese.' The addition of a comma after the word 'goats' and the omission of the apostrophe from the 'goats' cheese' have made it an entirely different dish.

There are lots of punctuation marks that you will need to know how to use correctly if your text is to be completely accurate, but the most important are:

- Full stops – these are used at the end of sentences or to indicate an abbreviation, such as 'etc'.
- Commas – these are used to separate individual words in a list, or to indicate where a pause is intended in a sentence.
- Apostrophes – these are used to indicate a missing letter ('he's' meaning 'he is') or that something belongs to someone ('St. John's Wood', 'The King's Head').

GRAMMAR

Practise spelling words correctly – remember some word processing programmes use American English rather than UK English as their basic dictionary. They will indicate a word is misspelt when it is actually correct and correct when it is actually incorrect, so check this and alter the settings if you can.

HANDY HINT

When you are confident in your language skills you will be able to recognise mistakes by reading the text to yourself – it will simply 'sound wrong'.

As well as improving your spelling it is important to improve your knowledge of the meanings of words; there are a number of words in the English language which are commonly misused: learn their meaning and you will not confuse them.

Commonly misused words

Accept	Except
Advice	Advise
Affect	Effect
Ambivalent	Indifferent
Disinterested	Indifferent
Disinterested	Uninterested
Eligible	Illegible
Enervating	Energising
Ensure	Insure
Farther	Further

Commonly misused words	
Fewer	Less
Meddle	Medal
Personal	Personnel
Practice	Practise
Principal	Principle
Stationary	Stationery
Than	Then
There	Their or they're
Your	You're

GRAMMAR

The third part of language that you need to understand is the correct use of grammar. Again, there are far too many rules of grammar to cover in a book like this, but the key parts of speech to understand are:

Key parts of speech	
Nouns	These are the names of people, places or things, such as 'laptop', 'medal', 'James' or 'Norwich'.
Pronouns	These are used to replace nouns to avoid repetition, for example 'he', 'she', 'his' or 'theirs'.
Verbs	These are used to indicate action or being, such as 'to be', 'to type' or 'to watch'.
Adverbs	These describe a verb, such as 'to type <i>accurately</i> ' or 'to watch <i>closely</i> '. They usually end in 'ly'.
Adjectives	These describe a noun, such as ' <i>new</i> laptop', ' <i>gold</i> medal', ' <i>handsome</i> James' or ' <i>beautiful</i> Norwich'

Parts of speech are joined together into sentences, and sentences are joined together into paragraphs. Sentences should express a single thought; paragraphs should link together sentences on a single topic.

The basic parts of a sentence are the subject, the verb, and often, but not always the object. The subject is usually a noun. The verb usually follows the subject and identifies an action or a state of being. An object receives the action and usually follows the verb. A common way

of expanding the basic sentence is with modifiers, words that add to the meanings of other words. The simplest modifiers are adjectives and adverbs. Adjectives modify nouns, while adverbs modify verbs, adjectives, and other adverbs. Like adjectives and adverbs, prepositional phrases add meaning to the nouns and verbs in sentences. A prepositional phrase has two basic parts: a preposition plus a noun or a pronoun that serves as the object of the preposition.

There are four basic sentence structures in English:

- A simple sentence, which is a sentence with just one independent clause, eg 'Peter coughed'.
- A compound sentence contains at least two independent clauses, eg 'Peter coughed and Ahmed sneezed'.
- A complex sentence contains an independent clause and at least one dependent clause, eg 'Ahmed sneezed when Peter coughed'.
- A compound-complex sentence contains two or more independent clauses and at least one dependent clause, eg 'Peter coughed and Ahmed sneezed when someone spilled pepper near their seats'.

INTERNET ETIQUETTE

If you are communicating over the internet, a form of convention known as 'netiquette' has developed. This requires you to:

- treat your readers with the kind of respect you would expect from them
- not harass or insult people – your readers or others
- respect copyrights
- not overuse CAPITAL LETTERS
- not send **spam**
- tell the truth
- use correct grammar and punctuation
- not use inappropriate language
- research your facts
- acknowledge your sources.

Spam

An unsolicited, often commercial, message transmitted through the internet as a mass mailing to a large number of recipients

ACTIVITIES

Correct the following:

Google survives go offlion in China

Google sez It's serch ingen and uther internet survives have bin cutt of form mutch of China jus as the countrys rewling party pick new leeders.

Data posted on Googles website show it's survives in China becaime largely inaxessable form around 5pm loclc tyme inn Beijing.

A Google spookswomen said the companny found no problem in l'ts own compooter or network that wood disrupt It's survives inn China.

That raised the possibility that China's Communist Party decided to block Google's services at a politically sensitive time.

Google's search engines, email and other services have been periodically unavailable in China since 2010. That was when Google decided to stop censoring its search results to remove websites that China's government found objectionable.

Correctly punctuate the following paragraph:

if you fly economy listen up results from the most comprehensive survey ever. into seat sizes has just been revealed and amethyst. Flyaway, and Getaway, airlines have tied at first place we love both. airlines for having top notch customer service in any case and this. news will only sweeten the experience while airlines such as scottish airways have been improving. their food offerings and check in speed it languishes. in 21st place for legroom unsurprisingly frillfreeair is. in 24th place for having a seat width of 16 inches but at least the airline can gloat. at the fact that it has beaten lazyjet in the legroom category which came second, from last frillfreeair had 30 inches; while lazyjet was 29 inches, the worst airline for legroom is Cattleair

VERBAL COMMUNICATION

Verbal communication includes making presentations, using the telephone, speaking to people one-to-one and holding discussions with two or more people. The principles of effective verbal communication are the same:

- Speak clearly – if you are nervous about the situation, you will speak more quickly than if you are relaxed, and this will make it more difficult for people to understand you. Make sure you have prepared (at least mentally) what you want to say, stick to the point and avoid waffling or unnecessarily repeating yourself. If possible, give examples that your audience will be able to relate to in support of your arguments.
- Speak properly – consider the culture, background and level of understanding of your audience and use English correctly. If your levels of grammar and vocabulary come across as below those expected by your audience you will be seen as lazy, undereducated or, at worst, disrespectful if it is perceived that you are '**dumbing down**' your delivery. In an increasingly global workplace, it is more important than ever to speak English well if you are to be understood by people who have learnt it as a foreign language.

Assessment criteria

This section covers assessment criteria 1.4, 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6

Dumbing down

The deliberate diminishment of the intellectual level of the content of schooling and education, of literature and cinema, and of news



All types of oral communication must be clear and easy to understand

- Speak thoughtfully – consider your audience and the effect your message may have on them. Remember to make a conversation about the people you are speaking to rather than about you, wherever possible. People much prefer talking about themselves – it is everyone’s favourite subject. Ask questions and show interest in the answers. Try to remember personal details so that next time you speak to them you can ask how their husband/wife/child/dog is. This will encourage dialogue, and give you the opening you need to get your message across. Everybody prefers working with people they like, so make people like you.
- Speak sincerely – if you think someone has made a particularly good effort, tell them so. Show interest in your colleagues by congratulating them, but be careful not to be insincere – people can tell if you are saying ‘well done’ while thinking ‘lucky so-and-so’. Avoid personal remarks, as comments on a colleague’s physical attributes, for instance, can be misunderstood and lead to a variety of problems.
- Speak confidently – if you don’t believe what you are saying you shouldn’t be surprised if no one else does. You can demonstrate confidence in what you are saying through the way you speak. Think about pace, pitch and volume of your voice – although this doesn’t mean shout at your audience. Stand upright and make eye contact, but don’t stare, it is very **disconcerting**.

Disconcerting

Making somebody feel ill at ease, slightly confused, or taken aback

Remember that just because you understand what you are saying, it doesn’t mean the person you are speaking to understands. They will hear what you say against a background of their own experiences and opinions which might completely alter the meaning.

Only ten per cent of what you say is actually received by the listener. Try to avoid using jargon and abbreviations which might not be familiar

to them or long difficult words which you might think will impress them but in fact will only obscure the point you are trying to make.

If the purpose of your verbal communication is to resolve a problem, remember that the best way to get answers from people is to ask questions. If you start by stating the problem and ask for opinions or suggestions you will get a more balanced response than if you start with your solution to the problem and ask if people agree with it.

If you are dealing with poor performance or behaviour, ask for their side of the story before you make a decision on how you are going to handle the situation; you may be surprised to find that the actual problem is completely different from what you imagine it to be.

LISTENING

Remember that hearing and listening are not the same. We all hear lots of things we don't listen to. Listening is a conscious activity aimed at understanding what you hear. Unfortunately, even when we listen we don't necessarily hear. People speak at up to 175 words per minute, but we are able to listen intelligently at up to 800 words per minute, so there is a lot of spare capacity, which we usually fill by thinking about something else.

There are seven levels of listening, these are:

Seven levels of listening	
Passive listening	You are not really listening at all, simply hearing background noise.
Pretend listening	You are giving all the outward signs of listening, nodding, smiling, saying 'of course', but you are really thinking about something else.
Selective listening	You have already made up your mind what your response is going to be, so have stopped listening.
Misunderstood listening	You are hearing what you want to hear, not what is actually being said.
Active listening	You are listening, understanding feelings and gathering facts.



Active listening means you are listening, understanding feelings and gathering facts

Seven levels of listening	
Empathic listening	You are understanding feelings and checking facts, with the speaker's purpose in mind.
Facilitative listening	You are listening with the speaker's purpose uppermost.

In a business environment, you need to be listening at or above the 'active' level. In many conversations, nobody is listening; everybody is simply taking turns to speak. Everybody is more interested in giving their own views than in listening to those of other people. At the same time, we all want to be listened to and understood.

Active listening requires you to:

- stop what you are doing
- look at the speaker
- let others speak
- be interested in what is being said
- ask open-ended questions to clarify what you hear
- spend more time listening than talking
- not finish the speaker's sentences
- not interrupt
- avoid answering questions with questions
- plan your response after the speaker has finished, not while they are talking
- only give your own opinions after you have heard the speaker's.

When you have listened actively to what is being said, summarise it in your own words so the speaker can confirm that you have understood it.

HANDY HINT

When a person is speaking, do not interrupt. Not all conversations are about winning an argument or making a point. Communication is as much about listening as it is about talking.



Smiling indicates friendliness, happiness or non-threatening behaviour

NON-VERBAL COMMUNICATION

An important part of verbal communication is, strangely enough, non-verbal communication; what we say without speaking. Body language is an extremely complex subject, which even the acknowledged experts disagree about, but there are some simple clues which you give off all the time, and which you can learn to read in others. The primary elements of body language are usually listed as:

- Face – the most obvious source of expression; your face can smile, frown, show anger, show disgust or show disbelief. Smiling is used to indicate friendliness, happiness or non-threatening behaviour.

- Eyes – perhaps more difficult to control than your facial expression, your eyes can make or avoid contact with other people, look ‘shifty’ or express sympathy. Eye contact is an indication of interest or concern.
- Posture – the way you hold your head, the way you stand, folding your arms all express your feelings towards other people. Standing erect and leaning forward means that you are approachable.
- Gestures – we all know and understand basic gestures such as a wave hello (or goodbye), but there is a whole language of gestures – and just to confuse the issue further, they differ between different nationalities and cultures. Speaking without gestures gives the impression of being uncomfortable with what you are saying.



The gestures you use convey a message

- Voice – while what you say is verbal communication, how you say it – tone, volume, pace, pitch, rhythm and **inflection** – is non-verbal. Vary these six elements and you will avoid being boring, dull and monotonous.
- Movement – the way you move gives off messages: moving towards someone may be friendly or threatening; moving away may be submissive or dismissive. Try not to invade others’ personal space.

You can use combinations of these elements to deliver or interpret non-verbal messages. Make sure your words match your tone and your body language. Look at the person you are speaking to or, if you are speaking to a group, look at each of them in turn unless you are directing a comment or question to one individual.

ACTIVITY

Research body language and the meaning of facial expressions, positive gestures, etc.

COMMON MISTAKE

If the message has not been understood, saying it again more loudly will not help.

HANDY HINT

While it is often difficult to be sure that someone is telling the truth simply by listening to the words, if you watch their body language closely you will get vital clues.

Inflection

A change in the pitch or tone of the voice

HANDY HINT

Speaking to elderly people as if they were children is extremely disrespectful – remember they have already been your age, while you have no experience of being theirs.

ACTIVITY

Ask a colleague to help with this activity. Ask them to read aloud a newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a change is read out, you must interrupt them and tell them the change that has been made. This requires you to listen carefully and remember important information and details.

CONFIRM UNDERSTANDING

Be clear about what you are saying, but don't over-complicate it with too much detail. Look for signs of confusion and ask the listeners if they are following what you are saying. Give them the chance to comment or ask questions – remember that verbal communication should always be two-way. If you just wanted to get your point across, without comment or discussion, you could have written to them. It is important to confirm they have understood correctly what you wanted to communicate.

ACTIVITY

Ask a colleague to make a note of any negative comments that you make over a period of a week, without making you aware when they are doing it. At the end of the week ask them to share the comments with you. Answer the following questions:

- Are you inclined to use negative statements?
- How frequently do you use them?
- Are they necessary?
- Can you avoid them?
- Is it easy to replace them with positive statements?
- What are you planning to do to eliminate them?

CASE STUDY

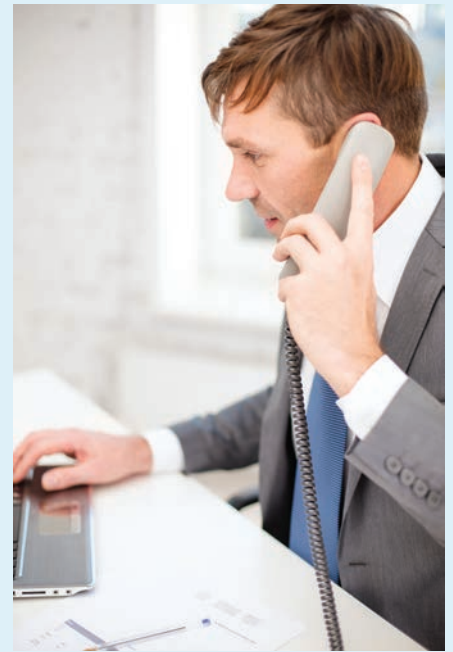
GIVING FEEDBACK

James Rowe is a salesman for Aspect Pharmaceuticals. He is leaving for work when he receives a letter from his sales manager, criticising his sales performance, his approach, his organisation and his planning.

James is frustrated by the tone of the letter, as he feels there are reasons for his performance which his manager is either unaware of, or has failed to take into account. Instead of going to the appointment he had, he waits at home until the office opens, and rings to speak to his manager.

He is told his manager is out of the office and won't be back that day. James goes to his first sales call, is late arriving, and fails to make a sale. He spends the rest of the day thinking about how he is going to handle his boss's criticism, and fails to make a single sale.

The next morning he rings again and makes an appointment to see his manager that afternoon. His manager is surprised to hear how badly the letter has affected James' morale – he had intended to improve James' results by pointing out where he thought he was going wrong. After a full and frank discussion, James goes back to selling with a new determination and finds his sales figures improving gradually as he takes on board the advice he was given.



UNIT 222 (B&A 34): TEST YOUR KNOWLEDGE**Learning outcome 1: Understand the requirements of written and verbal business communication**

- 1 Describe why different methods of communication are used.
- 2 Explain the purpose of communication.
- 3 Explain how you use body language in communicating at work.
- 4 Describe a situation in which verbal communication would be appropriate.
- 5 Describe a situation in which written communication would be appropriate.

Learning outcome 2: Be able to produce written business communications

- 1 Explain the importance of checking written communication before sending it.
- 2 Describe the appropriate tone to use in a letter responding to a customer complaint.
- 3 Explain why accurate grammar, spelling and punctuation are important.
- 4 Explain the importance of using plain English.
- 5 Explain why it is important to meet deadlines.

Learning outcome 3: Be able to communicate verbally in business environments

- 1 Describe why active listening is important.
- 2 Explain the importance of summarising verbal communication.
- 3 Describe the use of tone of voice in effective communication.
- 4 Explain the importance of presenting information clearly.
- 5 Explain the importance of confirming that the audience has understood.