



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS

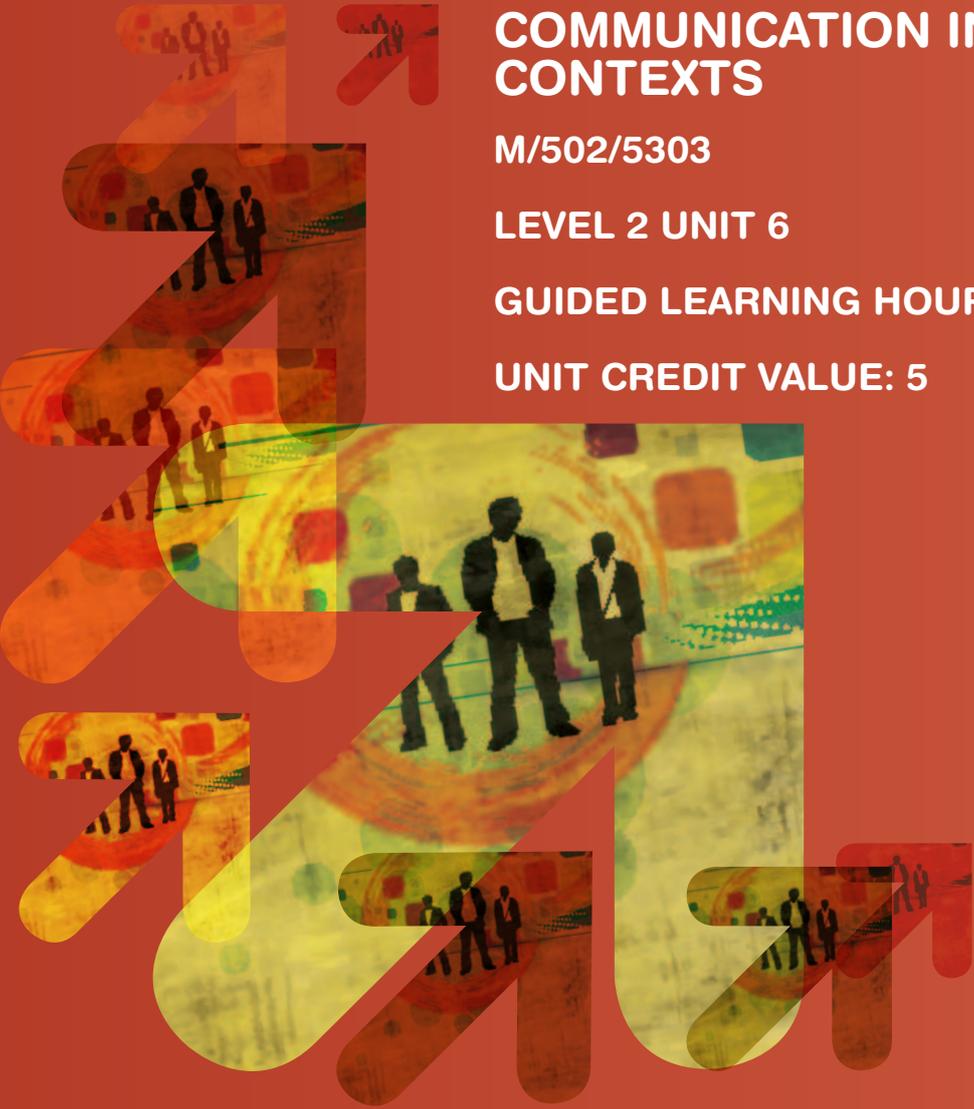
## VERBAL AND NON-VERBAL COMMUNICATION IN BUSINESS CONTEXTS

M/502/5303

LEVEL 2 UNIT 6

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5



# VERBAL AND NON-VERBAL COMMUNICATION IN BUSINESS CONTEXTS

M/502/5303

LEVEL 2 UNIT 6

## AIM OF THE UNIT

The ability to communicate effectively through the use of verbal and non-verbal communication skills is essential for everyone no matter where they work. Effective communication across any organisation, large or small, is increasingly recognised as a key determinant of success. Communication depends on the skill sets of the staff working within the organisation. Whether dealing with managers, employees, customers or suppliers the ability to communicate effectively using a range of skills is paramount. This unit will help learners to understand the importance of skills which are becoming increasingly important to employers.

In particular, communication in business contexts is different to everyday communication - this unit will help learners to develop their knowledge and understanding of these differences and reflect on their own ability to use communication skills in a manner appropriate to the work environment. They will have the opportunity to use and reflect on the strengths and weaknesses of their own speaking and listening business skills.

Whilst the unit can be taught as a standalone unit, it can equally be integrated with any unit or units where learners are called on to present, role-play or participate in structured one to one or group discussions.

## ASSESSMENT AND GRADING CRITERIA

| <b>Learning Outcome (LO)</b><br><br>The learner will:                 | <b>Pass</b><br>The assessment criteria are the pass requirements for this unit.<br><br>The learner can: | <b>Merit</b><br>To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to: | <b>Distinction</b><br>To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
|---|---|---|---|
| 1 Be able to use non-verbal communication skills                      | P1 Demonstrate interpersonal interactions in a business context   |   |   |
| 2 Understand the purpose of verbal communication in business contexts | P2 Explain using examples, the purpose of verbal communications in four different business contexts     |   |   |
| 3 Be able to use verbal communication in business contexts            | P3 Demonstrate speaking and listening skills in a one to one business context                           |   |   |
|   | P4 Demonstrate speaking and listening skills in a business group context                                | M1 Analyse own strengths and weaknesses in speaking and listening skills within business contexts                         | D1 Evaluate how to improve own speaking and listening skills within business contexts   |

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **Learning Outcome 1 Be able to use non-verbal communication skills**

Demonstration of interpersonal non-verbal communications skills within a business context, such as:

- Body language (e.g. signs/signals and gestures, facial expressions, posture, appearance)
- Demonstration (e.g. task, aim, output,)
- Greeting (e.g. handshake, personal distance)
- Visual aids (e.g. graphs, charts, PowerPoint)

### **Learning Outcome 2 Understand the purpose of verbal communication in business contexts**

Understanding of the purpose of verbal communication within different business contexts, such as:

- Purpose of communication: provide or request information, provide instructions or initiate action, buying or selling a product or service, promote a product/service or idea, dealing with or making complaints, dealing with or making enquiries, build relationships with other people, persuade, clarify, share ideas, opinions, attitudes or beliefs
- Communicating with: colleagues at all level (e.g. managers, peers, subordinates), customers, suppliers, stakeholders
- Uses of verbal communication: Presentations, business meetings, team briefings, telephone calls, conference calls, video conferencing, web based conference/seminars/ meetings, face to face conversations.

### **Learning Outcome 3 Be able to use verbal communication in business contexts**

Demonstration of verbal communication skills within a one to one and group business context, such as:

- Volume, projection, pitch and tone of voice, clarity, question and answer, listening, delegation
- Speaking skills: thinking before speaking, appropriate use of language, making relevant contributions, responding appropriately.
- Listening skills: Hearing versus understanding, active listening, taking notes, observing speaker's body language and behaviour; confirming understanding.

Use of verbal communication in business contexts, such as:

- Communicating with customers and suppliers (e.g. buying or selling a product or service, dealing with or making complaints, dealing with or making enquiries, promoting a product or service, providing information)
- Communicating with colleagues at all levels (e.g. managers, peers and subordinates)

## DELIVERY GUIDANCE

### Learning Outcome 1

Learners must understand that communication is made up of both verbal and non-verbal skills. This learning outcome looks specifically at non-verbal communication skills, and learners must be able to demonstrate these skills within a business context. Tutors could introduce this unit by defining the different verbal and non-verbal skills that form communication. As a group learners could create a list of the skills (as suggested in the teaching content). In small groups the learners could take one skill and research examples, using DVDs, internet and observation, of when it has been used effectively and ineffectively. They could present their findings, justify their reasons, and suggest ways for improvement. The learners could carry out peer observation and evaluate each others non-verbal communication skills. They could also record themselves whilst presenting, and carry out a self evaluation of their non-verbal communication skills.

### Learning Outcome 2

This learning outcome is concerned with how verbal communication is utilised in a business context. The tutors could lead a group discussion accompanied by case studies, DVD and/or video and personal observation to highlight the different types of verbal communication skills used within business. The tutor could then lead a discussion on the purpose of business communication and the verbal communication skill/s that it uses. The learners could select a variety of business communications, explain the verbal communication skills required, and the purpose of the communication. The learners could attend internal meetings, events or conferences to observe how and why verbal communication is used. They could also explore the difference between formal and informal communications.

### Learning Outcome 3

Having developed knowledge and understanding of communication and how it is made up of verbal and non-verbal skills, the learner must now demonstrate verbal communication skills. The tutor could lead a group discussion on the importance of verbal communication skills within business, and using the verbal skills list created for learning outcome 1, the learners could provide examples of when the skill has been used to effectively and ineffectively.

The tutor could lead some group activities to highlight communication and allow learners to practice their skills. For example, voice projection and pitch/tone games used in drama, clarity and instruction games used in sports leadership etc. The learners could carry out peer observation

and evaluate each others verbal communication skills. They could record themselves whilst presenting, and carry out a self evaluation of their verbal communication skills.

The learners must be able to demonstrate verbal communication skills in a one to one and group business context. The learner could use the knowledge and understanding gained in learning outcome 2 to identify the purpose of the communication and the skill/s required.

The learners could participate in role play using a variety of business communication methods. For example, they could participate in meetings, phone calls, presentations, conference calls, video conferencing etc. They could then evaluate their performance from a business perspective, thinking about how well they communicated: were they clear, did they contribute, did they get their point across, did they listen, did they respond appropriately, did they question/listen to the answers etc. Following their evaluation the learners could consider their strengths and weaknesses of their speaking and listening skills, they could also take into consideration peer observation as well as feedback from work colleagues if they are in part-time employment, family and friends.

## GUIDANCE ON ASSESSMENT

The suggested assessment scenarios below could be linked to other units within this qualification or conducted independently.

### **P1 and P3**

Scenario and task:

You have been offered a work placement by a local business. The business has a strong customer focus and believes that exceptional communication skills are paramount to the businesses success. Your role will involve dealing with customers, colleagues, suppliers and stakeholders on a one-to-one basis. You must be able to demonstrate verbal and non-verbal communication skills as part of your role.

Guidance:

This task could be done either via role-play (e.g. one to one customer service scenario, personal selling situation, providing technical support, one-to-one meeting) or observation during a work placement and could be undertaken by the tutor or supervisor with an accompanying witness statement. The learner should demonstrate a range of verbal and non-verbal communication skills, making relevant contributions and responding appropriately within a one-to-one business scenario.

### **P1 and P4**

Scenario and task:

You have been offered a work placement by a local business. The business has a strong customer focus and believes that exceptional communication skills are paramount to the businesses success. Your role will involve dealing with customers, colleagues, suppliers and stakeholders on a one-to-one basis. You must be able to demonstrate verbal and non-verbal communication skills as part of your role.

Guidance

This task could be done either via role-play (e.g. group meeting, presentation, group customer service scenario, job interview) or observation during a work placement and could be undertaken by the tutor or supervisor with an accompanying witness statement. The learner should demonstrate a range of verbal and non-verbal communication skills, making relevant contributions and responding appropriately within a group business scenario.

### **P2**

Scenario and task:

You have been asked to provide some information for a local business community newsletter about the purpose of verbal communications used within business. You should produce a report explaining how businesses use verbal communications and what their purpose is. Your report must cover a minimum of four different business contexts.

Guidance

Learners must ensure that they select different types of verbal communications across four different business contexts. Therefore they should not report on a similar scenario such as all four based around office meetings. Learners should identify the purpose or purposes of the communication. For example, a waiter in a restaurant will engage in face to face communication with customers in order to provide information about the food and drink on offer, promote a specific product, take an order, deal with a query or complaint. In addition, the waiter will be building a relationship with the customers.

### **M1**

Having completed the tasks for P1, P3 and P4 you must provide an analysis of your strengths and weaknesses of demonstrating communication skills within a business context. You could base your analysis on your own observations as well as feedback obtained from your peers, tutors or employers.

### **D1**

You should use your analysis to evaluate how you could improve your communication skills within a business context.

## LINKS TO NOS

**CfA BAA613** Understand how to communicate in a environment (Partial)

**CfA BAA615** Communicate in a business environment (Partial)

**CfA Unit A10** Deal with customers face to face (Partial)

**CfA Unit A3** Communicate effectively with customers



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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