

Can you Sell Your Business Ideas? Effective Written Communication

By Dianne Dyck

Effective written communication is a critical business skill. From years of teaching Occupational Health Nurses (OHNs), it became apparent to me that their written communication skills were lacking. The irony was that they all had great business ideas to offer, but without effective writing skills to relay their ideas, their competency was in question. Hence the question: Are you able to effectively communicate your ideas to Management, employees and other stakeholders? The intent of this article is designed to provide OHNs with some written communication theory and practical practices (e.g., rules and tips).

Communication: Types

Communication is the ability to convey facts, concepts, or reasoning clearly to others, and to receive and understand the messages sent by others. Oral, written, and non-verbal communication are the three main types of communication used by human beings. To effectively relay a message, the OHN should ensure that the *same* oral, written, and non-verbal cues are being conveyed.

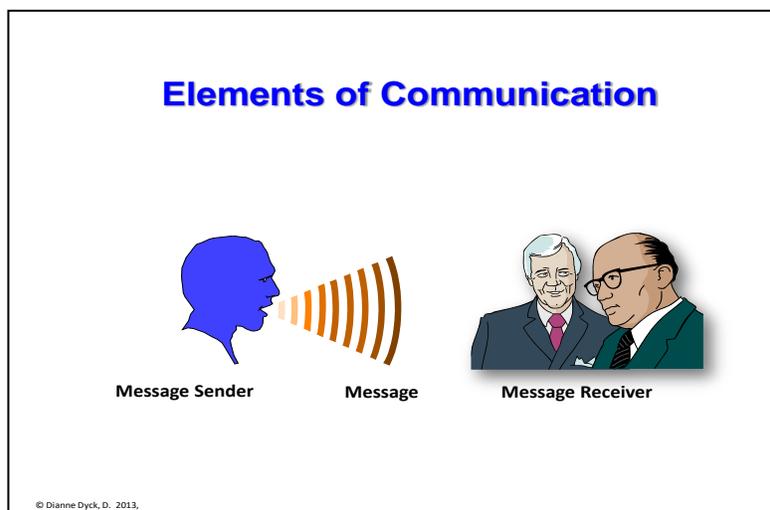
Some examples of the types of communication undertaken by OHNs are:

1. **Oral communication** – speaking, presentations, telephoning, voice messages.
2. **Written communication** – letters, standards, reports, alerts, memos, emails, texts, faxes.
3. **Non-verbal communication** – facial expressions, body language, gestures, body posture, grooming, attire.

Communication: Elements

When messages are sent, they must to be clear and concise. The message must be transmitted without distortion. The receiver must be positioned to receive the message and comprehend it. The language and jargon used by the sender must be suitable to the receiver for understanding (Figure 1).

Figure 1 – The Elements of Communication



Communication problems exist when:

1. The message sender:
 - is unclear due to lack of knowledge or familiarity with the subject;
 - uses language/jargon that the receiver is unfamiliar with;
 - has a strong accent or problems speaking;
 - sends mixed messages – that is, is saying one thing, but non-verbally saying another;
 - misreads the audience – the message receiver; *etc.*
2. The message becomes distorted due to background noise; transmission interruptions; competing message transmissions; *etc.*
3. The message receiver is unprepared or non-receptive to receiving the message. This may occur because the receiver is not listening, does not understand the language/jargon used, is distracted by other interests or events, is fatigued or unable to concentrate on the message, does not want to hear the message, *etc.*

Communication: General Principles

There can be many reasons for communication breakdowns. It is up to the OHN as the message sender, to understand the communication process and to manage the situation so that effective communication occurs. As such, knowledge and use of the following general principles of communication is recommended:

- *Know your message:* Know what you want to communicate. That sounds like a nonsensical statement – but, that is exactly where most messages get derailed.
- *Use a clear, logical delivery:* Get the message clear in your mind and then deliver it just as clearly and succinctly as you can.
- *Start with the general aspects and move to the specifics:* Messages are best conveyed when the message sender starts with generalized concepts and moves to specific details.
- *Know the receiver or target audience:* Receivers of the message have different needs, wants, expectations, and knowledge levels. To effectively communicate, the OHN must know the receiver's or intended audience's preferred mode of communication, terminology, and communication style.
- *Check for receipt and comprehension of the message:* Regularly check for receiver understanding. Ask questions, seek feedback, restate concepts/facts, and clarify any misconceptions.
- *Use positive words and phrases:* Avoid words like “don’t, no, avoid, stop, never, etc.” Be sure to demonstrate empathy and understanding in your approach.

Communication: Written Communication

Business writing, report preparation, training courses, program development, *etc.*, are all part of the role of the OHN. As such, strong written communication skills are critical. Those OHNs that do have a good command of oral and written communication skills tend to stand out above the rest.

Written communication skills are learned skills. Through education and practice, the OHN can succeed. Some general written communication principles are:

- *Know your message:* Be clear on the information that you are trying to convey. Hence, there is a need to think through the message being sent. *Tip:* Distill your message into a single sentence. If that message can be written in one sentence, then the message sender will be able to deliver it easier.
- *Write for the receiver or target audience:* Know your audience:
 - who the intended message receiver(s) is(are);
 - their current knowledge level on the subject;
 - what the message receiver(s) needs to know about the subject;
 - how the message receiver(s) will likely respond to the message.
- *Develop the message:* Know exactly what you want to say to the message receiver. What are the main elements of the message? Then, formulate the intent of the message – what do you want to achieve from delivering this message? What information needs to be provided? How can you motivate the receiver to act?
- *Use a clear, logical progression of thought:* Write down the main points in the most logical order. Create headings/subheadings if they clarify your thoughts. Be consistent with the message. Order the outline to align with how the receiver would think – move from the general to the specific information.
- *Be clear – be brief:* Write the draft and then, precis it.
- *Be certain of your facts:* Accuracy is vital. Research, verify, critique, your content. Inaccuracies discredit the message and the message sender.
- *Write at a grade 6-8 reading level:* This is the usual reading level used in newspapers and community publications. The use of technical jargon and acronyms should be avoided unless they are key to the communication process. Use positive words and phrases.
- *Use parallel construction of ideas/facts:* When ideas are equally weighted in their importance, give them equal sentence construction.
- *Use consistent verb tense:* Write in the present or past tense avoiding awkward future and conditional verb tense structures. Keep the verb tense consistent throughout the document.
- *Use powerful words, precise words, and active verbs:* Active verbs turn statements into action. Some action words include:
 - announce inform
 - appoint introduce
 - call act
 - start end
 - immediate welcome
 - change open

- *Eliminate wrong messages:* Ensure that what is being said aligns with what is being done. Inconsistencies indicate confusion and perhaps a hint of incompetence on the part of the message sender.
- *Proofread: Revise. Edit.*
- *Tip: Not everything written, is “gold”.* Cut out the “fluff” and extraneous words. Have an impartial person read the written product. If they understand what you are trying to say, then that is an indication that the message receiver may also comprehend it.

Technical Writing

There are a number of types of business writing that the OHN could be expected to be able to proficiently undertake. Technical writing involves technical internal and external Occupational Health or Occupational Health & Safety (OH/OH&S) communications on behalf of the company; the results of incident/investigations; trend analysis reports; an explanation of compliance audits; presentation of OH/OH&S Program audit results; rationale for corrective action follow-up; and occasionally, the management of public/media relations in regards to OH/OH&S issues.

The recommended approach is to use the general writing principles of technical writing, namely:

- Decide the content – what is this document to accomplish? Should it inform, appeal, teach, recommend, report, reply, analyze, make comparisons, or sell an idea;¹
- Present a main point(s) or thesis;
- Make sure the content is factual and accurate;
- Use an approved format;
- Maintain focus;
- Organize and develop ideas;
- Use action words;
- Use effective phrases;
- Be concise and succinct;
- Use bullets to present groups of data/ideas;
- Write grammatically correct;
- Ensure spelling and punctuation are accurate;
- Edit, edit, edit; and
- Proofread.

Some examples of technical writing include the preparation of OH/OH&S reports, OH/OH&S teaching/learning materials, OH/OH&S writing job descriptions, and OH business proposals.

¹ Shekhar, A. (2010). “Principles of Technical Writing”, *Ezine Articles*. Available online at: <http://ezinearticles.com/?Principles-of-Technical-Writing&id=4126251>

Business Writing

Business writing is correspondence on behalf of an organization/company. It must reflect the philosophies and values of the organization/company, while providing the needed business information. Ensure that you understand the organization's/company's way of doing business.

The recommended approach is to use the general writing principles of business writing, namely:

- Decide what to write;
- Think about the content;
- Eliminate wrong messages;
- Consider special situations;
- Use an approved format, usually an approved letterhead and letter;
- Use positive words;
- Use effective phrases;
- Write strong sentences;
- Build effective paragraphs;
- Edit, edit, edit; and
- Proofread.²

Letter writing is an essential aspect of the OHN role. The written communication principles apply, ensuring that the message, content, and language are appropriate with the intended letter receiver/audience. If possible try to familiarize yourself with the letter receiver's/audience's terminology preferences.

In addition to all that, take into consideration the special situations related to the message being sent, or to the receiver's receptivity. For example, the preparation of difficult letters, like letters that deal with rejection/refusal, a dispute/ disagreement, or notices of closure/termination of a practice/service. These letters are "bad news" letters that must be delivered in an objective, factual manner without insulting or harming the organization's/*'s relationship with the employee/client.

The refusal letter has two goals:

- 1) to say "no"; and
- 2) to promote good will.

Begin with a positive statement, followed by directly delivering the message. End with a goodwill statement.

Disagreements/disputes arise in business. Resolving them is a true test of the OHN's communication skills and code of ethics, as well as the organization's/company's business practices. To reach a satisfactory resolution is simple, except when emotions are at play. Hence, the first step is to defuse the emotional component. *Tip:* Communicate calmly and clearly that the organization/company is determined to work with the letter receiver to reach a fair and equitable solution.

² Lamb, S. (2006). *How to Write It* (2nd edition). New York, NY: Ten Speed Press.

Individuals/company representatives naturally reject the idea of a closure/termination of a practice/service decision. However, if positioned and explained rationally and logically, they will usually understand and accept the decision.

The recommended methodology for preparing these difficult letters is to³:

- *Decide what to write:* Know the message that is to be sent to the receiver.
- *Determine the content:* Recognize the problem and the rationale for the refusal. Prepare a logical explanation for the decision rendered.
- *Eliminate wrong messages:* Use positive statements, not excuses. Never blame others or circumstances for the refusal/decision made. Avoid leaving the receiver believing that the refusal/decision may be overturned.
- *Consider special situations:* When a direct refusal is provided, be sure to start the letter with a neutral or warm greeting.
- *Use the approved letter format:* Business refusals should be prepared under the proper letterhead. Most organizations/companies have letter formats that it uses with its customers.
- *Select and use the appropriate strong words:* Some suitable examples of strong words are:

apply	final
conclusion	decision
considered	decline
deny	refuse
evaluated	extend
unable	determination
- *Build effective phrases:* Some suitable examples include:
 - after careful consideration doesn't qualify
 - I must inform you that we cannot
 - our final decision
 - unquestionably, we must decline
- *Write strong sentences:* Start with a strong, positive verb and build the sentence from there. For example,

"We have carefully considered your recommendation and determined that the information provided does not meet our company's OH&S Standard."
- *Prepare strong paragraphs:* Using strong sentences and parallel sentence construction develop paragraphs that present the difficult message in a logical manner.
- *Proofread. Revise. Edit.*

Remember: Letters are part of the official documentation of an OH/OH&S situation, and/or disability claim/case. They, like all the other documentation, can become public in the event of a legal situation, or at the employee's/claimant's request.

³ Lamb, S. (2006). *How to Write It* (2nd edition). New York, NY: Ten Speed Press.

Case Notes and Letters

On any given day, the OHN may be expected to prepare a number of different types of written communication. For example, OHNs develop and document workplace policies, standards, safe work and other procedures, bulletins, safety alerts, training sessions/programs, audit reports, incident investigations, and OH/OH&S program action plans and outcome reports.

For example, in the course of managing a disability case, the OHN writes case notes; responds to requests from the employee or Management; addresses service provider or health care provider requests; prepares letters to the employee, physicians, health care providers, lawyers, *etc.*; writes internal memos and email messages; prepares referral letters; develops case summaries; creates informal and formal reports; writes appeal letters; as well as documents return-to-work (RTW) planning.

Some suggestions for undertaking these varied activities follow:

a. Case Notes:

Case notes describe all the case management activities associated with the disability situation. They are legal documents and can become public should the employee decide to divulge the information, or in the event of a legal suit. OHNs are advised to:

- Keep case notes factual – avoid assumptions or the statement of personal beliefs;
- Provide accurate accounts of what has transpired;
- Include comprehensive details of the events;
- Ensure that the data provided is relevant to the disability;
- Offer a sequential presentation of the facts; and
- Spellcheck the contents.

Remember that case notes are used as a vehicle for communication among the members of the disability team. They serve as a legal representation of how the case has been managed by the organization/company and its representatives. They also speak to the OHN's capabilities.

b. Letters:

Writing letters is part and parcel of occupational health & safety, disability case management and RTW planning. To prepare professional letters,

- Determine the desired message to be sent in the letter;
- Avoid sending wrong messages;
- Use strong words;
- Build effective phrases, sentences, and paragraphs;
- Use an approved letter format;
- Edit, edit, edit; and
- Proofread and revise if necessary, the finished letter.

c. Case Summaries:

Case summaries are prepared to provide an overview of what has transpired with a Workers' Compensation or other disability claim – the relevant details, the claim and case management practices, RTW planning, and the outcomes. Hence, the OHN should:

- Be sure that the content tells a story from onset of the illness/injury to current state of the case;
- Present only the relevant facts;
- Align the actual occurrences with the planned events;
- Indicate the successes achieved and the challenges faced and to yet be faced; and
- Reach a recommendation for action.

d. Use of Abbreviations:

OHNs tend to use abbreviations as a way to speed up communication and the documentation process. However, in doing so, they must ensure that the abbreviations are standardized for ease of comprehension. This means having a list of “acceptable abbreviations” so that in the event of legal action, this list can accompany the disability claim/case file. In that way, the court will be able to accurately decipher the claim/case management notes.

Other Writing Activities

In addition to the above types of writing activities, the OHN will also be expected to be able to produce:

a. Informal and Formal Reports:

Informal reports include program progress reports, feasibility reports, recommendations for action, interim audit reports, interim incident reports, case summaries, case conference reviews, and worksite inspection reports. They are prepared to tell a story (inform), to analyze, and to elicit action. Prepare them using the following principles:

- Tell a story;
- Select the relevant content;
- Indicate the successes and challenges of the situation; and
- Reach a recommended course of action.

b. Online Communication – Consider:

Online communication – email, texting, *etc.*, require good writing skills, as well as specialized online communication skills. *Tip:* Follow the principles of writing clear, brief, timely, and precise communications.⁴ Remember that the writer is judged on his/her writing skills; this includes ones ethics, honesty, abilities, competencies, level of compassion, *etc.* Also keep in mind that online messages can reach unintended recipients; consider how widespread could the message become. Lastly, the online message is never truly deleted.

Some guidelines for online communication include:

- Know the organization’s/company’s rules for email use;
- Use the organization-/company-approved rules of etiquette;
- Use correct grammar, spelling, and punctuation, just as you would in writing a letter. The use of all capitals indicates a “shout”; so avoid using them;
- Restrict the message of the email to one subject;
- State the message subject clearly and precisely in the subject line;

⁴ Lamb, S. (2006). *How to Write It* (2nd edition). New York, NY: Ten Speed Press.

- Respond promptly (within 24 hours) to received emails;
- Ensure that attachments can be opened by the receiver; and
- Keep the message to one screen-length.

c. Discriminatory Terms:

Business communication has no room for the use of discriminatory terms. The OHN must be aware of the existence of discriminatory terms and avoid their use. Instead, the recommended practice is to:

- Use non-gender-specific terms;
- Use inclusive and descriptive non-gendered words;
- Use plural terms to avoid gender references;
- Use non-gendered titles;
- Use parallel or equal construction for men and women;
- Use inclusive, non-stereotypical terms;
- Avoid he/she pronouns;
- Avoid the use of gender words, such as mailman (use mailperson), policeman (use police officer), *etc.*;
- Avoid the use of discriminatory words of race, nationality, or sexual preference;
- Avoid the use of age discriminatory words; and
- Avoid stereotyping people with disabilities.

Communication: Writing Tips

When writing for business, there are a number of useful grammatical tips to be observed. For example:

1. Use of Commas

Commas are used to assist the reader to understand your writing and “train of thought”. Here are some common rules:

Rule 1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and, but, for, or, nor, so, yet*. For example, “*The irony was that they all had great business ideas to offer, but without effective writing skills to relay their ideas, their competency was in question.*”

Rule 2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause. For example, “*In 2016, the number of work absences exceeded the 2015 numbers.*”

Rule 3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause. For example, “*When I finish here, and I will soon be, I'll be glad to help you.*”

Rule 4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with *that* (relative clauses). *That* clauses after nouns are always essential. *That* clauses following a verb expressing mental action, are always essential.

Rule 5. Use commas to separate three or more words, phrases, or clauses written in a series.

Rule 6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself, or to use commas with non-coordinate adjectives. For example, “*This is an exciting, comprehensive and exciting book.*”

Rule 7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or a shift.

Rule 8. Use commas to set off phrases at the end of the sentence that refer back to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion.

Rule 9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

Rule 10. Use a comma to shift between the main discourse and a quotation.

Rule 11. Use commas wherever necessary to prevent possible confusion or misreading by the audience.

2. Use of a Colon

A **colon** means "that is to say" or "here's what I mean." Colons and semicolons should never be used interchangeably.

Rule 1. Use a colon to introduce a series of items. Do not capitalize the first item after the colon (unless it's a proper noun).

Examples:

You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.

I want the following items: butter, sugar, and flour.

I need an assistant who can do the following: input data, write reports, and complete tax forms.

Rule 2. Avoid using a colon before a list when it directly follows a verb or preposition.

Incorrect: *I want: butter, sugar, and flour.*

Correct:

I want the following: butter, sugar, and flour.

or

I want butter, sugar, and flour.

Incorrect: *I've seen the greats, including: Barrymore, Guinness, and Streep.*

Correct: *I've seen the greats, including Barrymore, Guinness, and Streep.*

Rule 3. When listing items one by one, one per line, following a colon, capitalization and ending punctuation are optional when using single words or phrases preceded by letters, numbers, or bullet points. If each point is a complete sentence, capitalize the first word and end the sentence with appropriate ending punctuation. Otherwise, there are no hard and fast rules, except to be consistent.

Examples:

I want an assistant who can do the following:

- a. input data;
- b. write reports; and
- c. complete tax forms.

The following are requested:

- Wool sweaters for possible cold weather.
- Wet suits for snorkeling.
- Introductions to the local dignitaries.

These are the pool rules:

1. Do not run.
2. If you see unsafe behavior, report it to the lifeguard.
3. Did you remember your towel?
4. Have fun!

Rule 4. A colon instead of a semicolon may be used between independent clauses when the second sentence explains, illustrates, paraphrases, or expands on the first sentence.

Example: *He got what he worked for: he really earned that promotion.*

If a complete sentence follows a colon, as in the previous example, it is up to the writer to decide whether to capitalize the first word. Capitalizing a sentence after a colon is generally a judgment call; if what follows a colon is closely related to what precedes it, there is no need for a capital.

Note: A capital letter generally does not introduce a simple phrase following a colon.

Example: *He got what he worked for: a promotion.*

Rule 5. Use a colon rather than a comma to follow the salutation in a business letter, even when addressing someone by his or her first name. (Never use a semicolon after a salutation.) A comma is used after the salutation in more informal correspondence.

Formal: *Dear Ms. Rodriguez:*

Informal: *Dear Dave,*

3. Use of Semicolon

A **semicolon**, like commas, indicate an audible pause—slightly longer than a comma's, but short of a period's full stop. It has other uses as well:

Rule 1. A semicolon can replace a period if the writer wishes to narrow the gap between two closely linked sentences.

Examples:

Call me tomorrow; you can give me an answer then.

We have paid our dues; we expect all the privileges listed in the contract.

Rule 2. Use a semicolon before such words and terms as *namely, however, therefore, that is, i.e., for example, e.g., for instance, etc.*, when they introduce a complete sentence. It is also preferable to use a comma after these words and terms.

Example: *Bring any two items; however, sleeping bags and tents are in short supply.*

Rule 3. Use a semicolon to separate units of a series when one or more of the units contain commas.

Incorrect: *The conference has people who have come from Moscow, Idaho, Springfield, California, Alamo, Tennessee, and other places as well. (Note that with using only commas, that sentence is hopeless indiscernible).*

Correct: *The conference has people who have come from Moscow, Idaho; Springfield, California; Alamo, Tennessee; and other places as well. (Note the final semicolon, rather than a comma, after Tennessee.)*

Rule 4. A semicolon may be used between independent clauses joined by a connector, such as *and, but, or, nor, etc.*, when one or more commas appear in the first clause.

Example: *When I finish here, and I will soon, I'll be glad to help you; and that is a promise I will keep.*

Rule 5. Do not capitalize ordinary words after a semicolon.

Incorrect: *I am here; You are over there.*

Correct: *I am here; you are over there.*

4. Use of “As” and “Because”

Use “because” to give the reason of something that is important for the listener. “Because” indicates a causal connection between two elements. For example, “*It is important for employers to offer early intervention services within the first 5 days of an employee’s medical absence, because the likelihood of a return-to-work outcome is 90% or greater.*”

“As” is used when the listener already knows the reason for the connection of two elements. “As” also denotes a similarity as opposed to a causal relationship. For example, “*Various FCEs have been examined for their strength as determinants of fitness for work.*”

5. Spaces between Sentences

Published work these days rarely features two spaces after a period; rather, one space is used. However, the writer can choose to use one or two spaces, but having made that choice, should then do so consistently.

6. Spelling

Rule 1. Spell check your work.

Rule 2. There are many words that sound the same, but that are spelled differently, and mean different things. For example:

- there, their, they’re
- sum, some
- to, too, two

Rule 3. The apostrophe is used to denote ownership; not a plural. For example:

- John’s phone
- The organization’s business strategy

The apostrophe is also used to contract two words. For example:

- It’s (it is)
- Can’t (cannot)

Rule 4. Plural forms of words are created by adding an *s*, *es*, or *using a specific plural form of the word*. For example:

- Employees
- 1980s

- Coaches
- *Women, men, etc.*

Rule 5. When two or more words are used to describe a noun or verb, they must be joined by a hyphen. For example:

- Return-to-work program
- Medically-unfit workers

Rule 6. Before using abbreviated forms of words, titles or phrases, you must first define the abbreviation. For example:

- Return-to-work Program (RTWP)
- Fit to work (FTW)
- Disability Management Program (DMP)
- Occupational Health Nurse (OHN)

Rule 7. Single-digit numbers have to be written out; double digit numbers can be used in the numerical format. For example:

The administration portion of a worker's compensation claim is over five times the amount that it would be in Canada.

In Canada, one in 10 individuals will develop clinical depression at some point in their lives.

Rule 8. Long sentences should be broken down into shorter ones, or use bullets to present the various ideas. For example:

The report, "*Management Behaviours Drive Workplace Wellness Program Results: The SMIL Model*", cites studies which indicate that to decrease healthcare expenses which are correlated with unhealthy employee lifestyles, and to increase productivity, a rising number of organizations are encouraging employees to improve their health behaviours.

Better:

The report, "*Management Behaviours Drive Workplace Wellness Program Results: The SMIL Model*", cites studies indicates that encouraging employees to improve their health behaviours and lifestyle practices decreases healthcare expenses.

Rule 9. A business position paper should not contain personal pronouns, like *I, you, me, we*, if possible. Rather, write in the third person, *e.g., the employee* versus *him/her, the organization* versus *you, etc.*

Rule 10. When writing, remember that not every word is “gold”. After finishing your paper, I suggest that you go through it and eliminate any redundancies and the “fluff”. You are writing a business position paper and management will not read reams of words.

Summary

The purpose of this article is to demonstrate how important it is for the OHN to possess and use sound communication skills. Communication is the basis on which much of OH/OH&S practices and relationships are based. Breakdowns in communication typically are the root cause of workplace incidents; poor workplace relations; decreased employee morale; ineffective disability claim management, disability case management, and return-to-work outcomes; and the lack of understanding of the positive impact that the OH/OH&S function offers. As well, it can seriously damage the relationship between the employer and employee, the employer and unions; the employee and co-workers; and at times, can result in legal actions.

To summarize, good communication embodies a number of key elements, namely:⁵

- ☑ Information is exchanged (accurate and timely).
- ☑ Sharing occurs (personal and factual).
- ☑ Non-judgmental interactions occur.
- ☑ Listening is done with understanding (empathy).
- ☑ Each other’s comments, behaviours, *etc.* are checked-out to ensure that there is understanding (clarify).
- ☑ Emotion and reason are balanced.
- ☑ Making false/inaccurate assumptions and conclusions about the other person’s motives is avoided.
- ☑ Present yourself as you *really are*; exhibit honesty and openness.
- ☑ Present non-possessive caring (caring without strings attached).
- ☑ Avoid JUDGEMENTS, EVALUATIONS, and PUTDOWNS.
- ☑ Don’t hop from topic to topic without first reaching closure on the topics.

CHAPTER REFERENCES

Boyd, S. (2004-2012). Available online at <http://www.speaking-tips.com/Listening-Skills/>

Dyck, D. (2010), “Communication and Marketing Class”, ***Integrated Disability Management Program: Instructional Course***. Calgary, AB: 2000-2015.

⁵ Adapted from W. Penner, (1996). Criteria for Good Communication. Unpublished work. Edmonton, Alberta.

- HelpGuide.org (2011). "Nonverbal Communication". Available online at:
http://www.helpguide.org/mental/eq6_nonverbal_communication.htm
- Homework Center, "Speaking and Listening Skills", 2013, InfoPlease. Available online at:
<http://www.infoplease.com/homework/listeningskills1.html>
- W. Kotelnikov, V. (2011). "Effective Communications". Available online at:
http://www.1000ventures.com/business_guide/crosscuttings/communication_main.html
- Lamb, S. (2006). **How to Write It** (2nd edition). New York, NY: Ten Speed Press.
- Penner, W. (1996). Criteria for Good Communication. Unpublished work. Edmonton, Alberta
Perdue University. (2015). *Welcome to the Purdue OWL*. Available online at:
<https://owl.english.purdue.edu/owl/owlprint/607/>
- Shekhar, A. (2010). "Principles of Technical Writing", *Ezine Articles*. Available online at:
<http://ezinearticles.com/?Principles-of-Technical-Writing&id=4126251>
- Straus, J. (2015). **The Blue Book of Grammar and Punctuation**. Available online at:
<http://www.grammarbook.com>
- The University of Wisconsin-Madison. (2015). *The Writing Center*. Available online at:
<https://writing.wisc.edu/Handbook/Semicolons.html>
- Urs Bender, P. (1990). **Secrets Of Power Presentations**. Firefly Books Inc., Willowdale, ON.
- Urs Bender, P. & Tracz, R. (2001). **Secrets Of Face to Face Communications: How to communicate with power**. Toronto: Stoddart, 2001.
- Wolvin, A. (2000). Cited on Effective Communications, online at:
http://www.1000ventures.com/business_guide/crosscuttings/communication_main.html

Author



Dianne Dyck is a Certified Occupational Health Nurse and Occupational Health & Safety Specialist who has worked for private and public-funded agencies to develop Occupational Health, Occupational Health & Safety, Disability Management, and Workplace Wellness programs. As an educator, Dianne has developed a number of courses in the fields of Disability

Management, Occupational Health and Safety, Human Resources (Integrated Workplace Health Management. Her current publications are *Disability Management: Theory, Strategy and Industry Practice 6th ed.*, *Occupational Health & Safety: Theory, Strategy and Industry Practice 3rd ed.*, and *A Practical Guide to Psychological Health & Safety in the Workplace*. Dianne also teaches the Integrated Disability Management Programs at the University of Fredericton. Contact at: degdyck@yahoo.ca or www.progressivehealthandsafetyconsulting.com