

## **Use digital technologies to communicate in a work environment**

This workbook supports BSBTEC202 Use digital technologies to communicate in a work environment in the Business Services Training Package.

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# BSBTEC202 Use digital technologies to communicate in a work environment

## Application

This unit describes the skills and knowledge required to effectively identify, select and use available methods of digital communication in a workplace context. These methods may include email, instant messaging and other similar platforms.

The unit applies to those who use digital technology to communicate with relevant stakeholders. This will be particularly relevant to individuals in teams that work remotely. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Elements and Performance Criteria

<b>Element</b> <i>Elements describe the essential outcomes.</i>	<b>Performance Criteria</b> <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	<b>Page reference</b>	<b>How evidence is gathered</b>
1. Identify purpose and methods of digital communication	1.1 Identify purpose for communication, intended audience and content of proposed communication	28–30	Exercise 7 Exercise 8
	1.2 Identify available digital communication applications by accessing relevant sources of information and clarify with relevant personnel, where required	10–11	Exercise 1 Exercise 4
	1.3 Select most appropriate application for communication according to available resources and relevant organisational policies and procedures	10–11, 14	Exercise 4
2. Implement procedures to send and receive digital communications	2.1 Access application for sending and receiving digital communications according to organisational policies and procedures	38, 66, 83	Exercise 9 Exercise 53
	2.2 Create outgoing digital communication, check for accuracy and ensure that any required attachments are included according to application requirements and organisational policies and procedures	24, 27, 30–33, 44–46, 55, 68, 71, 76	Exercise 6 Exercise 15 Exercise 17 Exercise 19 Exercise 24 Exercise 36 Exercise 57 Exercise 60 Exercise 64 Exercise 75

<b>Element</b> <i>Elements describe the essential outcomes.</i>	<b>Performance Criteria</b> <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	<b>Page reference</b>	<b>How evidence is gathered</b>
	2.3 Identify urgent, confidential, personal, suspicious or dangerous digital communication and take appropriate action, clarify with relevant stakeholder, where required	24, 27, 45, 47, 59–60, 75, 77	Exercise 16 Exercise 22 Exercise 45 Exercise 46
	2.4 Access and identify most appropriate action in response to incoming digital communications, according to organisational policies and procedures	24, 27, 48, 53–54, 56–60, 69–70, 75–77	Exercise 24 Exercise 25 Exercise 33 Exercise 34 Exercise 35 Exercise 38 Exercise 40 Exercise 41 Exercise 46 Exercise 60 Exercise 61 Exercise 72 Exercise 74 Exercise 77 Exercise 78
3. Assist with managing digital communications	3.1 Follow established security levels and filters for incoming digital communications according to organisational policies and procedures	24, 59–60	Exercise 46
	3.2 Assist relevant personnel to create plan for monitoring and maintaining digital communications across multiple applications according to organisational policies and procedures	14–15	Exercise 4
	3.3 Store digital communications and attachments according to organisational policies and procedures	55–58, 76	Exercise 37 Exercise 40 Exercise 41 Exercise 76
	3.4 Archive or permanently delete digital communications according to organisational policies and procedures	53–54, 58, 74	Exercise 33 Exercise 34 Exercise 35 Exercise 42 Exercise 72 Exercise 73
	3.5 Create methods for communicating electronically with targeted groups of stakeholders as relevant to organisation	63	Exercise 4

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<b>Skill</b>	<b>Description</b>	<b>Page reference</b>
Reading	<ul style="list-style-type: none"><li>• Recognises textual information within different materials and interprets information to determine requirements, as well as confirming accuracy of content</li></ul>	17, 19–20, 27
Writing	<ul style="list-style-type: none"><li>• Records key information relevant to requirements and prepares simple correspondence using basic punctuation, text and correct spelling</li></ul>	17, 44–46, 68, 71
Oral communication	<ul style="list-style-type: none"><li>• Obtains information through listening and questioning and uses clear and appropriate language suitable to audience</li></ul>	14
Self-management	<ul style="list-style-type: none"><li>• Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li></ul>	14–17, 24
Problem solving	<ul style="list-style-type: none"><li>• Recognises and responds to routine problems in context of own work</li></ul>	36

## Assessment for this unit

This Unit is assessed by completing exercises in this workbook.

### Assessment Requirements

#### Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on four occasions send digital communications
- on four occasions receive and process digital communications.

In the course of the above, the candidate must:	Page reference	How evidence is gathered
<ul style="list-style-type: none"> <li>• follow organisational and technology provider requirements when communicating electronically across multiple digital applications, including in relation to security of communications</li> </ul>	16–17, 24, 36–46, 59–60, 70, 76–77	Exercise 15   Exercise 60 Exercise 16   Exercise 61 Exercise 17   Exercise 62 Exercise 19   Exercise 64 Exercise 24   Exercise 65 Exercise 25   Exercise 67 Exercise 26   Exercise 68 Exercise 28   Exercise 69 Exercise 29   Exercise 72 Exercise 30   Exercise 73 Exercise 36   Exercise 74 Exercise 37   Exercise 75 Exercise 38   Exercise 76 Exercise 39   Exercise 77 Exercise 40   Exercise 78 Exercise 41   Exercise 82 Exercise 46   Exercise 87 Exercise 47 Exercise 49
<ul style="list-style-type: none"> <li>• follow organisational policy and procedures when managing all aspects of digital communication, including by storing, filing, archiving, and deleting inbound communications</li> </ul>	14–17, 24, 53–58, 69, 74–77	Exercise 33 Exercise 34 Exercise 35 Exercise 37 Exercise 40 Exercise 41 Exercise 42 Exercise 72 Exercise 73 Exercise 76
<ul style="list-style-type: none"> <li>• communicate electronically with targeted groups of colleagues, clients or similar as relevant to organisation.</li> </ul>	25–84	Exercise 28 Exercise 29 Exercise 30 Exercise 49 Exercise 67 Exercise 68 Exercise 69 Exercise 82 Exercise 87

## Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:	Page reference	How evidence is gathered
<ul style="list-style-type: none"> <li>existing and emerging methods of digital communication, including strengths and limitations</li> </ul>	10–12	Exercise 1 Exercise 2 Exercise 3 Exercise 4
<ul style="list-style-type: none"> <li>industry practice relating to digital communication etiquette in a workplace setting</li> </ul>	16, 83	Exercise 5
<ul style="list-style-type: none"> <li>commercial sensitivities in relation to knowledge management</li> </ul>	19–21	Exercise 6
<ul style="list-style-type: none"> <li>organisational policies and procedures relating to the use of digital communication</li> </ul>	16–17, 24	Exercise 26 Exercise 27 Exercise 30 Exercise 33 Exercise 34 Exercise 35 Exercise 46 Exercise 65 Exercise 66 Exercise 69 Exercise 72 Exercise 73
<ul style="list-style-type: none"> <li>security levels and filters for digital communications.</li> </ul>	59–60	Exercise 45 Exercise 46 Exercise 47



## Anti-discrimination legislation

Australia has federal laws which legislate against discrimination<sup>4</sup>:

- Age Discrimination Act 2004 formalises that every person has the same legal rights regardless of age.
- Australian Human Rights Commission Act 1986 establishes the Australian Human Rights Commission which investigates complaints about human rights breaches.<sup>5</sup>
- Disability Discrimination Act 1992 protects people with a disability from discrimination.
- Racial Discrimination Act 1975 protects people from being treated differently on the grounds of race.
- Sex Discrimination Act 1984 protects a person's right to be treated equally regardless of gender.

When communicating electronically, you should consider whether the content of that communication may contravene any of these laws. You could find yourself facing disciplinary action for sending illegal material. Ask your workplace supervisor to check your communications if you have any reservations.

## Data loss threats

All digital data is at risk of threat or loss as a result of:

- human error, i.e. accidental deletion
- natural disasters destroying hardware
- hard drive failure
- external threats
- theft or loss of a portable device.

## Phishing emails

Phishing is an example of fraudulent activity which can result in data or financial loss. A phishing email appears to come from a legitimate company requesting personal data or provide an invoice to be paid. The email in fact comes from a cybercriminal. Any data returned or payment made to the account listed in the phishing email goes to that cybercriminal.

The best defence against phishing is awareness and vigilance.

- Banks and the ATO will never ask you to send them personal data via email.
- Double check any invoices you receive. If you receive an email from an organisation stating that their bank account is changing, telephone the organisation to verify this is correct.

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<sup>4</sup> Retrieved 27 June 2021 from [www.legislation.gov.au](http://www.legislation.gov.au)

<sup>5</sup> Retrieved 27 June 2021 from [www.humanrights.gov.au](http://www.humanrights.gov.au)



## **Email purpose**

The purpose of an email is to fulfil a requirement or complete a task, i.e. why are you sending the email?

- To respond to an inquiry of a current or potential client/customer.
- To make a request of a supplier.
- To report on the progress of a project to your supervisor.
- To make or confirm an appointment.

## **Content**

The purpose of the email will determine what information the email has to contain. If you do not send all the required information, you risk the chance of, e.g.:

- losing a client/customer
- receiving incorrect prices from a supplier
- people not attending a scheduled meeting.

## **Be concise**

The simpler the language, sentence structure and information, the more people will be able to understand your message. Start with simple sentences then build on each point.

People receive dozens of emails a day and a short and to the point email can be read and understood quickly usually resulting in a quicker response.

## **Be clear**

Present information clearly so that it can be easily understood. When you are writing about a topic you are familiar with, you may not immediately see areas for potential confusion.

If you are expecting the recipient to reply or perform an action based on your message, give clear instructions for what you need the recipient to do.

If you need a response from the recipient within a week do not say:

Generally, we ask for replies within the week.

This could be interpreted as meaning it is the general rule, but it does not apply in this case.

Give a firm timeframe:

Please reply by Friday 18 April.

There will be no confusion about when a response is required.

If you are scheduling a meeting, it is important to include:

- date and time
- location
- list of attendees
- agenda
- whether attendees need to bring anything.

Everyone in the list of attendees should receive the email.

## Adding the first account to Outlook

Before emails can be sent and received, a valid email account needs to be added.

If you start Outlook and there is no account connected, the following screen will show:



If you have been supplied with an email address by your training organisation, you should use it for the exercises in this section. If you have not, follow the instructions of your trainer.

### Exercise 10

1. Type your email address in the Email address box.

2. Click on the Connect button



The next screen that displays varies depending on the type of address being added, however the steps will be similar.

3. Check the email address displayed is correct and click on Next



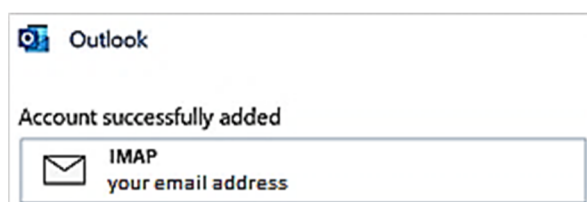
The next screen will prompt for a password.

4. Type your password and click on Sign in



5. Read the contents of the screen.

6. Scroll down and click on the Apply button. The following screen should display:



7. If your account has not been successfully added, ask your trainer for help.

8. Click on the Done button. Outlook will open.

9. Leave Outlook open.

10. Go to *HTML format* on page 40.

## Replying to and forwarding emails

The Respond Group of the Home Ribbon includes options for replying to and forwarding emails.




### Exercise 24

1. With the Inbox displayed check the received email is selected.




- Ctrl R 2. Click on the Reply button on the Home Ribbon. By default the reply will display in the Reading Pane.

3. To open the reply in its own window click on  Pop Out at the top of the Reading Pane.

4. With the cursor in the message area type: **Thank you for your email.**

This text will appear above the original email text.



5. Click on . You will receive a second email.

## Replying to all recipients of an email

Sometimes you will receive an email which was sent to multiple people. Multiple addresses will be listed at the top of the email.

youremail@organisation.com.au  
youremail@organisation.com.au; markfender404@gmail.com

You may be requested to reply to the sender and all other recipients.

If you click on the Reply button you will be replying to just the author of the email.



When you click on the Reply All button you will be replying to everyone who received the original email.

The email addresses of all the people who received the email will display in the To... box.

## Forwarding an email

Forwarding means sending a received email to another recipient.

### Exercise 25

1. Select the most recently received email from yourself.



- Ctrl F 2. With the Home Ribbon displayed click on the Forward button .

3. In the To... box, type the email address of your trainer or another person as instructed by your trainer.

## Creating a Gmail account

### Exercise 54

1. Open your preferred internet browser and go to <https://accounts.google.com/signup>  
The Create your Google Account screen will display.
2. Enter your given name in the *First name* box and your family name in the *Last name* box.  
Google will suggest a username that is not being used, e.g.:

### Create your Google Account

First name  Last name

Username

You can use letters, numbers & periods

3. Enter a password with at least eight characters mixing letters, numbers and symbols.  
Enter the same password into the *Confirm* box.
4. Click on Next.

A screen will display asking for more information. You can add a phone number or alternative email address to use for data recovery.


5. Enter your date of birth and gender.
6. Click on Next. A screen displaying privacy information will display.
7. Read the information and follow the prompts. The screen will open showing your Google account.





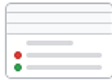
8. Click on the Gmail icon  to open Gmail.


## Gmail screen

### Exercise 55

1. Click on the Settings button  at the top right of the Gmail screen. The Quick settings pane will display.

2. Under *Density* check Default is selected  Default 
3. Scroll down the Settings list and under *Reading Pane* select Below inbox



- Below inbox  . A message will inform you that the mail needs to reload.

4. Click on the Reload button. A reading pane will display at the bottom of the screen.
5. Click on the Toggle split pane modes button  and select No split to hide the reading pane.

## Checking the spam folder

If the Gmail filter suspects the incoming email is spam or a phishing email, it sends it to the Spam folder. It is best practice to check the Spam folder for legitimate emails on a regular basis.

To check the Spam folder:

1. Click on the Spam folder  Spam in the folders list.
2. Check the emails to see if they are spam.
3. If an email is not spam, right click on the email and select Not spam  Not spam from the menu. The email will be move to the Inbox.

Any emails in the Spam folder will be deleted automatically after 30 days.

## Labels

Labels are used to categorise stored emails making them easier to find. You can add multiple labels to an email, e.g. an email from a customer can be labelled 'sales' and 'Team A'.


### Exercise 74

1. Check all folders are displayed in the folders list.
2. Scroll down and click on Create new label.
3. Type the label name: **BSBTEC202**

New label

Please enter a new label name:

Nest label under:

4. Click on Create.
5. With the Inbox displayed click on one of the emails you have received from yourself.
6. Click on the Labels button  on the toolbar above email.
7. Put a tick beside the BSBITU202 label  BSBITU202 .
8. Click on Apply at the bottom of the menu.
9. Close the email to return to the Inbox. The label will have been added to the email **BSBITU202** .

## Videoconferencing netiquette

Following these rules will help videoconferences run smoothly.

- Test your microphone and camera before the meeting. You will waste time if you need to adjust settings after the meeting has started.
- Set rules for the meeting at the outset, e.g. you may specify that people use the chat facility rather than interrupt the speaker. Non-speakers should mute their microphones.
- Remember people can see you. Even if you are at home, you should dress and act in a manner suited to a workplace meeting.
- Eliminate distractions from your workspace, e.g. mute your mobile phone, move pets to another room.
- Excuse yourself if you need to leave the meeting.
- The convenor of the meeting should be the last to leave.

## Zoom

Zoom is an easy to use videoconferencing tool used for online meetings, chat and webinars (online lectures).

If you will be using Zoom regularly, you may wish to install the Zoom app. Your training organisation may have restrictions on installing apps, therefore the browser version will be used in this section.

Before continuing with this section make sure headphones, a microphone and webcam have been installed on your device and are working. The Zoom website has a support page which allows you to join a test meeting.



### Accessing Zoom in a browser

#### Exercise 84

1. Open a browser and navigate to **https://zoom.us** to display the Zoom website.
2. If you have a Zoom account, go to Exercise 86.
3. If you do not have a Zoom account continue reading.

### Creating a Zoom account

#### Exercise 85

1. Click on the SIGN UP, IT'S FREE button 
2. Enter your date of birth.  

3. Click on the Continue button 
4. Enter your email address.
5. Click on the Sign Up button. You may be asked to solve a puzzle to prove you are not a machine.

An email will be sent to the email address you entered to verify your email address and account.

6. Go to your email app and open the email received from Zoom.
7. Click on the Active Account button. The Welcome to Zoom form will display.