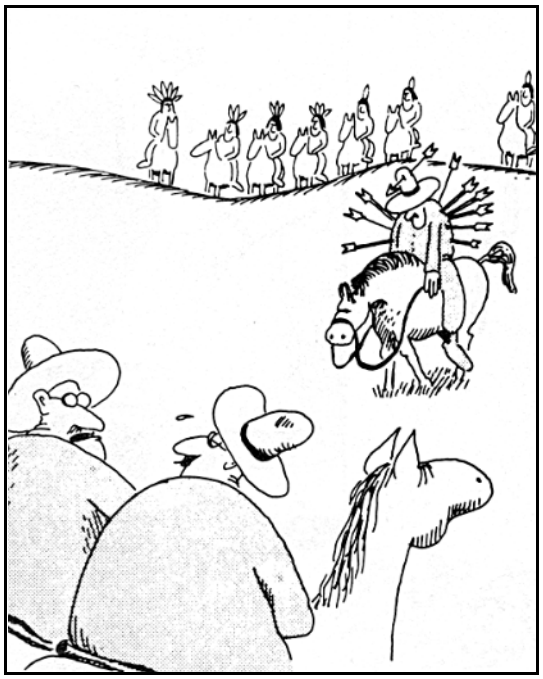
Section 9 — Manage People



"Now stay calm....Let's hear what they said to Bill."[1]

[1] Copyright © The Far Side, Last Impressions, 2002, Larson. (Stolen and used without permission!)

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1 CHAPTER 1 – PERSONNEL POLICIES & PROCEDURES

INTRODUCTION

ADAS COMPETENCY

Manage People

Apply organisational policies and procedures and demonstrate awareness of employment law in selection of dive team members, disciplinary procedures and handling grievances.

Communicate effectively with key stakeholders.

Resolve conflicts within the work team.

Monitor performance and provide feedback to team members.

Select and use written communication styles appropriate to the task and the situation.

Present information concisely and clearly.

GENERAL

To effectively supervise a dive operation, you need to understand the organisational and legal requirements of dealing with people and communicate effectively with your team, your employer and the client. This means you will need to:

- ✔ Be able to apply personnel policies and procedures and demonstrate awareness of **employment law** in selection of dive team members, disciplinary procedures and handling grievances
- ✔ **Use communication skills** appropriate to communicating with your team, your employer and the client
- ✔ **Resolve conflicts** within the work team.
- ✔ **Monitor performance** and provide feedback to team members.
- ✔ Select and use **written communication styles** appropriate to the task and situation.
- ✔ Present information concisely and clearly.

PERSONNEL POLICIES AND PROCEDURES

As a dive supervisor, you are responsible for the welfare of your dive team members. You need to make sure that their working conditions are adequate and that they are able to work safely and without undue stress. For example, there are legal requirements to supply certain basic amenities and suitable rest breaks.

You may have limited responsibility for recruitment and selection of dive team members, or for handling grievances and implementing disciplinary procedures. However, you will often be involved in some way in these processes. It is important that you are able to apply organisational policies and procedures and demonstrate awareness of employment law and employee rights.

What you need to know mostly relates to the principles of equal opportunity, harassment and discrimination. This applies to both the selection and management of dive team members. More information on these issues can be found at the website for the Human Rights and Equal Opportunity Commission at http://www.hreoc.gov.au.

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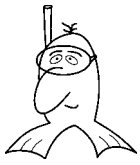
You also need to be aware of issues such as unfair dismissal, which affect the way in which you handle disciplinary matters.

For most matters, it is simply a case of following the organisational policies and procedures.

EMPLOYMENT LEGISLATION

GENERAL

It is important for dive supervisors to have an awareness of employment legislation. The key areas are laws relating to:



- ✔ Workplace relations
- ✔ Discrimination
- ✔ Sexual harassment
- ✔ Disciplinary procedures (eg unfair dismissal)

In Australia there are both national laws (covering everyone in the country) and local laws (covering people in the State or Territory which passes the law).

A Parliament of a State or Territory can pass a law in an area where there is no Federal law; or it can pass a law which mirrors what is said in a Federal law. If there is a clash between a Federal law and a State or Territory law, the Federal law overrides the others.

All of these laws are the same in dealing with discrimination that happens in the public areas of life. They are not laws that apply to people's private lives.

However the laws differ from each other slightly in each State or Territory. For example, the list of the grounds on which discrimination is made unlawful is different in some locations. For example:

- ✔ Under Victorian, Queensland, NT, WA and ACT equal opportunity laws, it is unlawful to discriminate against people because of their political or religious beliefs or activities. This is not so in South Australia or NSW.
- ✔ Under Western Australian Law discrimination on the ground of sexuality is not unlawful.

Unfair dismissal is another area where laws vary between different States. In general, a dismissal is unfair when it is "harsh, unreasonable or unjust".

- ✔ Whether a reason for the dismissal was given.
- ✔ Whether the applicant was given an opportunity to give an explanation or to justify his or her reinstatement or re-employment.
- ✔ Whether a warning of unsatisfactory performance was given.

FEDERAL LAWS

WORKPLACE RELATIONS ACT (CTH) 1996

The principal object of this Act is to provide a framework for cooperative workplace relations who promote the economic prosperity and welfare of the people of Australia;

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✔ http://www.austlii.edu.au/au/legis/cth/consol_act/wra1996220/

DISABILITY DISCRIMINATION ACT 1992

This Act makes it unlawful to discriminate against people on the basis of their:

✔ **Disability**; which includes physical, intellectual, psychiatric, sensory, neurological, or learning disabilities. It also includes physical disfigurement and the presence in the body of a disease-carrying organism (for example, the HIV virus).

✔ http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/index.html

HUMAN RIGHTS AND EQUAL OPPORTUNITY COMMISSION ACT 1986

This Act makes it unlawful to discriminate against people on the grounds of their:

✔ Race, colour, sex, religion, political opinion, national extraction or social origin, age, medical record, criminal record, impairment, marital status, mental, intellectual or psychiatric disability, nationality, physical disability, sexual preference, or trade union activity.

✔ http://www.austlii.edu.au/au/legis/cth/consol_act/hraeoca1986512/

RACIAL DISCRIMINATION ACT 1975

This Act makes it unlawful to discriminate against people on the basis of their Race; that is, their race, colour, or national or ethnic origin.

✔ http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/index.html

SEX DISCRIMINATION ACT 1984

This Act makes it unlawful to discriminate against people on the basis of their:

✔ Sex; meaning whether they are male or female.

✔ Marital Status; that is, whether people are single, married, widowed, divorced, separated, or living in a de facto relationship.

✔ Pregnancy.

✔ Family Responsibilities; this means the responsibilities of an employee to care for or support a dependent child or any immediate family member. (The law in relation to Family Responsibilities applies only where a person has been dismissed from their job for that reason).

Also made unlawful by the Sex Discrimination Act is:

✔ Sexual Harassment; that is, behaviour that has a sexual element to it and which makes a person, with reason, feel humiliated, intimidated or offended.

✔ http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/index.html

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STATE AND TERRITORY LAWS

For details about State and Territory laws, contact:

SOUTH AUSTRALIAN EQUAL OPPORTUNITY COMMISSION

GPO Box 464
ADELAIDE SA 5001
Phone: 08 8207 1977
Fax: 08 8207 2090
Email: eoc@agd.sa.gov.au

QUEENSLAND ANTI DISCRIMINATION COMMISSION

GPO Box 2122
MILTON QLD 4064
Phone: 07 3247 0900
Email: info@adcq.qld.gov.au

ACT HUMAN RIGHTS OFFICE

3rd Floor GIO House
City Walk
CANBERRA ACT 7000
Phone: 02 6207 0576
Email: human_rights@dpa.act.gov.au

VICTORIAN EQUAL OPPORTUNITY COMMISSION

3rd Floor, 380 Lonsdale Street
MELBOURNE VIC 3000
Phone: 03 9281 7111
Email: eoc@vicnet.net.au

WESTERN AUSTRALIAN COMMISSIONER FOR EQUAL OPPORTUNITY

2nd Floor, Westralia Square
141 St George's Terrace
PERTH WA 6000
Phone: 08 9216 3900
Email: eoc@equalopportunity.wa.gov.au

NSW ANTI DISCRIMINATION BOARD

GPO Box A2122
SYDNEY SOUTH NSW 1235
Phone: 02 9268 5544

NORTHERN TERRITORY ANTI-DISCRIMINATION COMMISSION

LMB 22 GPO
DARWIN NT 0801
Darwin NT 0800
Phone: 08 8981 3813

TASMANIAN ANTI DISCRIMINATION COMMISSION

GPO Box 197
HOBART TAS 7000
Phone: 03 6233 4817
Email: antidiscrimination@justice.tas.gov.au

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2 CHAPTER 2 – COMMUNICATING

COMMUNICATING WITH YOUR TEAM, YOUR EMPLOYER AND OTHERS

■ GENERAL

Communication is to pass a message from one party to another. Regardless of the number of parties involved in the process or the medium for communication, the essential aim is to pass a message. Effective communication is about getting your message across clearly and concisely with the minimum of effort.

You need to use effective verbal and written communication in order to manage the dive team. Because of the potentially dangerous nature of dive operations, it is absolutely critical that all messages are delivered so that they are immediately understood and that there is no ambiguity.

As the dive supervisor, you will also need to be able to communicate effectively with management, and with people external to the dive organisation. These people may be the client, emergency services personnel, medical personnel and members of the public.

You need to develop the necessary communications skills to organise and manage your team, communicate with management and communicate with people external to the organisation. In particular you need to:

- ✔ Be able to define different communication styles and be able to apply them in the appropriate situation.
- ✔ Use different strategies for ensuring that a message has been understood.
- ✔ Choose an appropriate communication strategy for different situations.

COMMUNICATION STYLES

■ GENERAL

Everyone has their own preferred style of communication, both written and verbal. However, if you as the dive supervisor encourage open communication in your team by being open yourself, then you are more likely to get the team members to say what they really think.

This will reduce potential conflict and make sure that any hidden agendas are minimised.

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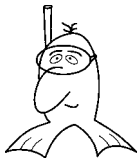
The basic steps in getting a message across are as follows:

- ✔ Work out what your message is
- ✔ Work out the best way of conveying your message
- ✔ Get the attention of the person/people to whom the message is directed
- ✔ Deliver the message
- ✔ They receive and interpret the message
- ✔ You check that they have understood the message
- ✔ They respond to the message

■ TYPES OF COMMUNICATION



There are three basic ways of delivering a message:

- ✔ written
- ✔ oral
- ✔ visual

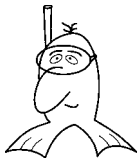
Written messages can include checklists, meeting agendas and minutes, dive reports etc.

Oral messages can include participating in meetings, giving instructions, team briefings etc.

Visual messages can be such things as hand signals, dive flags, pictures, diagrams and videos.

A message can be a combination of written, visual and oral. For example, in a briefing, you would deliver your message orally, but you would back it up with checklists and written information and possibly diagrams and pictures.

■ FORMS OF COMMUNICATION



There are two forms of communication:

- ✔ formal
- ✔ informal

The style you choose depends on the situation.

Formal communications are things like written memos, checklists, formal briefings and debriefings and reports.

Informal communications are messages that get around the business by the "grapevine", and are not recorded in any formal way. A lot of informal communications take place at morning and afternoon tea breaks. Most informal communication is oral, although e-mail is becoming increasingly common for informal communication.

The danger of using e-mail for informal communication is that there is a record of it. Never use e-mail in the workplace for inappropriate informal communication such as office gossip, unsavoury jokes or pornography, or flirtation. It may come back to haunt you!

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Some examples of informal communication are:

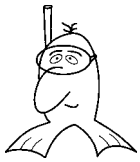
- ✔ face to face conversations
- ✔ casual comments
- ✔ chats
- ✔ notes
- ✔ phone conversations
- ✔ e-mail

ENSURING THAT THE MESSAGE HAS BEEN UNDERSTOOD

GENERAL

There is no point in delivering a message if it is not understood by the people it is directed to. There are a number of reasons why your message might not be understood. For example, you might not have included all the necessary information that the other person needs, or perhaps the person did not understand how important the task is.

There are a number of strategies you can use to ensure that the message has been understood. Some strategies you can use are:



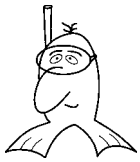
- ✔ feedback
- ✔ listening
- ✔ asking questions

OBTAINING FEEDBACK

Ask for feedback from team members about the way you have passed on messages, whether they have easily understood what you have been saying, and whether they felt that the way you delivered the message was the best way.

LISTENING

When you deliver a message verbally, you can employ active listening skills to make sure that the message has been understood. Some strategies you can employ are:



- ✔ Give **support** to the person talking. For example, "Yes, that sounds like the best strategy".
- ✔ **Clarify** what the person is saying. For example, "So, what you are saying is that you might have trouble getting the maps of the dive site in time for the briefing".
- ✔ Ask **constructive questions**. For example, "Do you have a plan in mind for how we can achieve that?"
- ✔ Don't be afraid to **disagree**. For example, "I am not convinced that John is the right person for that job".

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- ✔ Be **patient** while listening. Don't appear bored or irritated.
- ✔ If you do not **understand** what the other person is saying, say so. Don't be polite and just smile and nod - it could get you into trouble later!
- ✔ **Check** periodically that you have heard what is being said. For example, "Let me see if I've understood you..."

ASKING QUESTIONS

If you have any doubt that your message has been fully understood, ask for clarification. Having a confirmation session at the end of a briefing is a good way to ensure that everyone has understood the message.

For example, "Can you explain what we have agreed to do?" or "What will you need to do to meet the deadline for the research work you have to do for the Talnay dive next week?"

USING COMMUNICATIONS STRATEGIES IN DIFFERENT SITUATIONS

The three ways of delivering a message:

- ✔ written
- ✔ oral
- ✔ visual

All have different impact, and are used in different situations. Although each of these methods can be formal or informal, it is more usual for formal messages to be written.

A training course or briefing might use a combination of all three methods to reinforce the message, but in general you need to choose the best method for the situation.

It is no good gathering around the coffee machine to plan a complex dive operation!

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3 CHAPTER 3 – RESOLVING CONFLICTS

INTRODUCTION

This section deals with the subject of managing conflict. No matter how skilled a supervisor you are, there will always be time when conflict arises. There may be a conflict of goals or targets, conflicts within you, conflicts between team members or conflicts between you and a team member. You must develop the skills necessary to:

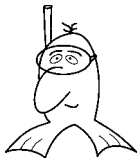
- ✔ list possible causes of conflict within the work team
- ✔ discuss positive and negative aspects of conflict within the work team
- ✔ describe methods of conflict resolution within the work team
- ✔ manage conflict within the work team

SOURCES AND TYPES OF CONFLICT

There are a number of different types or sources of conflict.

- ✔ conflict over facts
- ✔ conflict over methods
- ✔ conflict over goals
- ✔ conflict over values

There are a number of situations where conflict can arise:



- ✔ conflict within yourself
- ✔ conflict between two team members for whom you have responsibility
- ✔ conflict within the team
- ✔ conflict within the organisation
- ✔ conflict between yourself and one other person

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POSITIVE AND NEGATIVE ASPECTS OF CONFLICT

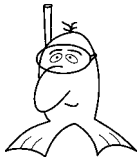
In general terms, conflict is a negative thing. It causes stress, takes time away from more important matters and can in fact be dangerous. For example, if two members of a dive team have an issue with each other, this can potentially cause problems during a dive.

However, conflict can be positive in some situations. For example, someone new to the organisation might challenge a standard diving procedure. This causes conflict among the diving team because they are used to a particular way of doing things. However, it transpires that the newcomer's knowledge is more up to date, and in fact the proposal results in a safer working environment for all the team members.

RESOLVING CONFLICT

GENERAL

There is no right or wrong way to resolve conflicts. In some cases conflicts can be prevented or avoided. If this is not possible, or if it is too late, then it is necessary to approach the issue in a way that achieves the most constructive outcome. Here are five basic approaches that you can try, depending on the situation you find yourself in and the nature of the conflict:



- ✔ avoiding
- ✔ smoothing over/accommodating
- ✔ adapting/compromising
- ✔ forcing/competing
- ✔ addressing/collaborating

AVOIDING

This is retreating from a potential conflict. You should withdraw when:

- ✔ an issue is trivial or something else is more important
- ✔ there is no chance of winning
- ✔ winning the point causes more trouble than it is worth
- ✔ things need to cool down to allow a clear perspective
- ✔ someone else can handle the issue better

SMOOTHING OVER/ACCOMMODATING

This involves emphasising areas of agreement and lessening the emphasis on areas of disagreement. You should smooth over when:

- ✔ you are wrong and need to be seen to be reasonable
- ✔ the issue is more important to others than to you

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- ✔ you need someone to reciprocate co-operation
- ✔ to gain “brownie points” for another time

■ ADAPTING/COMPROMISING

This is the willingness to give and take. You should compromise when:

- ✔ you need a temporary settlement to a complicated issue
- ✔ you need a workable solution under tight time constraints
- ✔ you are up against an equal with an opposite goal
- ✔ your point is important but not worth the argument that could be caused by being assertive

■ FORCING/COMPETING

This is when you direct the resolution in one direction or another, forcing a win-lose situation. You should force the issue when:

- ✔ an emergency calls for quick decisive action
- ✔ vital points have to be enforced this might be unpopular, for example in cases of discipline or enforcing rules
- ✔ points are vital and you know you are right

■ ADDRESSING/COLLABORATING

This involves organising a face-to-face meeting to resolve the conflict. You should collaborate when:

- ✔ each person’s position is too important to compromise
- ✔ you need to learn something from others
- ✔ to unify different points of view
- ✔ to get total commitment from all parties through consensus
- ✔ to repair a damaged relationship

MANAGING CONFLICT

■ GENERAL

The best way to manage conflict is to head it off before it starts. To do this, you need to foster a culture of openness and co-operation within your dive team. Assertive behaviour should be demonstrated personally and encouraged in all team members. Assertive behaviour can be described as the ability to act positively in order to meet your needs whilst respecting the needs and values of others.

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Good communication is essential to managing conflict well. Foster a culture of open communication between all members of the team. Consider any factors or behaviours that may hinder communication.

- ✔ Are there any people present who could encourage or antagonise the person?
- ✔ Is the person under the effects of drugs or alcohol?
- ✔ Are there cultural issues that may affect this person's behaviour or response?

Using empathy, appropriate and assertive language and building rapport with the members of the team, especially in situation of heightened emotion, will enhance your ability to manage conflict. Remaining calm and behaving in an assertive manner will also assist.

You communicate well when you:

- ✔ are patient
- ✔ listen carefully
- ✔ are committed to a peaceful resolution
- ✔ show confidence
- ✔ do not show bias
- ✔ display cultural & situational acceptance

Make sure that there is a forum for airing complaints and problems. People need to be able to choose whether to bring up their complaint in public or in private with you and or other managers. Team members need to have confidence that any problems or issues will be dealt with fairly.

Overall, an ability to manage conflict well will improve work performance and reduce stress. Encourage the positive aspects of conflict that can lead to constructive debate and improved work practices. Discourage the negative and damaging aspects of conflict by maintaining good communication and encouraging assertive behaviour.

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4 CHAPTER 4 – MONITORING PERFORMANCE

INTRODUCTION

A key responsibility of any supervisor is to monitor the performance of the team. This helps to ensure that the job is carried out efficiently and any errors are promptly corrected.

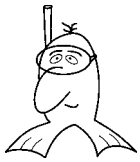
Where there is a formal process in place for monitoring performance, you may be asked for your input on the performance of members of the dive team. It is important to try to be as objective as possible and avoid any bias, such as only considering recent events, or allowing one incident to override others. Good record keeping helps to maintain objectivity.

It is important that any deficiencies in performance are not viewed as an issue of blame, but as an opportunity for improvement. It is helpful to consult with the dive team members to identify whether the cause is lack of training or procedural. The consultation process will not only assist in identifying training needs or possible improvements to procedures, but should also assist in improving the attitude of the team and the overall team morale.

Any suggested improvements to procedures, or any identified training needs should be reported to the appropriate person within the organisation for action.

PROVIDING FEEDBACK

An important part of performance monitoring and improvement is to provide feedback to team members. Constructive and fair feedback assists in maintaining team morale. Whether there is a formal system or not, regular constructive feedback to team members on their performance is the sign of a good supervisor.



In some instances, you may be required to give feedback on repeated poor performance to an employee. In some organisations, there are procedures in place for this situation. Make sure you know these procedures before you need them. Such disciplinary action may be termed a counselling conversation or a performance enhancement program (PEP) talk.

It is a good idea to keep accurate notes of the conversation when you discuss a deficiency in performance with an individual employee. This provides evidence of what you agreed upon for future reference. If the situation deteriorates to the point where it is necessary to terminate the employment of a person, your employer will need to make sure that the dismissal is not harsh, unfair or unreasonable. Good records of disciplinary action provide useful evidence of fair dealings.

When giving feedback, make sure it is constructive. You would generally give the person the opportunity to give reasons for their poor performance and come up with suggestions for

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improvement. If they have no constructive suggestions, you can outline your requirements for improved performance and the consequences of not meeting the requirements.

Depending on the seriousness of the situation, the employee may wish to have someone else of their choice attending the meeting.

Open communication and regular constructive feedback should avoid the unpleasant situation of having to take disciplinary action against an employee. If you find that your natural supervisory style does not include providing informal feedback, you may find it helpful to include it as an agenda item in debriefings or other regular meetings.

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5 CHAPTER 5 - SELECTING & USING WRITTEN COMMUNICATION STYLES

INTRODUCTION

The risk of a misunderstanding occurring is greatest when you write, because you don't get immediate feedback. It is very important to make sure that your writing style is easy to understand and not likely to be misinterpreted. If the message is not clear, the reader will either have to contact the writer for clarification or may take the wrong action. In either case, time and money will be wasted.

You need to develop your written skills and develop different styles for use in different situations. In particular you need to be able to:

- ✔ develop and use checklists for a variety of tasks in a diving organisation
- ✔ use different styles of written communication and define the appropriate style for a variety of situations
- ✔ prepare a written report to a standard acceptable for presentation to a client

DEVELOPING AND USING CHECKLISTS

■ GENERAL

To develop a new checklist, you need to break down the task to be performed into all its component parts.

It may be useful to have a brainstorming session with all the people who are in any way involved in the task to be performed.

The steps involved in creating a new checklist could include:

- ✔ **Defining the exact task** for which the checklist is required
- ✔ conducting a **brainstorming session** with the dive team to break down the task into its component parts

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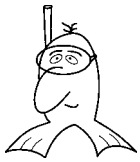
- ✔ putting all the tasks into order
- ✔ creating a draft checklist
- ✔ **circulating** the draft checklist to all members of the team for comment
- ✔ either having a **meeting** or brainstorming session with **representatives of any external bodies** to include any legal or other issues into the checklist
- ✔ trying out the checklist in a real situation
- ✔ **updating the checklist** based on actual experience
- ✔ **continually monitoring** the use of the checklist, and updating it as needed

BRAINSTORMING TO DEVELOP A CHECKLIST



Brainstorming sessions can be invaluable in identifying all the parts of a task. A group of six to eight people is ideal. The views and ideas of members of the group are used to stimulate the thinking of the other members.

To conduct a brainstorming session:

- ✔ Clearly explain the problem or activity to be undertaken. Make sure that everyone has a full and identical understanding.
- ✔ Ask the group to call out ideas. Write all these on the board, no matter how silly or impractical they might seem. You must allow a free flow of ideas, and even seemingly silly ideas can prompt serious and relevant ideas.
- ✔ When all the ideas have dried up, usually after about 20 minutes, guide the group by reviewing each task, putting them in order and crossing out any silly or impractical ones.

The resulting checklist can now be evaluated. You can then conduct other brainstorming sessions, for example with external stakeholders. These might include representatives from safety organisations or waterway management organisations.

The results of these sessions can be used to produce a comprehensive checklist.

EXAMPLE

You have been asked to prepare a checklist for evaluating and preparing for potential hazards prior to a dive. The best way would be to organise a meeting with all members of the dive team.

Ask them to call out ideas and write them on the board. You could include any inter-dependencies as you are going along. At the end of the brainstorming session the ideas generated by the team looked like the diagram on the following page.

The next stage is to group like ideas together. For example, subsurface conditions:

- ✔ currents
- ✔ water temperature
- ✔ underwater visibility

The following draft checklist was developed from the brainstorming session.

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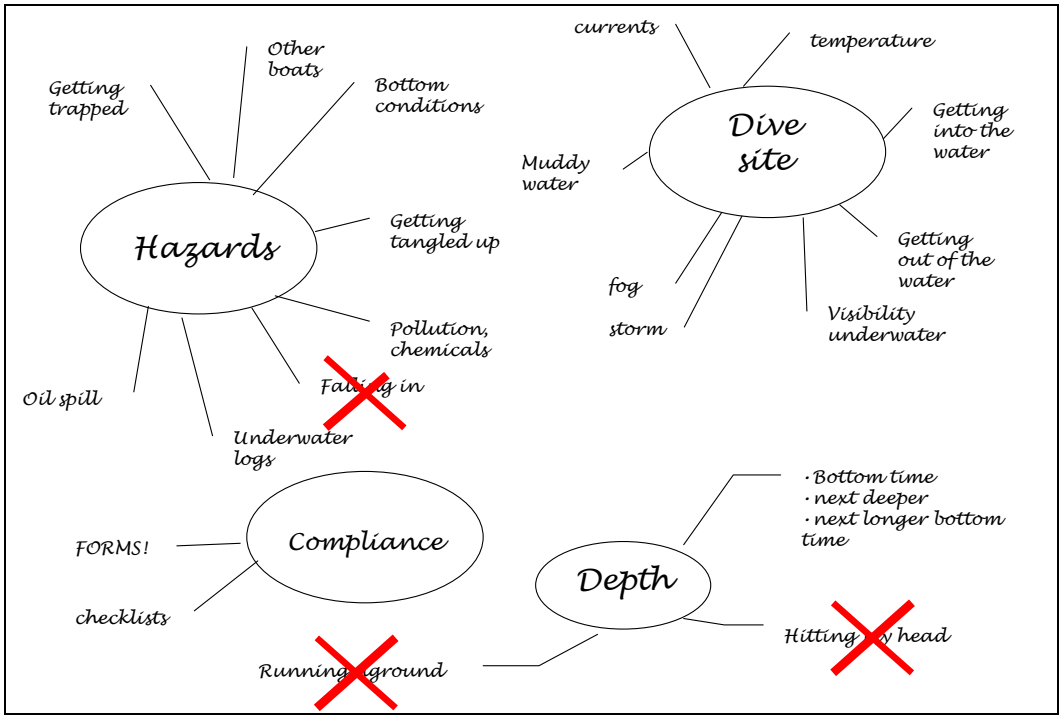

Figure 1: Example output from a brainstorming session.

Evaluate and Prepare for Potential Hazards Prior to a Dive	
✔	Identify dive, site entry procedures and exit access point(s).
✔	Define depth and bottom time limits for the planned dive.
✔	Define next deeper depth and next longer bottom time limits in case planned limits are exceeded.
✔	Evaluate and discuss potential for entrapment, entanglement, or other physical or mechanical hazards.
✔	Evaluate and discuss potential for bottom obstructions or dangerous bottom conditions.
✔	Evaluate and discuss potential for contamination or exposure to pollution (i.e. petroleum products or biological or chemical hazards).
✔	Check that divers are outfitted in proper exposure equipment for environmental or other conditions.
✔	Evaluate and discuss surface and sub-surface conditions and potential for strong current, low visibility, cold water, thermoclines, surge, swell, fog, etc.
✔	Evaluate and discuss local traffic hazards (notify vessel traffic systems about diving operations).
✔	Complete relevant pre-dive forms.

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USING DIFFERENT STYLES OF WRITTEN COMMUNICATION

GENERAL

You need to choose which style of writing is the best for your particular task. With any written document, you should always:

- ✔ Write the document in a form appropriate for its intended audience.
- ✔ Use short sentences.
- ✔ Get straight to the point of the message.
- ✔ Be consistent with the use of terminology. If you use a term that might be unknown to anyone in your audience, make sure that you explain the term the first time that you use it.
- ✔ Set the document out clearly and in the correct manner for the type of document you are writing.
- ✔ If required, use official stationery.

Written messages can include e-mails, memos, letters, reports, meeting agendas and meeting minutes.

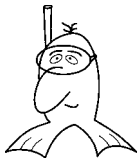
Each of these generally requires a different writing style.

Tip: A good reference book for your organisation to have is the Australian Government "Style Manual for Authors, Editors and Printers". While it is not a book you would read from cover to cover, it is an excellent reference for anyone who has to write as part of their job. It contains sections on spelling, grammar and punctuation usage, and the use of non-discriminatory language.

If it doubt about how to word something, look it up!

WHAT MAKES UP A "STYLE"

Style is the personal aspect of writing. It is hard to pin down precisely, but the following will certainly influence your own personal style.



- ✔ Your choice of words. This includes use of adjectives, use of contractions (e.g. can't, won't), use of names (e.g. John, Mr. Bloggs).
- ✔ The construction of the sentence. This includes whether it is long or short and whether the main point is immediately clear or not.
- ✔ The blend of active and passive voice.
- ✔ The use of paragraphs, headings and other layout items.

In business writing, you will have an advantage if you can adapt your own natural style to the needs of the situation. You do not want an inappropriate style to prevent your message achieving the desired result.

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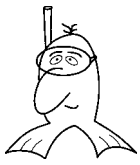
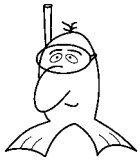
E-MAILS



The style of writing in an e-mail tends to be fairly informal, but don't use it as an excuse to be sloppy! The main things to remember with e-mails are:

- ✔ be brief
- ✔ try to have only one main point or request per e-mail
- ✔ do not communicate negative emotions by e-mail
- ✔ be aware that in trying to be concise, it may appear to be abrupt or rude
- ✔ always read the e-mail before sending it

CONTENTS OF A MEMO



- ✔ use letterhead
- ✔ state whether the memo is internal or external
- ✔ clearly state who the memo is to
- ✔ clearly state who the memo is from, including their name and title
- ✔ make sure the date is on the memo

EXAMPLE OF A MEMO

HAYMAN DIVERS

Internal Memo

To: All staff

From: John Evans

Date: 26th August 2002

Subject: Leave over the Christmas/New Year period

We need to plan what coverage we will have over the Christmas week and through to the end of January.

Could everyone please submit any application for leave during this period to me by next Friday.

It may not be possible to grant all leave requests due to the necessity to have dive teams available over the entire holiday period. However, we will make every effort to be fair, and will take into account everyone's personal circumstances when making a decision.

We will let you know what leave has been approved by the following Friday.

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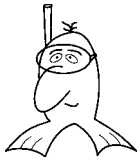
LETTERS



Your organisation should have a company style for letters. Letters must always be written on company letterhead, and contain:

- ✔ the name and address of the sender
- ✔ the name and address of the person it is being sent to
- ✔ the date

MEETING AGENDA

This usually consists of a list of the topics to be covered in the meeting. If it is a regular meeting, you might have a standard agenda of topics to save you the work of creating a new agenda for each meeting. A re-useable agenda should have a topic called, "Other Business" or something similar for any extra items for discussion.

EXAMPLE OF A MEETING AGENDA

AGENDA
FOR DIVE TEAM MEETING

When: Monday 12th August at 8:30am

Where: Meeting room 2

1. Welcome
2. Apologies
3. Business news
4. Staff movements
5. Allocation of asks for the week
6. Other business _____

   _____

   _____

   _____
7. Date and time of next meeting

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MEETING MINUTES

A record of each meeting should be kept so that anyone can look back and see what decisions were made. You can choose how formal you want the style of the minutes to be. Choose a style that suits the culture in your organisation and team. Meeting minutes must be clear and concise, and at a minimum, must contain a record of:

- ✔ decisions made
- ✔ actions arising from the meeting
- ✔ what has to be done
- ✔ who is to do it
- ✔ when it has to be done by

EXAMPLE OF MEETING MINUTES

MINUTES OF THE DIVE TEAM MEETING HELD ON 12TH AUGUST

Meeting opened: 8:35

Present: Joe, Fred, Alan, Mary

Apologies: Marty

1. **Business news.** The organisation has just won a major new contract with CDA. This will mean taking on new staff over the next few months.

2. **Staff movements.**

   - ✔ Adam has resigned and finishes up on 30th August. Internal applications for his position are welcome.
   - ✔ Marty is on sick leave for the week.
   - ✔ Alan is attending the supervisor training course on Thursday and Friday.

3. **Allocation of tasks.**

   - ✔ Amberley dive, Mon - Wed, Joe, Fred, Alan and Mary.
   - ✔ Equipment inspection and maintenance, Thur-Fri - Joe, Fred, Mary.

4. **Other business.**

   - ✔ Safety issues were discussed.

     Action: Joe to research details of the change in legislation before the next meeting.

   - ✔ Everyone to put in their annual leave requests for Christmas/New Year period by next Friday.

     Action: All.

5. **Date and time of next meeting:** 8:30am, Monday 19th August.

   Meeting closed: 9:15

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PREPARING A WRITTEN REPORT FOR A CLIENT

GENERAL

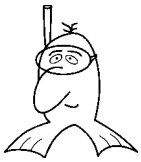
Reports are usually the longest form of written work. As with other forms of written work, a report must be clear and concise, and cover all the required points.

If you waffle, use long sentences or jargon, you will lose your audience very quickly. The "ABC" of good writing is:

A	B	C
Accurate	**Brief**	**Clear**

If your report is long, it is a good idea to have a one page executive summary at the front. This picks out the most important points of the report and presents them in a summary form.

ELEMENTS OF A REPORT



There are four main elements of a report:

- ✔ aim
- ✔ language
- ✔ structure
- ✔ layout

These will depend very much on the intended audience. For example, in a report to a client, you will need to accurately report on the outcome of the job and any further recommendations. Problems are another matter. Unless a problem directly impacts on the outcome or the costs to the client, it is sometimes better not to report problems to the client. These may give a negative impression of the capability of the organisation.

However, a report for internal management may include problems encountered conflicts that occurred and suggestions for improvements to internal procedures.

A report for a client is likely to be quite formal and use language without jargon wherever possible. There may even be a specific format required by the client.

A report for internal management is likely to be less formal and use different language, including jargon. It may be in the form of a memo, or possibly use an in-house form so that the information can be readily stored and compared with other similar jobs.

CONTENTS OF A REPORT

As mentioned in the chapter on conducting dive operations, the dive supervisor may be required to produce a report for the client or management, to let them know the processes and outcome of a dive operation. As well as the usual requirements for an introduction, body, recommendations, conclusion and appendices, it should also contain:

- ✔ a table of contents
- ✔ page numbers

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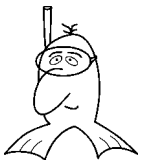
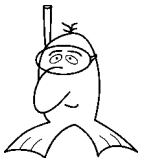
- ✔ the name of the author(s)
- ✔ the date of the report
- ✔ (optionally) an executive summary

BASIC STEPS IN WRITING A REPORT

The basic steps in writing a report are:



- ✔ Draft a list in point form of what has to go into the report.
- ✔ Put the list into a logical order by grouping related topics together.
- ✔ Jot down where you are going to get the information for each topic from. This can include your own knowledge, minutes of relevant meetings, legislation, forms and checklists, etc.
- ✔ Do any research that is required.
- ✔ Write the first draft of the report, adding and deleting topics as required.
- ✔ Review the report. In particular, you must check for:
  - ☞ logical flow
  - ☞ spelling and grammar
  - ☞ completeness
  - ☞ technical correctness
- ✔ Make any changes required.
- ✔ Ask someone to review the report for you. You may need more than one person to review it. For example, you could ask the secretary to read the report for logical flow, spelling and grammar and to check that no jargon has been used, and the senior member of the dive team to check the technical aspects.



Remember: The more people you get to review your work, the better the final result will be.

If you are writing a lot of the same type of reports, you should consider having a standard set of headings to use when developing the report to save you "reinventing the wheel" every time. This doesn't mean that you always have to stick to the exact same headings, but it does give you a framework to work in and adapt if necessary.

See the chapter on conducting the dive operation for an example of a dive report written for a client.

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FORMAT OF A REPORT

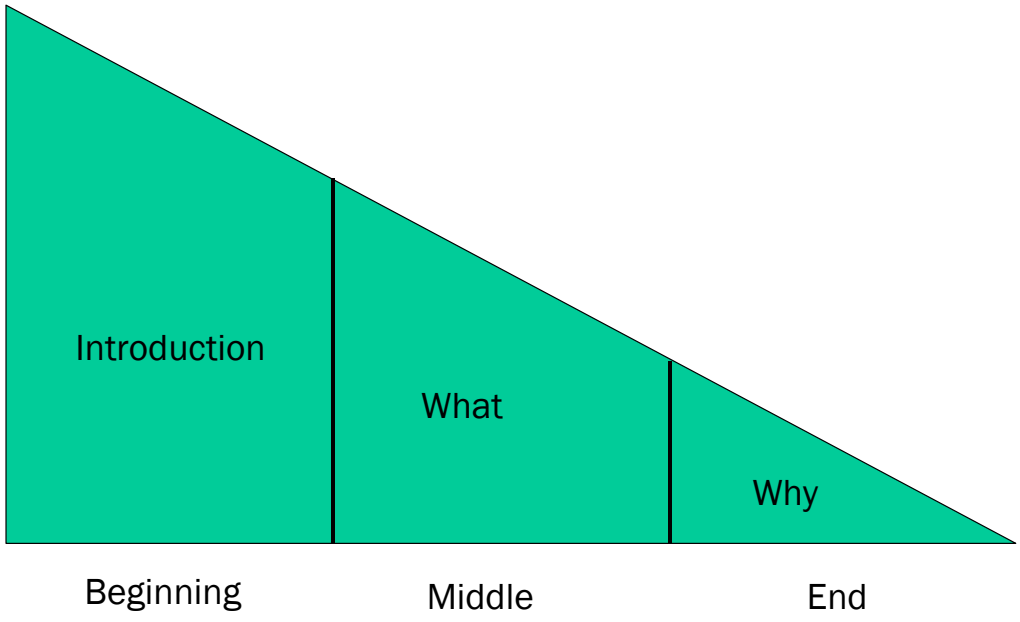

Figure 2: Structure of a report.

AIM	BEGINNING	MIDDLE	END
Tell **or** **Instruct** **or** **Report**	✔ Set the scene, background ✔ Introduce the topic ✔ Scope ✔ Terms of reference	✔ Conclusions ✔ Recommendations ✔ Action required	✔ Details which amplify ✔ Reasoning ✔ Appendices

Figure 3: How to structure a report

THINK OF THE READER

Always think of the reader when you are writing a report. This will help decide what language to use, and how to structure the report.

For example, if you are writing for an engineer, you would use lots of facts and figures. If you are writing for a busy manager, always include an executive summary and lots of diagrams.

USE OF WORDS

In the words of some unknown author, always use the KISS principle:

✔ **K**eep

✔ **I**t

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✔ **S**imple

✔ **S**tupid!

Short, simple, everyday words that you use when speaking are immediately recognised and easily understood.

The verb is the most important part of the sentence. Use active (rather than passive) verbs wherever possible to make your writing clearer and to be more emphatic.

FOR EXAMPLE:

During the dive, no problems were encountered (passive).

We encountered no problems during the dive (active).

A need for extra equipment and manpower was found during the operation (passive).

I found that we needed extra equipment and divers during the operation (active).

USE OF SENTENCES

Keep sentences short by:

✔ Keeping to a single thought for each sentence.

✔ Using active verbs.

✔ Avoiding unnecessary words or phrases which add nothing to the meaning.

USE OF PARAGRAPHS

A paragraph is a group of related sentences all on the same topic. Good use of paragraphs helps to make reading the report easier and clearer.

> **Tip:** A good rule of thumb is that paragraphs should be no longer than 6 sentences. Sometimes a one sentence paragraph is very effective to grab the reader's attention to make a key point.

If paragraphs are short, the reader can concentrate easily on each aspect of the report. If the paragraphs are too long, the reader will soon get confused and give up. Short paragraphs make reports much easier to read.

> **Remember:** An average adult can't keep more than 6 ideas in the brain at any one time!

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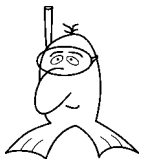
6 CHAPTER 6 – PRESENTING INFORMATION

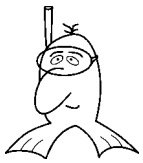
INTRODUCTION

It is often necessary to present information, either face to face or in a written form. In particular you need to be able to:



- ✔ research information adequately and confirm facts
- ✔ arrange information in a logical and clear sequence
- ✔ use diagrams and pictures appropriately and label them correctly
- ✔ present information verbally in a clear and audible voice and in a clear and concise manner
- ✔ present written information accurately and legibly
- ✔ use forms and checklists according to organisational policies and procedures

To make sure that a presentation is effective, you must make sure that you:



- ✔ plan the content
- ✔ thoroughly research the topic
- ✔ plan the layout and style
- ✔ arrange the information in a logical manner
- ✔ use diagrams and pictures whenever possible to get the message across effectively
- ✔ choose the most appropriate method for presenting the information, either verbal or written, or a combination of both
- ✔ make allowance for feedback

Presentation of information can be in the form of a written report or a face to face presentation. You need to decide what the best medium for your message is.

Typically a written report won't be read by everyone in the intended audience, but it does have a role to play. For example, after a dive operation, you may be required to prepare a written report for the client. A face to face presentation is not appropriate, as the client needs to have a written record of the operation.

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RESEARCHING INFORMATION

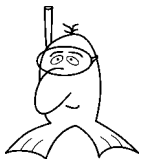
GENERAL

Before presenting information to other people, you need to research the information and always check the facts. You need to be planned and well prepared.

You will convey a lot of information in a presentation, so you must present your ideas as clearly as possible.

EXAMPLE

To research a verbal presentation to the team on a new dive site, you might have to:



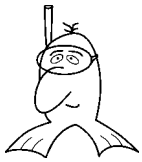
- ✔ Research the site, including finding appropriate maps, finding out which local authorities and utility companies need to be involved in the planning, looking up information on dives in similar locations.
- ✔ Find out about the local weather and water conditions.
- ✔ Check for other dives that have been carried out for similar purposes or in similar conditions.

ARRANGING INFORMATION

Plan the detail of your message and how to best express it. Understanding your audience and what they need to get out of the presentation should give you some guidelines.

Brevity and simplicity are the keys to making a presentation successful, even when addressing a specialist audience.

You must also give your presentation a logical structure so that the audience can easily follow it. To arrange a presentation in logical order:



- ✔ Decide on the key points you want to get across. Any presentation should preferably have a maximum of 4 main points.
- ✔ Flesh out each of the key points with 3-4 main ideas that you want to cover.
- ✔ Decide on the best order to present your key points. This could be:
  - ☞ a problem followed by a proposed solution
  - ☞ by importance
  - ☞ by size
  - ☞ in time order
  - ☞ by cause and effect.

If there is a natural order, use it. Your audience will find the presentation easier to follow.

Any presentation, whether it is verbal or written must have a beginning, a middle and an end. You should always:

- ✔ Tell the audience what you are going to tell them (introduce the presentation).

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- ✔ Tell them (present the information).
- ✔ Tell them what you have just told them (summarise).

The beginning, or introduction, is used to:

- ✔ Set the scene. Ask yourself, why is this presentation required?
- ✔ Summarise what you are going to cover.
- ✔ Work out a way of capturing the audience's attention. For a verbal presentation, this could be a joke, anecdote, and question or shock revelation. For a written presentation, a surprising or unusual fact could do the trick.

The middle part of your presentation contains the "meat".

- ✔ Make sure you cover all the facts.
- ✔ Make sure that there is a logical flow to the content.
- ✔ Add pictures and diagrams to enhance the meaning of the words.

The end of the presentation should:

- ✔ Summarise the presentation.
- ✔ Present any conclusions or action plans.

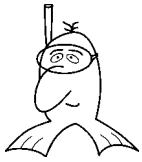
USING DIAGRAMS AND PICTURES

■ GENERAL

Often, spoken or written words alone are not the most effective way of conveying information. One research study showed that visual aids can increase a presenter's persuasiveness by up to 43%.

They say that "a picture is worth a thousand words". Some people are much better at absorbing a message contained in a picture or diagram rather than a written message. However, you must strike a balance. Some people tend to use too many visual aids.

Developments in technology have encouraged people to make greater use of visual aids such as slides and computer graphics for presentations.



> **Remember:** Visual aids can only add value if they have a specific function which cannot be better served by speaking or writing.

Some examples of visual aids used in verbal presentations are:

- ✔ slides
- ✔ computer generated graphics
- ✔ flip charts
- ✔ whiteboards

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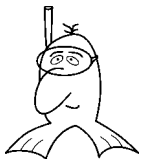
- ✔ overhead projector
- ✔ video
- ✔ handouts

The best visual aid is one that capitalises on a visual image. A simple example is presenting a table of figures as a graph or pie chart to clearly show the meaning of the figures.



Too often visual aids are used inappropriately to convey content rather than meaning.

Some examples of visual aids used in written presentations are:

- ✔ pictures
- ✔ diagrams
- ✔ graphs

You should label all diagrams, pictures and graphs in a written presentation with a figure number and a description of what the graphic is showing. For example:

Some topics lend themselves to a large amount of diagrams or pictures.

ENGINEERING DRAWINGS

Engineering drawings are a common means of conveying information for the technical requirements of a dive operation. The interpretation of engineering drawings is beyond the scope of this course (it is covered in another ADAS qualification).

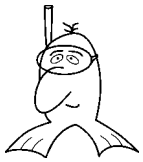
However, it is highly likely that you will be exposed to information presented by the client in the form of engineering drawings and it is important that you ensure that you understand these drawings. There are certain conventions used in engineering drawings that can change the way an item is represented – for example, the use of first angle and third angle projections.

Make sure that you have someone who is familiar with engineering drawing conventions develop any detailed drawings that are used to present information. When explaining the drawings to others, make sure that you have the facts correct. If anything is at all unclear to you, clarify it before presenting the information to others.

> **Remember:** If in doubt, ASK!

PRESENTING INFORMATION VERBALLY

The secret to giving a good verbal presentation is to:



- ✔ Keep the audience's attention and spark interest and enthusiasm.
- ✔ Involve the audience by making your ideas personally relevant to them.
- ✔ Make what you say memorable.
- ✔ Persuade your audience when necessary.

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PRESENTING WRITTEN INFORMATION

The structure of a written presentation generally differs from a report or briefing, in that instead of reporting factual information, you are usually trying to "sell" an idea.

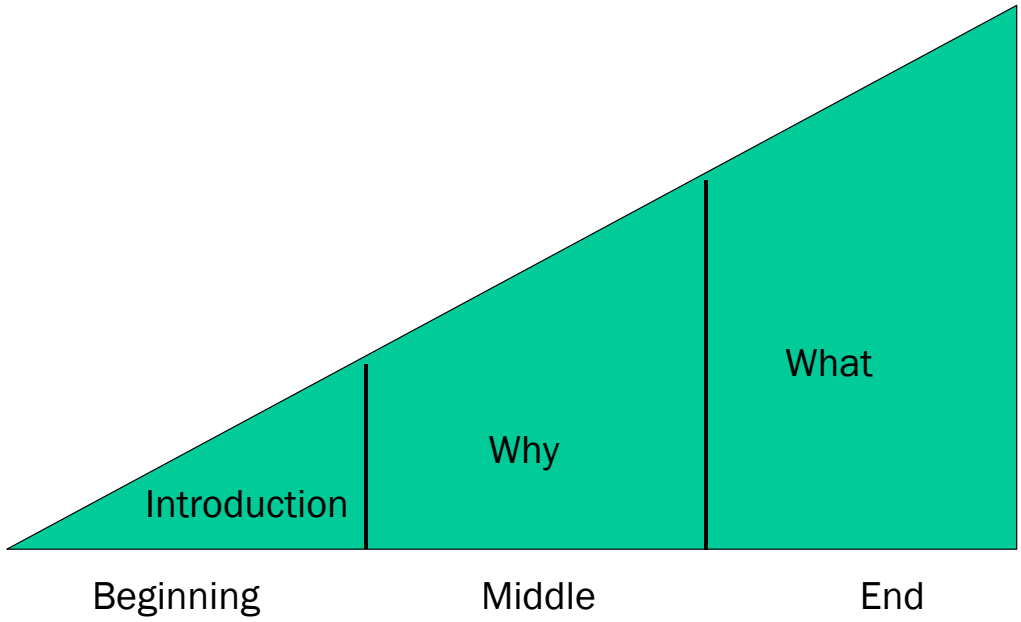

Figure 4: Structure of a written presentation

AIM	BEGINNING	MIDDLE	END
Persuade or Sell or Influence	✔ Set the scene, background ✔ Introduce the topic and the overall picture ✔ Scope ✔ Terms of reference	✔ Lead the reader through a logical sequence of thought before arriving at the end. ✔ Identify the problem/situation. ✔ Solve the problem. ✔ Show proof of the solution and any benefits.	✔ Conclusions ✔ Recommendations ✔ Action that you require the audience to agree to having led them through the reasoning in the middle of the presentation.

Figure 5: How to structure a written presentation.

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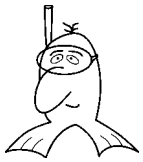
SUGGESTED FORMAT FOR PRESENTATION OF WRITTEN INFORMATION

SECTION	CONTENTS
Title	Convey the subject and scope in a condensed form. Try to keep to less than 80 characters.
Contents page	
Summary	Summarise the subject, main problems, proposed solution, benefits and action required in 200-300 words.
Introduction	Background, reason for the presentation.
Problems or needs	Detail the problem. Support this with facts, statistics and so on that are critical to proving your case. It is vital to convince the reader that changes are required.
Solution	Explain your solution with as much supporting factual detail as required. If there are a number of possible solutions, put the one you favour the most last. Describe the pros and cons of each.
Proof/benefits	Describe in detail the benefits that will follow if your solution is accepted. If feasible, give examples of successful outcomes experienced by other people.
Proposal	This is optional. Briefly summarise the main points and propose a course of action, including who does what and when.
Appendices	Any supporting information that adds weight to your arguments.

Figure 6: Format for presentation of written data

USING FORMS AND CHECKLISTS



Forms and checklists are integral to all diving operations activities. Individual organisations develop their own forms and checklists. ADAS has provided some forms and checklists that can be used when undertaking risk assessments and job safety analyses. These are in the chapter on Managing Risk.

Each organisation will have a set of policies and procedures which guide the way all aspects of their business are conducted.

Whenever you move to a new diving organisation, you must make yourself familiar with the policies and procedures of that organisation.

The policies and procedures relating to diving operations should specifically list all the forms and checklists to be used in particular circumstances.

> **Remember:** Make sure that you are familiar with all the contents of all the forms and checklists that you need to use in your work.

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7 CHAPTER 7 –SUMMARY

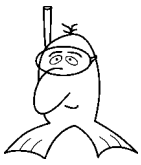
PERSONNEL POLICIES AND PROCEDURES

- ✔ The key areas of employment legislation that have implications for the dive supervisor are laws relating to: discrimination, harassment and disciplinary procedures (for example, unfair dismissal).
- ✔ A Dive Supervisor needs to be aware of the principles of equal opportunity, discrimination and employment law relating to selection of dive team members, handling grievances and implementing disciplinary procedures.

COMMUNICATION

- ✔ A dive supervisor needs to be able to communicate with the dive team, with management, with emergency services personnel, medical personnel, members of the public and the client.
- ✔ Effective communication is getting your message across clearly and concisely with the minimum of effort.
- ✔ There are three types of communication: written, oral and visual.
- ✔ Formal communication may use written, oral and visual, whereas informal communication is mostly oral, although e-mails are increasingly used for informal communication.
- ✔ Feedback, listening and asking questions are ways of ensuring that the message has been understood.

CONFLICT RESOLUTION



- ✔ Conflict may be positive if it assists in bringing about positive change.
- ✔ Conflict is often negative, causing stress, distraction and potentially dangerous situations.
- ✔ Appropriate methods for resolving conflict depend on the situation and the importance of the relationship. These include avoiding, smoothing over, adapting, forcing and addressing (also known as avoiding, accommodating, compromising, competing and collaborating).
- ✔ Strategies for managing conflict are: heading off conflict early, fostering open communication, encouraging assertive behaviour, providing a forum for complaints and dealing with problems and issues fairly.
- ✔ A Dive Supervisor should monitor performance and provide feedback to the dive team and to the diving contractor or employer.

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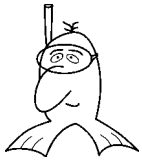
✔ Records should be kept of any disciplinary action or counselling conversations.

REPORT WRITING



✔ Written communications include procedures, checklists, records, reports, memos, letters, meeting agendas and meeting minutes.

✔ Each type of written communication generally requires a different writing style – all should be written in a form appropriate for its intended audience.

✔ Presenting information well includes researching facts, arranging information logically, using diagrams and pictures if possible and using forms and checklists where appropriate.

✔ Verbal presentations should be clear, audible, and concise.

✔ Written information needs to be accurate and legible.

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