



# Solar PV System Installation and Maintenance

Level-IV

## Learning Guide-54

<b>Unit of competency</b>	<b>Utilize Specialized Communication Skills</b>
<b>Module title</b>	<b>Utilizing Specialized Communication Skills</b>
<b>LG code:</b>	<b>EIS PIM4 M14 LO1-LG-54</b>
<b>TTLM code:</b>	<b>EIS PIM4 TTLM 14 0920 v1</b>

**LO1: Meet common and specific communication needs of clients and colleagues**



This learning guide is developed to provide you the necessary information, knowledge, skills and attitude regarding the following content coverage and topics:-

- Identifying and meeting Specific communication needs of clients and colleagues
- Using different approaches to meet communication needs of clients and colleagues.
- Addressing conflict promptly and in a timely way and in a manner which does not compromise the standing of the organization.

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Identify and meet specific communication needs clients and colleagues
- Use different approaches meet communication needs of clients and colleagues.
- Address conflict promptly and timely way and in a manner which does not compromise the standing of the organization

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

<b>Information Sheet-1</b>	<b>Identifying and meeting Specific communication needs of clients and colleagues</b>
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**1.1. Definition of communication**

Can be defined as the process by which people share ideas, experience, knowledge and feelings through the transmission of symbolic messages. The means of communication are usually spoken or written words, pictures or symbols. But we also give information through body language, gestures, and looks, facial expressions can show how we feel and what we think about an issue or another person.



**Figure 1: communication among two peoples**

Communication is not just about talking to someone Circle the items in the list below that you think are examples of communication.

<b>talking</b>	<b>listening</b>
holding hands	giving the thumbs up
body language	sending a fax
<b>Posters</b>	using the telephone

If you circled all of them you are right. Communication is any verbal or non-verbal behavior which gives people an opportunity to send their thoughts and feelings, and to have these thoughts and feelings received by someone else.



## 1.2. Communicating With Others

Communication needs to be **clear** and **effective** in order to achieve its aim. When it is not, all kinds of problems can result.

- **Ineffective communication**

If people working together are not able to communicate well, it can lead to confusion, unhappiness, frustration and annoyance. It can also mean that an organization's goals will not be met.

- **Poor communication may lead to:**

- ✓ time being lost because work needs to be redone
- ✓ accidents
- ✓ poor quality service and/or products
- ✓ wastage
- ✓ people feeling "left out"
- ✓ mistakes being made because instructions are not clear
- ✓ teams not working well

- **Effective communication**

At any workplace where people are able to communicate clearly tends to be a more efficient working environment.

- **Effective communication leads to:**

- ✓ clear instructions so people know exactly what they are expected to do and do it properly
- ✓ people feeling involved because they are well informed
- ✓ higher morale and job satisfaction
- ✓ people working better as a team
- ✓ time and effort saved as people are clear on what to do

### 1.3. Types of communication

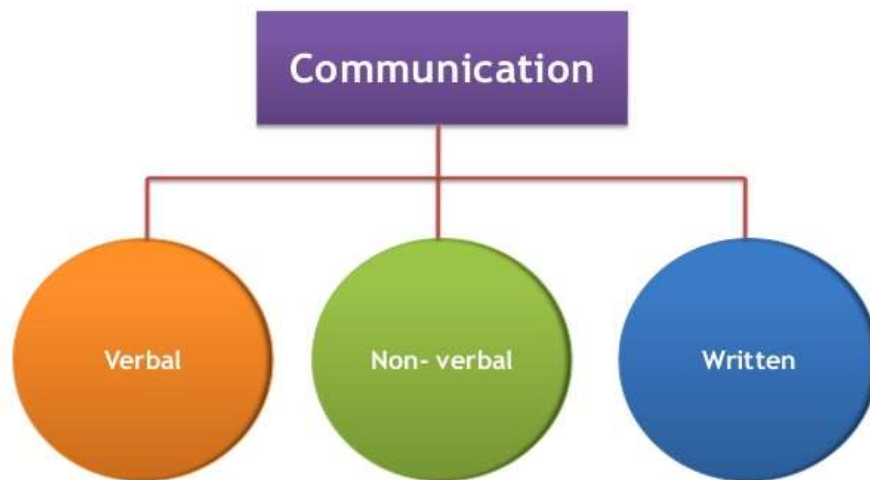


Figure 2: Types of communication

- **Verbal Communication**

Verbal communication relies on spoken words to share information with others.



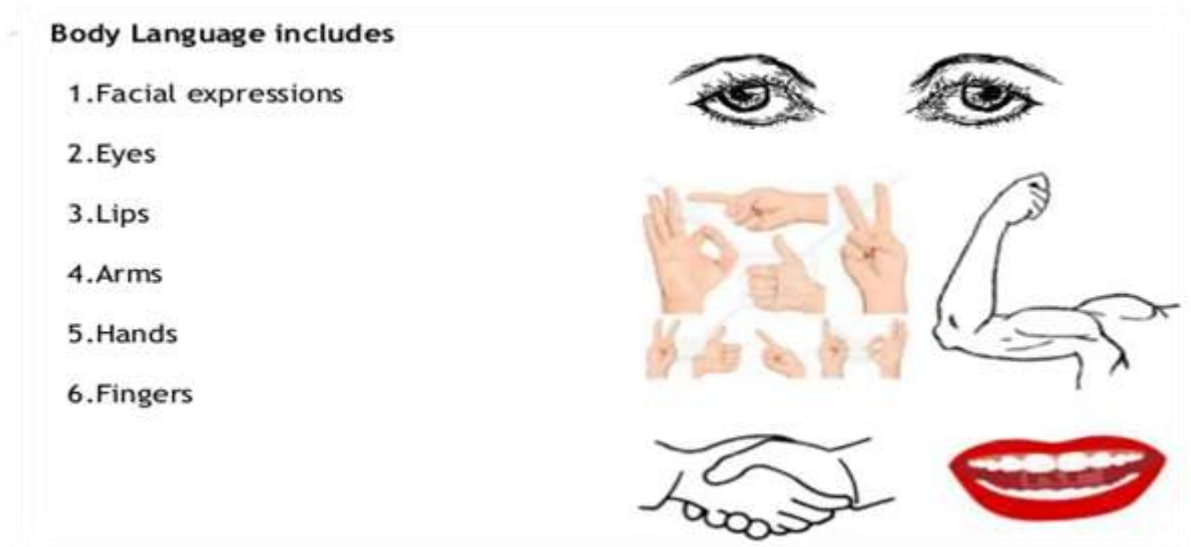
Figure 3: Eg face to face speech, telephone conversation, radio and tv and so on are verbal communication.

- **Nonverbal Communication**

in this kinds of communication information is transmitted **without words** to share with others.



Figure 4 Eg: eye contact, body language, facial expression, gesture even how we dress and act and para-language



**Figure 5: Body language**

- **Written communication**

Written communication is used when you have to provide detailed information such as figures and facts, even while giving a presentation.



**Figure 6: Written communication**

- **Written Information Sources**

In the workplace, written information can take in the form of:

letters	emails
memos	text messages
informal notes	workplace signs
faxes	instruction manuals

### 1.4. The Communication Process

In order to communicate well, it is helpful to understand the process of communication. Communication involves:

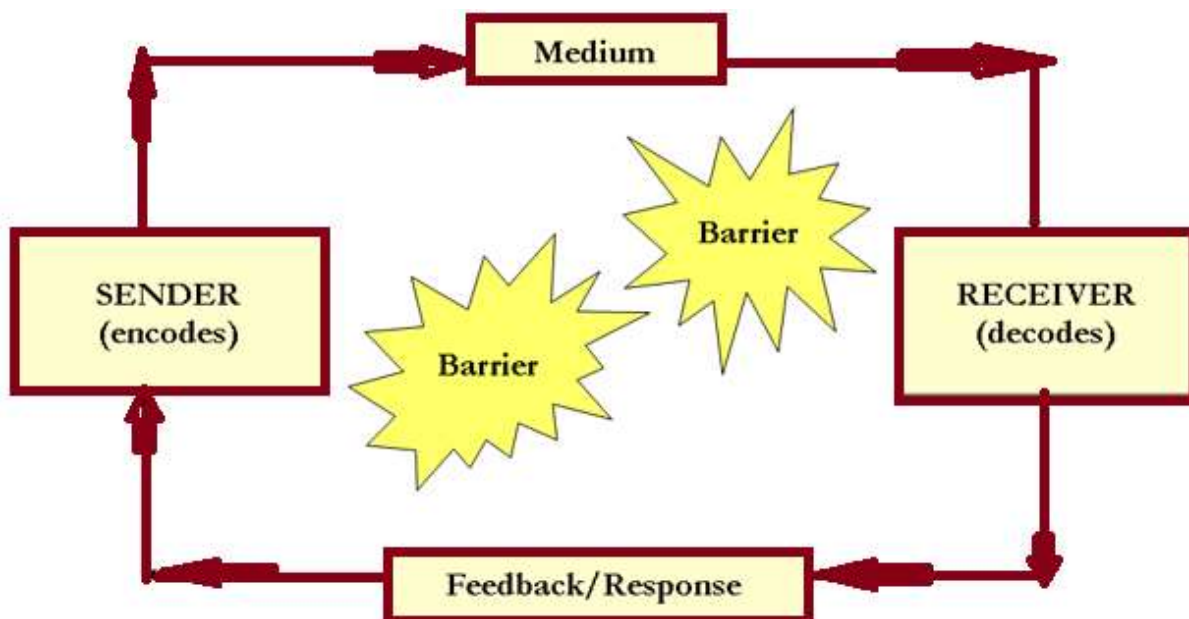


Figure 7: Communication Process

### 1.5. Communication Method

- **Telephone Techniques:**

Telephone communication refers to the transmission of information by telephone.



**Figure 8: Communication method**

- **How to make a good Telephone communication**

✓ Identify yourself and smile	✓ Interviewing
✓ Let the client explain him self	✓ Effective Speaking
✓ Never interrupt	✓ Face To Face
✓ Be clear and avoid jargon	✓ Two-Way Radio
✓ Make commitment to follow up	✓ Speaking To Groups
✓ Thank the customer for calling	✓ Using Internet
✓ Writing Techniques	✓ Body Language

### 1.6. Good communication can be affected by:

- **Non-verbal communication**

which sends the opposite message to what is being said. Remember that what we see is different to what we hear; the non-verbal communication always delivers the strongest message. For example, if you tell your supervisor that you are happy to work late and then spend the whole time looking at your watch, he or she will believe the non-verbal message which is saying that you are not happy at all.





- **Poor listening.**

This is so important it is included as a separate topic in the next Unit of module.

- **Use of slang and jargon.**

People who work in a particular area often talk to each other in technical jargon or slang they have developed for their own use. This is fine for all who speak the language, but it makes it hard for newcomers.

- **Ambiguity**

The fact that some messages have more than one meaning. Unless the message means the same thing to both the sender and the receiver, confusion can arise.

- **People who think they know everything and don't listen**

They neither give or ask for feedback and then complain that others send confusing messages.




- **Making assumptions about what people do or don't know**









It is important to be clear about what information people already have. To do this, we should put ourselves in the place of the receiver and ask ourselves what they need to know in order to understand our message.

- **Poor expression**

This means speech or writing that is not clear. Thoughts and feelings which are presented in illogical order or incorrect spelling, grammar, and punctuation.

**To communicate with people effectively you need to**

1.	make sure it is not too noisy to hear what is being said	
2.	sit or stand so that you directly face the person who you are talking or listening to	
3.	maintain eye contact	<p data-bbox="1145 555 1377 589"><b>Make eye contact</b></p> 
4.	use polite opening and closing greetings	

5.	speak clearly and at a medium pace	
6.	speak in an open and neutral tone	
7.	be straight forward and to the point	
8.	keep the message simple	
9.	be patient	
10.	show interest	
11.	use the words that the people you are talking to can understand	
12.	listen carefully to the conversation so that you get the right message	



<b>Self-Check - 1</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

- I. The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	To communicate with people use the words that the people you are talking to can understand
	True or false:
2	Ambiguity The fact that some messages have more than one meaning. Unless the message means the same thing to both the sender and the receiver, confusion can arise.
	True or false:
3	Good communication can be affected by verbal communication
	True or false:
4	One of from the known Communication Method are Telephone Techniques:
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	3 points
Unsatisfactory	Below 2 points

<b>Information Sheet-2</b>	<b>Using different approaches to meet communication needs of clients and colleagues.</b>
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### 2.1 Definition of communication approach

The communicative **approach** is based on the idea that learning language successfully comes through having to **communicate** real meaning. Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative **approach**, as it involves meaningful **communication**.

- **Approaches in communication**

An increase in the amount of communication Successful organisational change programmes will often establish additional types of communication to support the change process. This could involve a change newsletter for all staff distributed at regular intervals, establishing a change area within a website, regular email messages explaining what has happened and so forth.



**Figure 9: approach of communication**

Basically, increasing the amount of communication usually involves both increasing the frequency of regular communications and introducing new communication vehicles.

### 2.2 The use of multiple channels of communication to accommodate a range of personal preferences

It is very important to ensure that messages about change and progress are relayed via appropriate channels. This will often involve using multiple channels. For example,



specialist websites, email, question and answer sites, blogs, memos, posters, large group briefings, small group briefings, and personal

- **Repetition and explanation of key messages.**

Too often at times of change, important messages may only have been transmitted on one occasion, but with an expectation that everyone will receive them as intended. This will not happen. The most important messages, such as around structure change, change in roles, change in major procedures and similar areas that affect both the effectiveness of the organisation and the working arrangements for staff, need careful and repeated transmission.

- **A common approach to communication across all merging or federating institutions**

All mergers and federations by their nature involve more than one organisation. Organisations are highly unlikely to have exactly the same styles of communication. It is generally considered to be good practice in the lead up to merger and federation to ensure consistency of approach to communication across different colleges.

- **Horizontal as well as vertical (both downward and upward) communication**

Horizontal communications are aided by putting in place effective staff engagement channels, such as appointing communication facilitators across colleges, holding small group discussions, and enabling staff to post questions and have them openly answered. Upward communication is aided by engaging staff in identifying local issues and feeding them up to project managers and other senior specialists.

### **2.3 Four approaches on communication**

Communication is the process of exchanging of ideas, messages and information between two or more than two people with the help of any means or channel. But, just knowing the definition only is not enough, rather, the cause of defining communication in a particular way (approach) should also be known.

- These are also referred as four models of communications.

- ✓ **Communication as transmission:**

This approach defines communication as the process of transmission of message as intended by the source.

- ✓ **Communication as Ritual:**

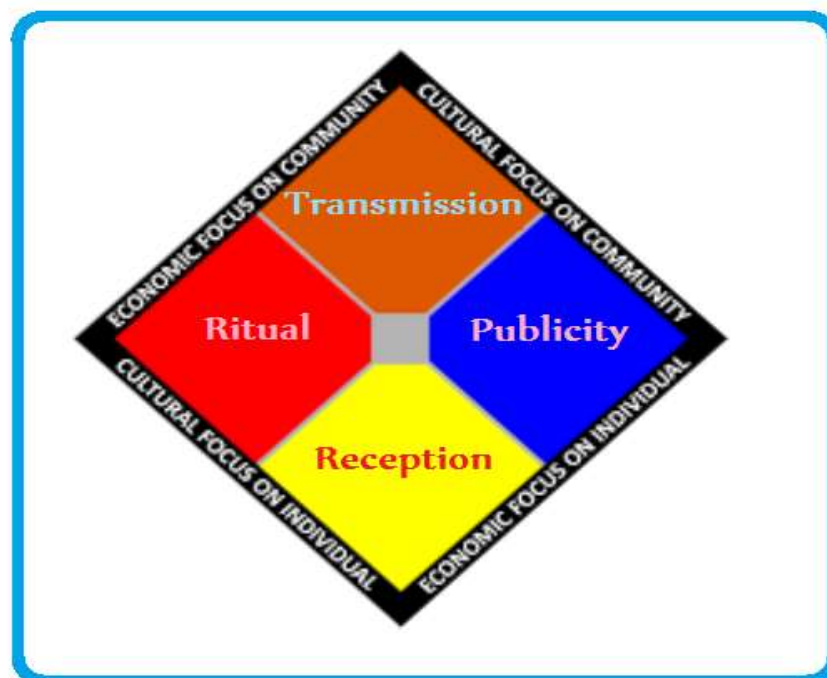
Communication is defined in the terms such as sharing, participation, association, fellowship and the possession of common faith. The ritual model is referred as expressive model. Both sender and receiver has active role in the communication process as the culture is important in the communication.

- ✓ **Communication as publicity:**

This approach defines communication as the process of influencing the mind of others through messages. It is called audience-capturing or display-attention model.

- ✓ **Communication as reception**

This view has its root in critical theory and reception analysis where the approach has shifted the importance from technical to semiotic approach. The communication is defined from the perspective of receiver. Audience is highly emphasized because it is audience who gives meaning to the message.



**Figure 10: Modules of communication**

**Self-Check - 2****Written Test****Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Communication as reception view has its root in critical theory and reception analysis where the approach has shifted the importance from technical to semiotic
	True or false:
2	Communication as the process of influencing the mind of others through messages.
	True or false:
	Choose the best Answer
3	The four models of communications
	A. Communication as transmission
	B. Communication as ritual
	C. Communication as Publicity
	D. All

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



<b>Information Sheet-3</b>	<b>Addressing conflict promptly and in a timely way and in a manner which does not compromise the standing of the organization</b>
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### 3.1 Introduction

Conflict is a disagreement, contest or dispute between people who differ in their ideas, needs, goals, values or beliefs. Conflict management refers to the ways and procedures that people follow in handling grievances. It is a process that involves plans to avoid conflict as much as possible, and handling the disputes when they occur, as smoothly and within the shortest time possible.

Organizational conflict is a state of discord caused by the actual or perceived opposition of needs, values and interests between people working together. Conflict takes many forms in organizations. There is the inevitable clash between formal authority and power and those individuals and groups affected.



**Figure 11: Conflict**

### 3.2 Six Steps to the Conflict Resolution Process

#### i. Clarify what the disagreement is

Clarifying involves getting to the heart of the conflict. The goal of this step is to get both sides to agree on what the disagreement is. To do this, you need to discuss what needs are not being met on both sides of the conflict and ensure mutual understanding.



Figure 12: Disagreement among two people

**ii. Establish a common goal for both parties**

In this step of the process, both sides agree on the desired outcome of the conflict. “That commonality can be as simple as “both sides want to end the conflict.”

**iii. Discuss ways to meet the common goal.**

This involves listening, communicating, and brainstorming together.

**iv. Determine the barriers to the common goal**

In this step of the process, the two parties acknowledge what has brought them into the conflict and talk about what problems may prevent a resolution.

**v. Agree on the best way to resolve the conflict.**

Both parties need to come to a conclusion on the best resolution. Start by identifying solutions that both sides can live with.

**vi. Acknowledge the agreed upon solution and determine the responsibilities each party has in the resolution.**

Both sides need to own their responsibility in the resolution of the conflict and express aloud what they have agreed to. After both parties have acknowledged a win-win situation, ask both parties to use phrases such as “I agree to...” and “I acknowledge that I have responsibility for...”

### 3.3 The following tips will help to more effectively handle conflicts in the workplace

#### i. Define Acceptable Behaviour:

You know what they say about assuming. Just having a definition for what constitutes acceptable behaviour is a positive step in avoiding conflict.

#### ii. Hit Conflict Head-on:

While you can't always prevent conflicts, it has been my experience that the secret to conflict resolution is in fact conflict prevention where possible.



Figure 13: Conflict with Hard taking

#### iii. Understanding the WIIFM Factor

Understanding the other professionals WIIFM (**What's In It for me**) position is critical. It is absolutely essential to understand other's motivations prior to weighing in. The way to avoid conflict is to help those around you achieve their objectives

#### iv. The Importance Factor

Pick your battles and avoid conflict for the sake of conflict. However if the issue is important enough to create a conflict then it is surely important enough to resolve.

#### v. View Conflict as Opportunity

Hidden within virtually every conflict is the potential for a tremendous teaching/learning opportunity. Where there is disagreement there is an inherent potential for growth and development.



<b>Self-Check - 3</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
<b>1</b>	Another common mistake made in workplace communications which leads to conflict is letting emotions drive decisions
	True or false:
<b>2</b>	tips will help to more effectively handle conflicts in the workplace define Acceptable Behaviour
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



# Solar PV System Installation and Maintenance

Level-IV

## Learning Guide-55

<b>Unit of competency</b>	<b>Utilize Specialized Communication Skills</b>
<b>Module title</b>	<b>Utilizing Specialized Communication Skills</b>
<b>LG code:</b>	<b>EIS PIM4 M14 LO2-LG-55</b>
<b>TTLM code:</b>	<b>EIS PIM4 TTLM 0920 v1</b>

**LO2: Contribute to the  
development of  
communication strategies**



This learning guide is developed to provide you the necessary information, knowledge, skills and attitude regarding the following content coverage and topics:-

- Requiring **strategies** for internal and external dissemination of information developed, promoted, implemented and reviewed as.
- Establishing and reviewing Channels of communication regularly.
- Providing coaching in effective communication
- Maintaining Work related network and relationship as necessary.
- Using negotiation and conflict resolution strategies where required.
- Making Communication with clients and colleagues appropriate to individual needs and organizational objectives.

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Developing, promoting, implementing and reviewing Strategies for
- Internal dissemination of information
- External dissemination of information
- Establishing and reviewing channels of communication
- Coaching in effective communication
- Maintaining work related network and relationship
- Using negotiation and conflict resolution strategies
- Making communication with clients and colleagues

### Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks



<b>Information Shee-1</b>	<b>Requiring strategies for internal and external dissemination of information developed, promoted, implemented and reviewed</b>
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## 2.1 Define communication strategy

What is a Communication Strategy? The aim of a Communication Strategy is to ensure ongoing commitment and support by all Key Stakeholders for all aspects of the project. The strategy will usually include: Purpose - a brief statement about the strategy and its intended use.

## 2.2 Types of communication strategies

### i. understand why you're doing it

A communications strategy isn't an end in itself. It needs to serve a business, campaign, or organizational goal.

- What's the problem?
- What's the solution?
- What's our role?

### ii. Involve people

Before you do anything, bring other staff into the process. By involving others you will end up a better strategy and increase the chance that people buy into it. Be strategic you don't need to involve everyone, but don't leave out anyone important.

### iii. understand the context

You need to understand the context in which you are operating. You might be working for a political party in opposition, launching a new product in a crowded market, or working on an issue with strong views on both sides.

### iv. Understand your audience

Is our audience local, regional, national, or global? What media do they consume? How do they vote? Education? Age? Color? What do they want? What do they want to do? How can we help them? What stories do reporters want? What are their values?



**v. communications objectives**

What are the communications objectives that will help you achieve the overall campaign or organizational goal? Here’s how I structured this in an organizational communications strategy a few years back. (I have changed some of the details to make it more generic).

**vi. Values and story**

You must be relevant. Connecting with your audience is the most important part of communications. Your strategy has to provide guidance to staff on how to connect.

**vii. Tactics**

By now you have a strong strategic base to think about how your communications objectives will help you meet your overall goal. You know your audience, the context, your communications goals, your values and story. You need tactics to help you get there. Your strategy might be good for a few years or an election cycle, but your tactics will need to change to suit the situation.

**viii. People and money**

Your goals and first set of tactics will give you a good idea of how much money and how much staff or consultant time will be required. Make the case for how much money and how many people will be required and forecast it over the life of the strategy. It’s impossible to be precise about this — make it clear that it is an estimate.

**ix. Evaluate**

Know what’s working and what’s not. How will you measure success and failure? Evaluate as you go. The only way to tell if your communications strategy is working is to evaluate your progress. You may need to change tactics, add more resources, or shift focus. You should also conduct a robust evaluation when the term of the strategy ends. This will help you develop the next one.

**2.3 How to format your communications strategy**

However you structure your communications strategy it should read like a story. It’s important that people read your strategy through, understand it, and remember it. Keep it





short — 8-10 pages is a good length. Anything that is not critical should be dumped into the appendices. Some other tips:

## **2.4 The Five Main Components of a Strategic Brand Communications Plan**

### **i. Identify the Audience: To WHOM do we need to communicate?**

ii. Determine Goals and Objectives: WHY communicate?

iii. Develop Key Messages: WHAT do we need to communicate?

iv. Develop Tactical Plan: HOW will we communicate, to whom and when?

v. Identify Measures of Evaluation: HOW will we know if we are successful?



<b>Self-Check - 1</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

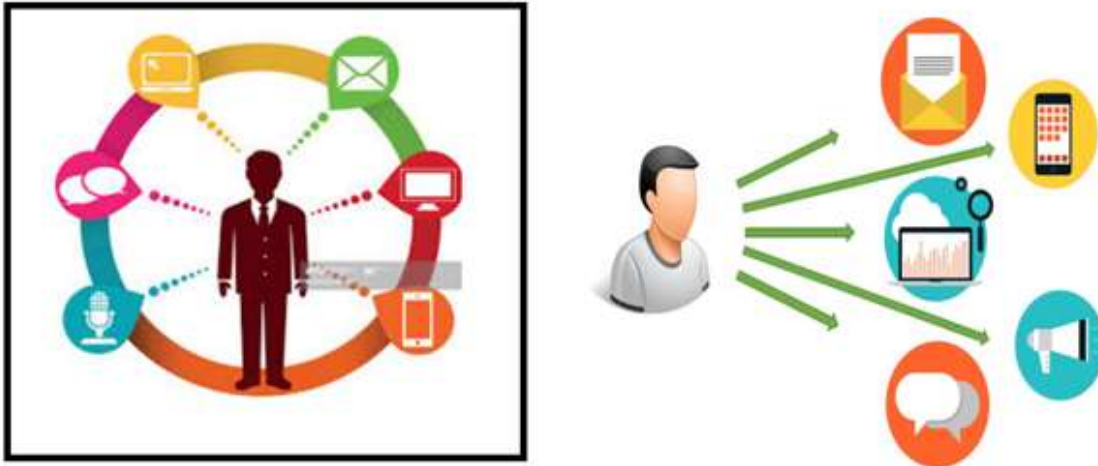
No	A	B
1.	Identify the Audience	A. HOW will we know if we are successful?
2.	Determine Goals and Objectives	B. HOW will we communicate, to whom and when?
3.	Develop Key Messages	C. WHAT do we need to communicate?
4.	Develop Tactical Plan	D. WHY communicate?
5.	Identify Measures of Evaluation	E. To WHOM do we need to communicate?

**Note: the satisfactory rating is as followed**

Satisfactory	4 points
Unsatisfactory	Below 3 points

## 2.1 Communication Channels

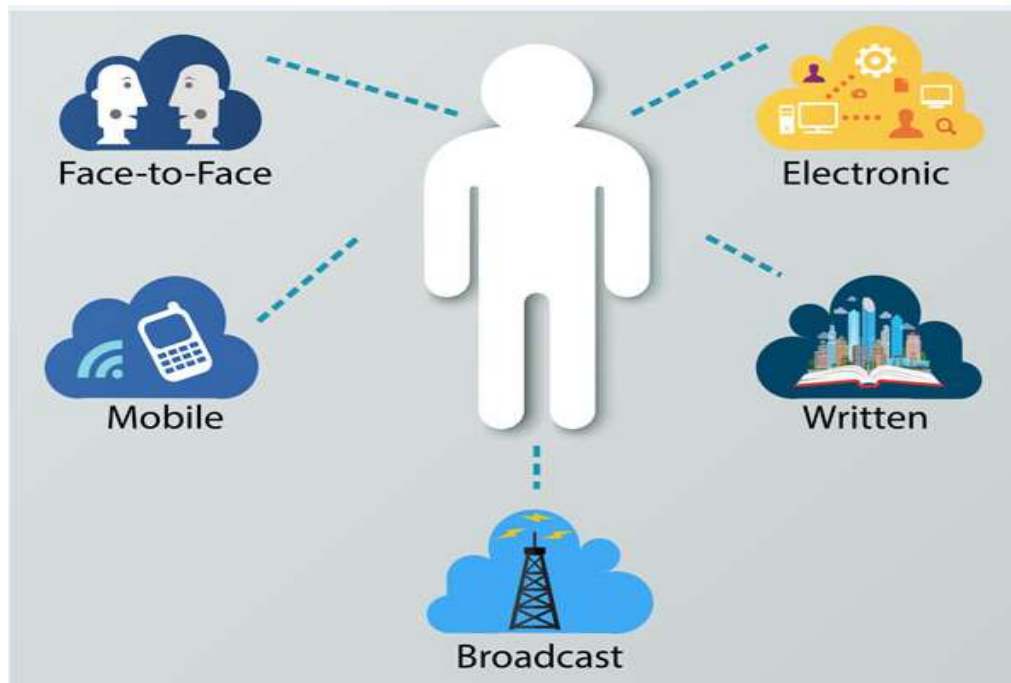
Communication channels are the means through which people in an organization communicate. Thought must be given to what channels are used to complete various tasks, because using an inappropriate channel for a task or interaction can lead to negative consequences.



**Figure 14: Communication channel**

## 2.2 Types of communication channels exist as listed below:

- Face-to-face conversations
- Videoconferencing
- Audio conferencing
- Emails
- Written letters and memos
- Chats and messaging
- Blogs
- Formal written documents
- Spreadsheets etc.



**Figure 15: Different types of communication channels**

The above channels need to be identified and used effectively for achieving maximum impact and richness of information as desired.

### 2.3 The above communication channels further can be categorized as:

#### i. Formal channels

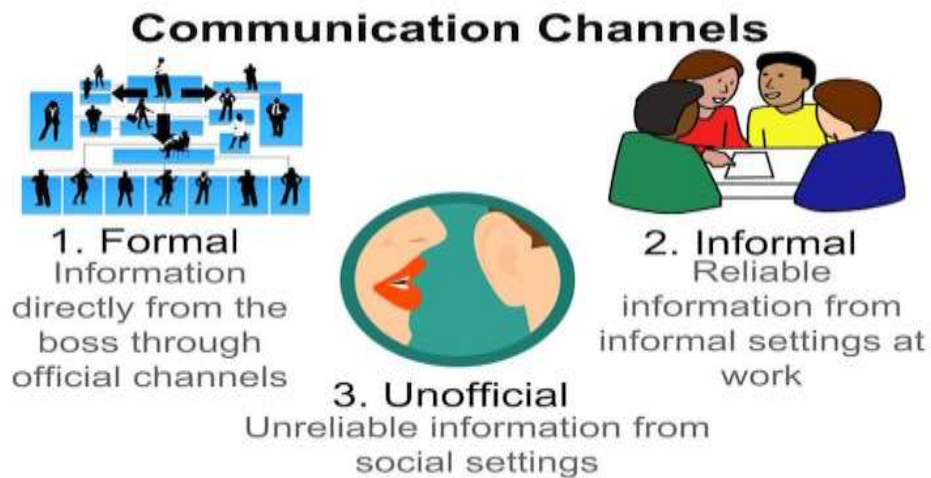
It is an official way of communicating. A formal communication channel transmits information such as the goals, policies and procedures of an organization. Messages in this type of communication channel follow a chain of command.

#### ii. Informal channels

It is also an official way of communicating, with somewhat relaxed norms. There may not be a need for a chain of command or hierarchy in this kind of communication. Some examples will include conversations on the work floor addressing queries of team members, lunch time conversations, many of the emails where formal command is not needed such as someone is seeking some quick information etc. Under the official environment, both formal and informal channels are used as needed.

### iii. Unofficial channels

The employees communicate outside work environment on topics not related to work. General social, sports, political and personal communication are unofficial channels. But a manager needs to be aware about the existence of such a channel and information flowing in them. Many times rumours and gossips also provide very important information which otherwise will not be available.



**Figure 16: communication Channel**



<b>Self-Check - 2</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

**Note: the satisfactory rating is as followed**

No	A	B
1.	Formal	A. Reliable information from informal setting at work
2.	Informal	B. Unreliable information from social setting
3.	Unofficial	C. Face to face
4.	communication channels	D. Information directly from the boss through official channels

Satisfactory	3 points
Unsatisfactory	Below 2 points



### Information Shee-3

### Providing coaching in effective communication

#### 3.1 Introduction

Coaching is a specific method of supporting, supervising or training others to help develop their skills. Think of a situation where you learnt a skill well in a work setting.

Workers may be called upon to provide coaching in effective communication to others, such as new staff members or volunteers. The coach and coachee agree on a coaching plan that will enable the coachee to achieve their goals.

#### 3.2 Qualities of a good coach

a good coach is someone who is:

- Coachable
- Respected
- Humble
- Patient

Effective coaches are those who are coachable themselves they are motivated by the goal of improving their practices, they are willing to be observed while working, and they will openly answer questions about their own performance. People who respond well to being coached usually have the insight, sensitivity and understanding needed to coach people themselves.

#### 3.3 Necessary coaching skills

In order to help birth attendants improve their skills, coaches should use the following skills:

- Building relationships based on trust
- Demonstrating genuine curiosity
- Using effective observation and communication skills. In order to help others improve their practices, coaches must convince them that their practices can be changed for the better.

#### 3.4 Coaching model

Coaching is done for personal growth and personal development

- Prepare, Coach and cochee plan and prepare what will be achieved and how they will achieve it.

- provide, Coach Guides and supports the coachee as they follow the coaching plan
- follow up, Together the coach and coachee monitor the success of coaching session and adapt the plan if necessary
- monitor, Progress is monitored at all stages in a variety of ways



**Figure 17: four step process for more effective coaching**

**Coaching:**

Successful coaching is a mutual conversation between manager and employee that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationships.”

<b>M</b>	MEET WITH TEAM MEMBER
<b>O</b>	OBSEVE TEAM MEMBER IN ACTION
<b>R</b>	REFLECT ON PERFORMANCE
<b>E</b>	ENCOURAGE CONTINUAL SKILL DEVELOPMENT



The coaching framework of nested levels with which we worked above identified doing, learning and being.



**Figure 18: Levels of coaching intervention.**



<b>Self-Check - 3</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1	Successful coaching is a mutual conversation between manager and employee that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationships.”
	True or false:
2	Coaching is a specific method of supporting, supervising or training others to help develop their skills.
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points

<b>Information Shee-4</b>	<b>How to maintain relationship with in the organization</b>
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#### 4.1 Definition of maintenance relation ship

Relationship maintenance (or relational maintenance) refers to a variety of behaviours exhibited by relational partners in an effort to maintain that relationship. Relational maintenance is defined by scholars in four different ways: to keep a relationship in existence to keep a relationship in repair. Relationship focus is about concern for feelings, caring for each other development of a structure appropriate to the emotional needs of members.

#### 4.2 Ten Tips to Maintain Good Relationship with Boss and Colleagues



**Figure 19: maintain relation ship**

Building two-way relationships in the organization are key for higher employee productivity and fostering an empowered and happy work environment.

- **Be proactive -up the trust quotient:**

Never wait for directions to come from your boss. The best way to manage the expectations of your boss is to proactively take up projects or even recommend business solutions on your own.



- **Expectations**

understanding and delivering better: Any successful working relationship requires people to put aside their ego to collaborate better. More so, when it comes to working with your manager it is sacrosanct to do so.

- **Dependability**

your ladder to growth: Being the go-to person in the team starts with you finishing your tasks well on time, with outcomes that match your boss' expectations.

- **Ownership**

it is your role To be successful in any workplace it is not enough if one is just being responsible for their role. A strong sense of ownership and belonging is required.

- **Execution – the golden key:**

A positive outlook, discipline to complete assigned tasks, willingness to learn and improve are few qualities that can take you a long way.

- **Mutual Respect**

Respect for the individual is a core value in many organizations. This should translate in the way you work. Work collectively; value every person's ideas, creativity and wisdom.

- **Mind the Mind**

Any given workday your mind would be abuzz dealing with a pile of emails, phone calls, meetings, presentation, and chasing deadlines.

- **Welcoming Diversity**

Any workplace comprises of people from diverse cultures with varying thought processes. To be successful in such an environment one has to welcome and accept this diversity, allowing others to express their opinions and share their ideas with ease.

- **Master Communication**

Communication is key in any profession. It is something we all do every day in one form or the other. Mastering this basic skill is essential to build healthy relationships.



<b>Self-Check - 4</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Master Communication is key in any profession and It is something we all do every day in one form or the other.
	True or false:
2	Any workplace comprises of people from diverse cultures with varying thought processes.
	True or false:
3	Any given workday your mind would be abuzz dealing with a pile of emails, phone calls, meetings, presentation, and chasing deadlines.
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



<b>Information sheet-5</b>	<b>Using negotiation and conflict resolution strategies</b>
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### 5.1 Introduction of conflict and Negotiation

A conflict or negotiation situation is one in which there is a conflict of interests or what one wants isn't necessarily what the other wants and where both sides prefer to search for solutions, rather than giving in or breaking-off contact. Conflict is a situation between at least two interdependent parties that is characterized by perceived differences and that the parties evaluate as negative. Few of us enjoy dealing with conflicts-either with bosses, peers, subordinates, friends, or strangers. This is particularly true when the conflict becomes hostile and when strong feelings become involved. Resolving conflict can be mentally exhausting and emotionally draining.

Potential Positive Outcomes of Conflict	Potential Negative Outcomes of Conflict
<ul style="list-style-type: none"><li>• can motivate us to try harder-to "win"</li><li>• can increase commitment, enhance group loyalty</li><li>• increased clarity about the problem</li><li>• can lead to innovative breakthroughs and new approaches</li><li>• conflict can clarify underlying problems, facilitate change</li><li>• can focus attention on basic issues and lead to solution</li><li>• increased energy level; making visible key values</li><li>• involvement in conflict can sharpen our approaches to bargaining, influencing, competing</li></ul>	<ul style="list-style-type: none"><li>• can lead to anger, avoidance, sniping, shouting, frustration, fear of failure, sense of personal inadequacy</li><li>• withholding of critical information</li><li>• lower productivity from wasteful conflict</li><li>• careers can be sidetracked; relationships ruined</li><li>• disrupted patterns of work</li><li>• consume huge amount of time-loss of productivity</li></ul>

### 5.2 Conflict Outcomes

Conflict always manifests itself in some specific outcomes. Three possible outcomes can emerge:

- i. Dominance or imposition, resulting in resentment and sometimes destructive consequences.
- ii. Withdrawal or avoidance, resulting in resentment and lowered self-image.
- iii. Compromise of resolution, resulting in at least some of the beneficial consequences being achieved. These outcomes are dependent on the approach or strategy used to



deal with the conflict. The choice among alternative strategies can spell the difference between resentment and mutual respect. These outcomes result from five basic approaches, or strategies, available to address the conflict situation:

- **Collaboration:** A win/win strategy based on problem solving where the interests of all parties can be met. This approach results in maintaining strong interpersonal or inter-group relationships while ensuring that all parties achieve their interests.
- **Compromise:** A mini-win/mini-lost strategy based on a solution that partially satisfies the interests of the parties involved. This approach results in the parties' attempting to win as much as possible while preserving the interpersonal or inter-group relationships as much as possible.
- **Accommodation:** A yield-lose/win strategy wherein one party yields to the other party (or parties) to protect and preserve the relationships involved.
- **Controlling:** A win/lost strategy based on imposing a particular preferred solution on the other party (or parties). This approach results in sacrificing the interpersonal or inter-group relationship to achieve a desired outcome, regardless of the consequences to the other party (or parties).
- **Avoiding:** A lose/lose strategy based on withdrawing and choosing to leave the conflict. This approach results in abandoning both the desired outcome and the relationships involved

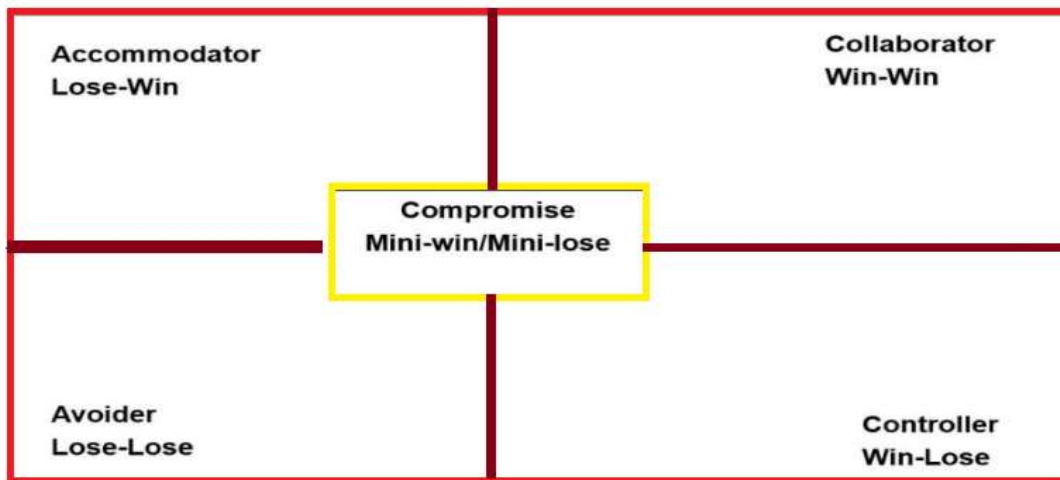


Figure 20: Two dimensional model of conflict

Examples of problem-solving conflicts in the workplace include:

Conflict Analysis.	Convening Meetings.
Brainstorming Solutions.	Creativity.
Collaborating.	Decision Making.
Verbal <b>Communication</b> .	Designating Sanctions.

### 5.3 Conflict Resolution Model

The conflict resolution working model (Figure 3) is a process comprised of four stages: awareness, self-preparation, conflict reduction, and negotiation.

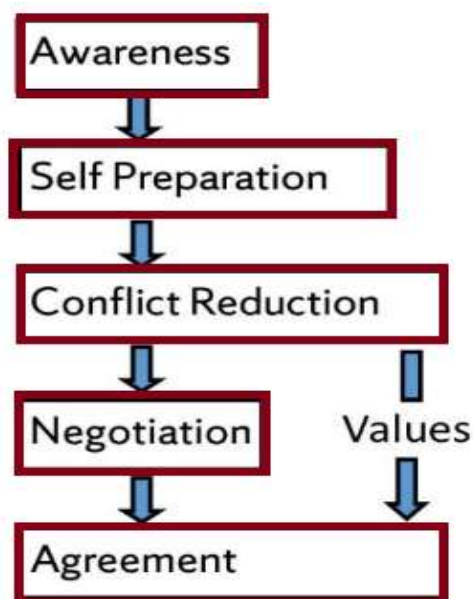


Figure 21: Resolution Model





<b>Self-Check - 5</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Examples of problem-solving conflicts in the workplace include Conflict Analysis.
	True or false:
2	From the Five Conflict Resolution one is Strategies Competing.
	True or false:
3	Negotiation is a method by which people settle differences
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



# Solar PV System Installation and Maintenance

Level-IV

## Learning Guide- 56

<b>Unit of competency</b>	<b>Utilize Specialized Communication Skills</b>
<b>Module title</b>	<b>Utilizing Specialized Communication Skills</b>
<b>LG code:</b>	<b>EIS PIM4 M14 LO3-LG-56</b>
<b>TTLM code:</b>	<b>EIS PIM4 TTLM 14 0519 v1</b>

### LO3: Represent the organization



This learning guide is developed to provide you the necessary information, knowledge, skills and attitude regarding the following content coverage and topics:-

- Researching and presenting when participating in internal or external for a, presentation relevant, appropriately in a manner to promote the organization.
- Making Presentation clear and sequential and delivered within a predetermined time.
- Utilizing appropriate media to enhance presentation.
- Respecting differences in views.
- Making written communication consistent with organizational standards.
- Responding inquiries in a manner consistent with organizational standard

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Researching and appropriate promotion of organization
- Making clear and sequential of presentation
- Delivering presentation in a predetermined time.
- Utilizing appropriate media
- Respecting differences in views
- Making written communication consistent of organizational standards.
- Responding inquiries

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks



### 1.1 Researching and appropriate promotion of organization

A promotion is the advancement of an employee's rank or position in an organizational hierarchy system. A promotion can involve advancement in terms of designation, salary and benefits, and in some organizations the type of job activities may change a great deal. The opposite of a promotion is a demotion. The term "promotion" means the process of communication between companies and customers in order to create positive attitudes about products and services that lead to their favor in the process of buying in the market.

Definition: Promotions refer to the entire set of activities, which communicate the product, brand or service to the user. The idea is to make people aware, attract and induce to buy the product, in preference over others. Sales promotion is a part of the overall promotion effort.

- **The four main tools of promotion are advertising, sales promotion, public relation and direct marketing.**
  - ✓ Advertising- is defined as any form of paid communication or promotion for product, service and idea
  - ✓ Sales Promotion
  - ✓ Public Relations
  - ✓ Direct Marketing
  
- **Who uses promotion?**
  - ✓ Business
  - ✓ Government
  
- Special interest groups, producers, Middlemen and other individuals. **Some of the most common examples of sales promotions are:**
  - ✓ Flash sales.
  - ✓ Buy one, get.
  - ✓ Coupons or discounts.
  - ✓ Giveaways or free samples.
  - ✓ Recurring sales.
  - ✓ Tripwires.
  - ✓ Limited time offer.



<b>Self-Check - 1</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1	A promotion is the advancement of an employee's rank or position in an organizational hierarchy system.
	True or false:
2	The term "promotion" means the process of communication between companies and customers in order to create positive attitudes about products and services
	True or false:
3	From the four main tools of promotion are advertising on example
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 2 points

Information sheet-2	<b>Making Presentation clear and sequential and delivered within a predetermined time</b>
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## 2.1 Planning an effective presentation

An effective presentation makes the best use of the relationship between the presenter and the audience. It takes full consideration of the audience's needs in order to capture their interest, develop their understanding, inspire their confidence and achieve the presenter's objectives.



**Figure 22: Effective presentation**

## 2.2 Seven stages in planning a presentation

### i. Preparation

Many factors affect the design of your presentation. A powerful presenter will acknowledge and address each of the following:

- objectives
- audience
- venue
- Remit

### Objectives

Why you are making your presentation? Bear in mind what you want to achieve and what you want your audience to take away with them.

- What do you want your audience to have understood?
- What action do you want your audience to take following your presentation?
- How can you best design your presentation to meet your objectives?

### **Audience**

Your audience will have a variety of different experiences, interests and levels of knowledge. A powerful presenter will need to acknowledge these and prepare for and respond to them accordingly. Ask yourself:

- How much will your audience already know about your topic?
- How can you link new material to things they might already understand?
- Will you need to win them over to a particular point of view?



**Figure 23: Use stories to engage the audience**

A good presentation opening could start with a story to highlight why your topic is significant. For example, if the topic is on the benefits of pets on physical and psychological health, you could present a story or a study about an individual whose quality of life significantly improved after being given a dog. The audience is more likely

### **Venue/place**

Where will you be making your presentation? What will the room be like? What atmosphere will the physical conditions create? A large lecture theatre might create a formal atmosphere. Similarly, a seminar room might create a less formal tone. Ask yourself:

- What kind of atmosphere do you wish to create?
- What audio-visual aids can you use?



## Remit

You may well have been given a remit for your presentation; you will need to stick to this. For example, you may have been asked to present a paper at a conference in a certain style or meet certain assessment criteria on your course. Ask yourself:

- How much time have you been allocated?
- Are you required to stick to a common format or style?

### ii. Choosing your main points

Once you have thought about the design of your presentation, you can define your main points. Try presenting no more than three main points in a ten minute presentation. Always allow time for an adequate introduction and conclusion. It is difficult for an audience to follow a more complex argument without significant help from the presenter. A powerful presentation delivers information in a logical, structured manner, building on the previous point and avoiding large jumps in sequence. Ask yourself:

- What are the main points you wish to make?
- Are these points structured in a logical, coherent way?

### iii. Choosing your supporting information

The supporting information helps your audience understand, believe in and agree with your main points. This evidence might take the form of factual data, points of detail or an explanation of process. It might be presented in imaginative ways using diagrams, pictures or video segments. Think about:

### iv. Establishing linking statements

The next stage is to develop the linear flow of your presentation. This can be achieved by using linking statements to show clearly how your main points fit together. Common linking statements include:

- “The next stage in our project was to ”;
- “Another important issue of consideration was ”;
- “By following this argument we can now see that ”



#### v. Developing an opening

The introduction to your presentation is crucial. It is your first point of contact with your audience; you can either capture or lose your audience's interest in a matter of seconds. Use your introduction to lay a clear foundation for the presentation to follow. Try using the following structure:

#### vi. Developing a conclusion

Your conclusion is another important stage in your presentation. You can use it to remind your audience of your main points, draw these points to a stimulating conclusion and leave your audience with a lasting impression of the quality of your presentation. The following structure provides a powerful conclusion:

#### vii. Reviewing your presentation

Once you have written your presentation make sure that you review its content. Ask yourself:

- Does the presentation meet your objectives?
- Is it logically structured?
- Have you targeted the material at the right level for your audience?
- Is the presentation too long or too short?



**Figure 24: Guide for Giving a Group Presentation**

#### Practice the presentation

- The structure works
- Everyone is sticking to their timing.
- To see if any edits are needed.



**Figure 25: Handling nerves before the presentation**

It is natural to feel nervous when presenting in front of others, regardless of the size of the audience.

### 2.3 General Presentation

• Plan carefully.	• Speak comfortably and clearly.
• Do your research.	• Check the spelling and grammar.
• Know your audience.	• Do not read the presentation. Practice presentation and speak from bullet points.
• Time your presentation.	• Give a brief overview at the start. Then present the information.

### 2.4 During the group presentation

- Introducing the team
- Pay attention to the presentation
- Body language and eye contact
- Vocal variety



<b>Self-Check - 2</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

No	A	B
	Objectives	best use of the relationship between the presenter and the audience
1.	Audience	Bear in mind what you want to achieve
2.	Venue	Different experiences, interests and levels of knowledge.
3.	Remit	Where will you be making your presentation
4.	Planning an effective presentation	How much time have you been allocated
5.	Developing a conclusion	Another important stage in your presentation

**Note: the satisfactory rating is as followed**

Satisfactory	>4 points
Unsatisfactory	Below 3 points



### 3.1 Representing your organization

When you participate in a forum or a network meeting, you are representing your organization, and you need to present yourself in a positive and professional manner.

- **Planning a presentation**

You may on occasion be called upon to make a presentation or prepare a report on behalf of your agency. This task is much easier with well-researched and well-organized material. When you are preparing information for presentation, consider:

- **What information is required?**

At times you may need to contribute to presentations or information sessions for groups of clients, colleagues, or agency networks. Plan your presentation as a set of easily managed, logical steps. Brainstorming will help establish all the factors that you will need to consider, for example:

- ✓ what you want to achieve
- ✓ the topics to be covered
- ✓ time available
- ✓ resource requirements
- ✓ audience profile – size, backgrounds, special interests, needs
- ✓ presentation methods, use of graphics or other media
- ✓ timing and sequencing
- ✓ physical environment
- ✓ Possible constraints.

Developing a plan will help make your report or presentation run smoothly. You may find that following a planning format like the one below will help you organise your ideas.

### 3.2 Sample plan for presenting information

Topic:		Team building	
Location:		Training room	
Date/time:		Monday 27th, 9.00 – 11 am	
Number of participants:		15	
Participants:		Workshop staff	
Outcome	Key points	Methods	Resources
Identify five features of an effective work team	<ul style="list-style-type: none"> <li>✓ Introduction</li> <li>✓ Session overview</li> <li>✓ Definition of a team</li> <li>✓ Key characteristics of an effective team:</li> <li>✓ leadership</li> <li>✓ goals</li> <li>✓ decision-making</li> <li>✓ communication</li> <li>✓ relationships</li> <li>✓ Summary and review</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbal presentation with key points on PowerPoint</li> <li>✓ Activity</li> <li>✓ Discussion</li> <li>✓ Assessment case study</li> </ul>	<ul style="list-style-type: none"> <li>✓ Laptop and overhead projector</li> <li>✓ Session handouts</li> <li>✓ Butcher's paper and markers</li> <li>✓ Assessment sheet</li> <li>✓ Evaluation sheet</li> </ul>

Your plan could include some features not identified above, such as timing, references, and notes on presentation. Once you have gathered this information, and have a clear understanding of the session that is to be developed, you can begin planning.

#### Meeting the needs of specific audiences

It is important that you consider all criteria for the outcomes to be met. Each presentation is unique in some way; by considering all possible aspects, you can help ensure that you have represented your agency as a professional organisation.

**Self-Check - 3****Written Test****Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1	Meeting the needs of specific audiences it is important that you consider all criteria for the outcomes
	True or false:
2	Brainstorming will help establish all the factors that you will need to consider, for example what you want to achieve
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points

#### 4.1 Introduction

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.

#### How Do We Show Respect for Others?

• Listen.	• Be Kind.
• Affirm	• Be Polite.
• Serve.	• Be Thankful.

#### Why is it important to accept others differences?

That means having a right to their own feelings, thoughts and opinions. When you accept people for who they are, you let go of your desire to change them. You let them feel the way they want to feel, you let them be different and think differently from you. Everyone is different in one way or another.

#### 4.2 Five Ways to Respect Others

##### i. Begin with an open mind.

Be willing to hear opposing opinions even outrageous ones and learn about the worldview of people you don't agree with. A sure way to shut down a conversation before it ever gets started is to express judgment or condescension. But if you are willing to listen, to genuinely hear the other person, conversations take place. Relationships grow.





**ii. Look for common ground.**

Every human being is valuable, regardless of their opinions or worldview. Learn to view everyone you encounter through the lens of love, and then look for ways the two of you can connect on a deeper level. Perhaps the only thing you have in common is that you both have the same number of children, or a love for art, or you like a certain sport or food. Focus there, and before you know it, you'll find common ground in other areas, too.

**iii. Listen closely.**

With the rise of social media, listening has almost become a lost art. It's easy to read a post on Twitter, Face book, or Instagram, type a response in ALL CAPS and then run away from the discussion.

**iv. Keep your emotions in check.**

Have you ever had a discussion with someone where all they do is talk or yell over you? What did that accomplish, other than provoking anger or irritation? Passions run high when it comes to differing beliefs and opinions, but remember every individual has worth, dignity, and a right to an opinion, even if you don't agree. Don't take it personally. Instead, stay calm. If the conversation is getting too heated.

**v. Seek understanding.**

Instead of questioning the validity of the other person's opinions or beliefs, ask questions and be curious. Genuinely try to understand their position. Even if you never fully agree, at least you will learn something new and make them feel respected. And relationship is built in understanding each other. Agreement doesn't make a relationship. But respecting the other, understanding who they are that builds connection and trust.





<b>Self-Check - 4</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

No	A	B
1.	Five Ways to Respect Others	A. How Do We Show Respect for Others
2.	Be Kind.	B. Begin with an open mind
3.	Look for common ground	C. With the rise of social media
4.	Listen closely.	D. Every human being is valuable
5.	Seek understanding	E. ask questions and be curious

**Note: the satisfactory rating is as followed**

Satisfactory	>3 points
Unsatisfactory	Below 2 points



<b>Information Sheet-5</b>	<b>Making written communication consistent with organizational standards.</b>
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## 5.1 Introduction

Effective communication may contribute to organizational success in many ways. It: Builds employee morale, satisfaction and engagement. Helps employees understand terms and conditions of their employment and drives their commitment and loyalty.

## 5.2 Types of organizational communication:

- Formal and informal communication.
- Directional communication.
- Internal and external communication.
- Oral and written communication.

## 5.3 Organizational Communication

**Organizational communication'** as the sending and receiving of messages among interrelated individuals within a particular environment or setting to achieve individual and common goals. Organizational communication is highly contextual and culturally dependent. Individuals in organizations transmit messages through face-to face, written, and mediated channels. we can divide organizational communication into 4 main types:

### • Formal communication

Being formal, clear and specific is a great way to ensure a proper flow of information in the workplace. With formal communication, everyone is informed about and aligned with the business goals.

### • Informal communication

As you might have guessed, this type of communication is the opposite of formal communication. It is also known as "grapevine communication".

### • Horizontal communication

This type of organizational communication occur amongst teams, groups or individuals who are at the same hierarchical level. Horizontal communication plays an important role in breaking down silos and improving cross-departmental collaboration in the workplace. It

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plays a critical role in aligning tech, marketing and sales teams and making sure that everyone is on the same page.

- **Vertical communication**

The most common form of communication within structured organizations follows an up-and-down vertical pattern. It includes communication between business leaders, team leaders and employees.

#### **5.4 Fifteen Goals of Effective Organizational Communication**

- Creating a positive employee experience, increasing employee morale, satisfaction and engagement.
- Helping employees understand terms and conditions of their employment and driving their commitment and loyalty.
- Encouraging employees' share of voice which significantly improves employees' satisfaction with their employer.
- Helping to decrease the chances for misunderstandings and spread of misinformation in the workplace.
- Improving cross-departmental communication and collaboration among employees.
- Helping employees align with the company's mission, vision and core values.
- Driving a higher employee's engagement by keeping employees informed at all times.
- Making it easy for employees to find important and relevant information whenever they need it.
- Streamlining the flow of information within the organization.
- Improving employee productivity by eliminating waste of time spent on information search and communication on irrelevant topics.
- Improving processes and procedures and ultimately creating greater efficiencies and cost reductions.
- Building better relationships between employees and their managers.
- Improving trust in the workplace.
- Making communication more fun.
- Improving communication with non-wired, remote and diskless employees.



<b>Self-Check - 5</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1.	From the fifteen Goals of Effective Organizational Communication one is Making communication more sad
	True or false:
2.	The most common form of communication within structured organizations follows an up-and-down vertical pattern
	True or false:
3.	Horizontal communication plays an important role in breaking down silos and improving cross-departmental collaboration in the workplace.
	True or false:
4.	Being in- formal, clear and specific is a great way to ensure a proper flow of information in the workplace
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	3 points
Unsatisfactory	Below 2 points



<b>Information sheet-6</b>	<b>Responding inquiries in a manner consistent with organizational standard</b>
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## 6.1 Writing for organizational purposes

When you write to someone inside your own organization, you must consider the organization as your audience. In many cases, documents will be kept on file. Your organization may have a corporate style guide or style manual that provides instructions on how documents are to be written, to whom they should be addressed and in what format they should be written. The tone of your writing will depend on your intended audience:

- When you are writing to a senior person in your organization or to a person outside your organization, your tone will be more formal.
- When you are writing to a colleague whom you know well, your tone may be less formal.
- Your organization may also have specific guidelines for writing to a client.

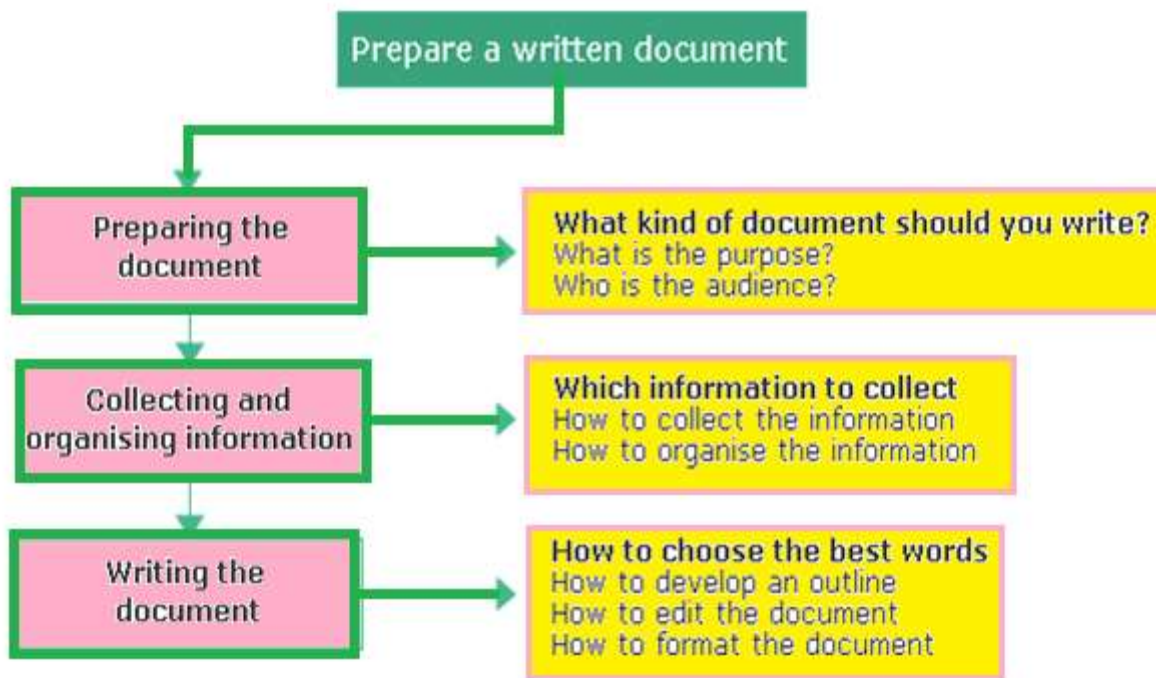
For support workers, confidentiality and clients' right to privacy is a primary consideration in what information is written down, how it is communicated, where it is filed, and who is allowed access to read it.

## 6.2 Writing to organizational standards

Documents are part of the regular role of community care workers. Your day-to-day communications may include:

- case management reports
- written referrals
- case notes
- emails
- letters to clients
- letters to external service providers
- Emails to co-workers.

General principles for effective writing in different situations apply to any organizational writing. The following chart may be a good starting point for writing effectively:



**Figure 26: Procedure of written document**

**Tips for better written communication include:**

- **Language.** Use plain language and short sentences and paragraphs. Avoid jargon – terms used by people within a particular organization or profession.
- **Tone.** Consider the tone of the communication. Is the tone too formal or informal, does it convey an appropriate attitude?
- **Editing.** Have another person edit your work if appropriate (remember confidentiality, etc.)
- **Graphics.** Consider whether the use of graphics would be a better way to convey some information.



<b>Self-Check - 6</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

No	A	B
1.	Language	How to choose the best words
2.	Tone.	Better way to convey some information.
3.	Editing	remember confidentiality
4.	Graphics	too formal or informal
5.	Writing the Document	Avoid jargon

**Note: the satisfactory rating is as followed**

Satisfactory	3 points
Unsatisfactory	Below 2.5 points



# Solar PV System Installation and Maintenance

Level-IV

## Learning Guide-57

<b>Unit of competency</b>	<b>Utilize Specialized Communication Skills</b>
<b>Module title</b>	<b>Utilizing Specialized Communication Skills</b>
<b>LG code:</b>	<b>EIS PIM4 M14 LO4-LG-57</b>
<b>TTLM code:</b>	<b>EIS PIM4 TTLM 14 0920 v1</b>

### LO4: Facilitate group discussion





<b>Instruction Sheet</b>	<b>Learning Guide: - 57</b>
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This learning guide is developed to provide you the necessary information, knowledge, skills and attitude regarding the following content coverage and topics:-

- Defining and implementing Mechanisms which enhance effective group interaction.
- Using Strategies which encourage all group members to participate routinely.
- Following Objectives and agenda routinely set and for meetings and discussions.
- Providing relevant information to group to facilitate outcomes.
- Undertaking Evaluation of group communication strategies to promote participation of all parties.
- Identifying Specific communication needs of individuals and addressee

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Defining and implementing mechanisms which enhance effective group interaction
- Using group encouraging strategies
- Setting and following objectives and agenda
- Providing relevant information
- undertaking evaluation of group communication strategies
- Identifying and addressing specific communication needs of individuals

### **Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks

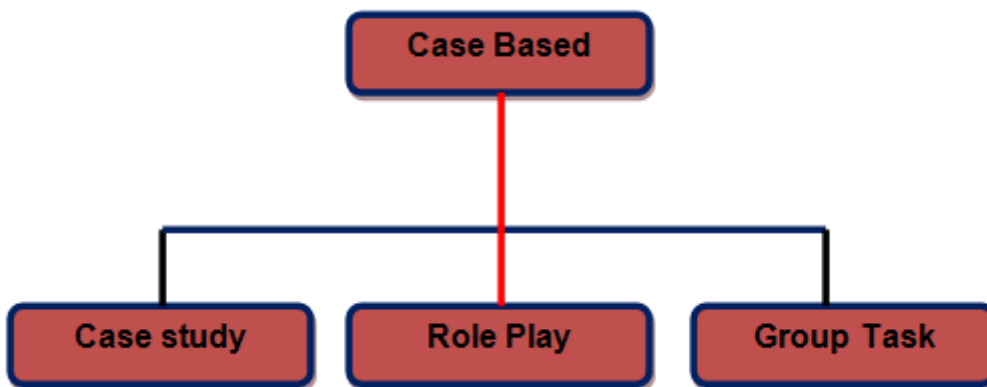
<b>Information sheet-1</b>	<b>Defining and implementing Mechanisms which enhance effective group interaction.</b>
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### 1.1 Introduction

Effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment. In order to do so, it is important to consider the features of effective discussions, and conditions that promote small group interaction and engagement. Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others.

### 1.2 Types of Group Discussions

- Large group discussions
  - ✓ Participants from the large group are engaged in a discussion
  - ✓ Sometimes they sit in a circle for the discussion
  
- Small group discussions
  - ✓ Participants from the large group are divided into small groups, where the discussions are conducted
  - ✓ Sometimes the small groups report their ideas back to the large group



**Figure 27: Types of group discussion**

#### Step 1 - Prepare for the Group Discussion

- Review the discussion to understand it
- Determine what participants will discuss



- Determine how participants will work (large or small group)
- Estimate realistic time frames for the following
  - ✓ 5 minutes - Introduce group discussion
  - ✓ 15 minutes - Conduct group discussion (estimate how much time for each question/topic)
  - ✓ 5 minutes - Record the information
  - ✓ 5 minutes for each small group - Report the information back to the large group
  - ✓ 5 minutes - Summarize key points
- Collect all of the materials, equipment, and supplies and have them readily available before the discussion begins (i.e., flip charts, markers)
- Set up the room ahead of time (if possible)
- Practice giving the instructions and leading the discussion
- Determine roles needed (i.e., facilitator, recorder, reporter)

## **Step 2 - Introduce the Group Discussion**

- Provide very clear instructions.
- Provide instructions verbally and in writing
- State the following:
  - ✓ Purpose of the discussion - why is important
  - ✓ How participants will work (i.e., divided into groups)
  - ✓ What roles need to be designated (i.e., facilitator, recorder, reporter)
  - ✓ Questions/topics to be discussed
  - ✓ Tasks to be accomplished
  - ✓ Time allowed for the discussion (state both number of minutes and clock time)
  - ✓ How the discussion will be reviewed
- Provide materials
- Designate roles (varies depending on discussion)
- Discussion facilitator
  - ✓ Leads the discussion
  - ✓ Keeps the group on task



- Recorder
  - ✓ Records the comments on flip chart (if necessary)
  - ✓ This can be performed by the facilitator, another trainer, or a participant
- Reporter
  - ✓ Reports back to the large group

Establish ground rules of the group discussion:

- Only one person talks at a time
- Only one conversation at a time (no side conversations)
- All participants should contribute

### Step 3 - Conduct the Group Discussion

#### Facilitate the discussion

- Facilitator should talk about 20% of the time and participants 80%
- Use questions (close-ended, open-ended, and probing) to help guide the discussion
- If participants do not respond, use silence, give hints or examples, use encouraging comments
- Provide positive feedback when participants contribute
- For questions from group members ask others to share their ideas before you answer
- Provide positive feedback when participants contribute
- For questions from group members ask others to share their ideas before you answer

#### Control the group discussion

- Keep discussion focused on the purpose
- Manage time so that each topic is covered
- Use the “parking lot” for things that are taking too much time or are getting the discussion off track

#### Manage group dynamics

- Ensure one person talks at a time and there is only one conversation at a time (no side conversations)
- Encourage all participants to contribute



- Promote mutual respect. Either brings consensus or state that everyone has a right to their view point, even if others don't agree.
- If participants start to argue, maintain control of the training and do not take sides

#### **Step 4 - Summarize the Group Discussion**

- State the purpose of the discussion
- Review key points
- Come to a conclusion about disagreements
- Clarify questions and concerns
- Identify common themes that were apparent in the group's presentations
- Ask participants what they learned from the experience
- Ask participants how they might use what they learned



<b>Self-Check - 1</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	From Summarize the Group Discussion one examples are State the purpose of discussion
	True or false
2.	Effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment
	True or false
3.	Facilitator should talk about 80% of the time and participants 20%
	True or false

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 1.5 points

<b>Information Shee-2</b>	<b>Using Strategies which encourage all group members to participate routinely.</b>
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### 2.1 Encouraging participants

Encouraging participation can be accomplished by:

- Writing participants' comments on the white board.
- Asking follow-up questions, and paraphrasing the comments for everyone to ponder. A combination of initiating and probing questions can be an effective approach to bring out participants' ideas further.
- Asking the contributor for further clarification and/or elaboration.
- Encouraging others to add their reactions or ideas to build on someone's comment.
- Not being afraid to admit your own ignorance or confusion if you don't know something.

### 2.2 The participant who talks too much:

A way to approach the dominant participant and pull in non-participants is to redirect the discussion to another person or another topic. Alternatively, you may wish to reframe their comments, making them viable additions to the discussion. Facilitators might also ask one or more members of the group to act as observers for a few sessions, reporting back their observations to the group. Perhaps assigning the avid talker to the observer role would help the person develop sensitivity. Another approach is to break down the group into still smaller task groups.

### 2.3 Ten Group Cohesion Strategies





**i. Hire with Diversity in Mind**

Diversity in the workplace is essential for success. It fosters creative innovation and gives your team more skill, more talent, and more experience. That translates to higher productivity, increased motivation, and improved employee performance.

**ii. Set Goals**

When everyone is working toward the same objective, jobs get done much quicker and with better results. That’s why it’s vital to establish both individual and team goals right from the start. Without them, conflict and competition will develop and ruin the group cohesion you’ve worked so hard to create.

**iii. Allow Everyone to Play an Active Role**

The power of diversity and these group cohesion strategies is only successful when you allow everyone on your team to play an active role. Your team needs a mix of many skills, and each individual brings different strengths to the table.

**iv. Build Trust**

Building trust between you and your employees and between every member of the team is one of the most important group cohesion strategies on this list. Without it, everything else you do will be less successful(or not successful at all).

**v. Delegate Authority**

As a manager, you are the guiding force for your team. Does that mean you need to do everything for them? Absolutely not. It’s your job to communicate the necessary objectives, then get out of the way and let them do their jobs.

**vi. Resolve Conflict Right Away**

You can increase group cohesion by resolving conflicts and arguments between team members right away. Some constructive conflict (friendly disagreement) can build the team up, but if that conflict escalates to real discord, it can tear the team down until no cohesion is left.



**vii. Celebrate Success**



**viii. Communicate**

You can't build trust, resolve conflict, or do anything on this list without good communication. It really is the bedrock on which all successful teams are built.

**ix. Set Aside Time for Fun**

All work and no play actually make your team less cohesive. That's why it's key to the success of your team that you set aside time for fun once in a while.

**x. Make Feedback Mandatory**



**2.4 Five ways to encourage effectively**

- **Establish a Vision of Effective Teamwork**

Bringing a team together starts with a solid understanding of what you're trying to accomplish and what it's going to take to get there. A clear vision of the organization's bigger goals is essential for building effective teams and teamwork. Every individual needs



to know how he or she is contributing to moving toward those objectives with each day's task.

- **Take Team-building into Account during Hiring**

If an organization takes collaboration between employees seriously, that should show through in the hiring process. Every business tries to recruit people with experience and education in the field. However, when making decisions about new employees, management can also take into account whether they will make valuable additions to the group.

- **Clarify Roles and Responsibilities**

One of the greatest barriers to effective teamwork is confusion about where each member's duties begin and end. Each person needs to understand what's expected of him or her, including specific tasks, deadlines, and time commitments. Each worker should feel in charge of a piece of the project and know why it matters in the big picture.

- **Promote Communication and Collaboration**

Once the team members all know what's expected of them individually, they still have to work together and share ideas to complete the project. There are a number of ways leaders can get their people to start talking to each other and cooperating more productively:

- **Hold Everyone Accountable**

Open and honest communication is also important when leaders are providing feedback on the efforts of team members. The majority should be constructive, but management must also be ready to address areas where the team is falling short. This should not be about criticizing people on a personal level. Instead, everyone has to watch out for each other, spotting where things could be done better or more efficiently.



<b>Self-Check - 2</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	Open and honest communication is also important when leaders are providing feedback on the efforts of team members.
	True or false
2.	Once the team members all know what's expected of them individually, they still have to work together and share ideas to complete the project
	True or false
3.	One of the greatest barriers to effective teamwork is confusion about where each member's duties begin and end.
	True or false

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 1.5 points



<b>Information sheet -3</b>	<b>Following Objectives and agenda routinely set and for meetings and discussions.</b>
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### 3.1 Introduction

The agenda should be distributed in advance of a meeting, minimally 24 hours in advance so that participants have the opportunity to prepare for the meeting. Preferably, if possible, the agenda should be available several days before the meeting. An agenda is a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be acted upon. It may, but is not required to, include specific times for one or more activities.

The Purpose of the meeting is the reason the meeting is being held. The reason must be acceptable to both the organizing body and the potential attendees. Meeting objectives, those objectives that affect the planning process, not the content of the meeting and its various sessions, are important to consider. An effective meeting brings a thoughtfully selected group of people together for a specific purpose, provides a forum for open discussion, and delivers a tangible result: a decision, a plan, a list of great ideas to pursue, a shared understanding of the work ahead.

What are the purposes of meetings?

- Sharing Information.
- Making Decisions.
- Creating Solutions.
- Building Relationships.
- Sharing Inspiration.
- Negotiating.
- Educating Others.

### 3.2 How to Write a Meeting Agenda: 5 Items You Should Always Include

- Last, but not least, double-check meeting details, such as time, place, and conference logistics.
- Leave a section for action items and off-topic discussions at the end of your meeting agenda.
- Identify the list of required attendees.
- Outline a list of meeting agenda topics for discussion.
- Define the meeting goal.



### 3.3 The six general types of meetings:

- Status Update
- Information Sharing
- Decision Making
- Problem Solving
- Innovation
- Team Building



<b>Self-Check - 3</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	One of the purposes of meetings is Sharing Information Making Decisions.
	True or false
2.	From the six general types of meetings one of the example Status Update and Information Sharing
	True or false
3.	The agenda should be distributed in advance of a meeting, minimally 6 hours in advance so that participants have the opportunity to prepare for the meeting.
	True or false

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 1.5 points



Information sheet-4	Providing relevant information to group to facilitate outcomes.
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#### 4.1 Introduction

Why is Facilitation Important? Facilitation is important because meetings of large groups of people can be very hard to organize as well as to control when they are in progress. Having a skilled facilitator run or lead a meeting should also help focus the energy and thoughts of the various members on the task at hand.

A facilitator is a person who helps a group of people to work together better, understand their common objectives, and plan how to achieve these objectives, during meetings or discussions. In doing so, the facilitator remains "neutral", meaning he/she does not take a particular position in the discussion.

An effective **facilitator** leads so that participants know the **group** is in charge, that their business is being conducted and in a way that enables each person to play a role. Interrupt a speaker if they are off topic, not being concise or are repeating another person. **Make** suggestions to assist the meeting process.

These are a few skills that every facilitator should have to create an environment that's optimal for critical thinking and cooperation.

Advanced preparation.	Timekeeping.
Clear communication.	Giving everyone on the team a voice.
Active listening.	Creating focus.
Asking questions.	Building a toolkit.

#### 4.2 What are facilitation skills?

Community organizations are geared towards action. There are urgent problems and issues we need to tackle and solve in our communities. That's why we came together in the first place, isn't it? But for groups to be really successful, we need to spend some time focusing on the skills our members and leaders use to make all of this action happen, both within and outside our organizations. One of the most important sets of skills for leaders and



members are facilitation skills. These are the "process" skills we use to guide and direct key parts of our organizing work with groups of people such as meetings, planning sessions, and training of our members and leaders. Whether it's a meeting (big or small) or a training session, someone has to shape and guide the process of working together so that you meet your goals and accomplish what you've set out to do. While a group of people might set the agenda and figure out the goals, one person needs to concentrate on how you are going to move through your agenda and meet those goals effectively. This is the person we call the "facilitator."

### **4.3 How do you plan a good facilitation process?**

A good facilitator is concerned with both the outcome of the meeting or planning session, with how the people in the meeting participate and interact, and also with the process. While achieving the goals and outcomes that everyone wants is of course important, a facilitator also wants to make sure that the process is sound, that everyone is engaged, and that the experience is the best it can be for the participants. In planning a good meeting process, a facilitator focuses on:

- Climate and Environment
- Logistics and Room Arrangements
- Ground Rules

A good facilitator will make plans in each of these areas in advance. Let's look at some of the specifics.

### **Qualities of Effective Facilitators**

- Recognize each individual and his / her right to be heard.
- Believe in everyone's ability to grow and change.
- Value and acknowledge each person's strengths.
- Encourage the full expression of ideas.
- Honor everyone's right to make choices.
- Value each person's right to their own perspective.





<b>Self-Check - 4</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	Encourage the full expression of ideas ones qualities of Effective Facilitators True or false
2.	A good facilitator will make plans in each of these only areas in advance True or false
3.	In planning a good meeting process, a facilitator focuses on, Climate and Environment, Logistics and Room Arrangements and ground Rules True or false

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 1.5 points



Information sheet-5	<b>Undertaking Evaluation of group communication strategies to promote participation of all parties</b>
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## 5.1 Introduction

Evaluating the communications plan provides the opportunity to adjust the communications goals and campaign strategy in the following ways: Formally or informally, ask audience members, stakeholders, and funders or potential funders for their reactions and suggestions for improvement. Evaluation is an important communication function at all levels of the Organization. Communication evaluation can be defined as judging WHO messages, products, and engagements based on their effectiveness at reaching specified goals and principles. In this section, evaluation and assessment are used synonymously. Home/

### Potential Evaluation Methods:

- Test. Pre and Post Test. Test against Control Groups.
- Participation. Attendance. Completion. Certificates
- Data Collection. Surveys. Questionnaires. Interviews
- Financial Reports. Cost to budget. Cost per unit of service
- Performance. Grades. Graduation
- Subjective (Qualitative) Journals. Testimonials.

**Communication evaluation** can be defined as judging WHO messages, products, and engagements based on their effectiveness at reaching specified goals and principles. In this section, **evaluation** and assessment are used synonymously. The **four basic types of evaluation**:

- clinical reviews
- clinical trials
- program reviews
- program trials

### Strategies for effective verbal communication

- Focus on the issue, not the person
- Be genuine rather than manipulative
- Empathize rather than remain detached
- Be flexible towards others



- Value yourself and your own experiences
- Use affirming responses

### **The Five Main Components of a Strategic Brand Communications Plan**

- Identify the Audience: To WHOM do we need to communicate?
- Determine Goals and Objectives: WHY communicate?
- Develop Key Messages: WHAT do we need to communicate?
- Develop Tactical Plan: HOW will we communicate, to whom and when?
- Identify Measures of Evaluation: HOW will we know if we are successful?

**Self-Check - 5****Written Test****Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	From the Five Main Components of a Strategic Brand Communications Plan one is Identify the Audience
	True or false
2.	Strategies for effective verbal communication focus on the issue, also for the person
	True or false
3.	Communication evaluation can be defined as judging WHO messages, products, and engagements based on their effectiveness at reaching specified goals and principles.
	True or false

**Note: the satisfactory rating is as followed**

Satisfactory	>2 points
Unsatisfactory	Below 1.5 points



<b>Information sheet-6</b>	<b>Identifying Specific communication needs of individuals and addressee</b>
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## 6.1 Introduction

Individuals who have specific communication needs have the same desires and wants as other individuals to express themselves and communicate. It is for you to find out how they do so, so that you can understand what they are communicating and ensure that you can also make yourself understood. Communication is very important for an individual's life as it helps them to understand and to be understood. It helps them to express their needs and preferences. An individual's health and wellbeing can deteriorate due to unawareness of many personal issues if we fail to meet individual's communication needs.

Communication is very important for an individual's life as it helps them to understand and to be understood. It helps them to express their needs and preferences. An individual's health and wellbeing can deteriorate due to unawareness of many personal issues if we fail to meet individual's communication needs. Vision and hearing loss It is common for older patients to have vision and hearing impairments. These can be challenging during an inpatient stay and can limit a person's confidence to participate in their care and ability to follow instructions, and may contribute to social withdrawal. To reduce the risk of this happening:

- Encourage the older person to wear their prescribed glasses in hospital.
- Encourage the older person to wear their prescribed hearing aids in hospital. Check the hearing aids are on and the batteries are working if the older person is still having trouble hearing.
- Ensure your patients' glasses and hearing aids are within their reach if they choose to remove them.
- Consider encouraging the older person to have their vision or hearing assessed if communication is difficult.

Effective communication is central to all work in the health and social care sectors. Professionals within the sectors require good communication and interpersonal skills to perform their roles effectively, work cooperatively with colleagues and to build supportive relationships with people using services. It is, therefore, important for all those embarking on a career in the health or social care sectors to gain knowledge, understanding and the skills associated with communication, so that they are able to develop effective interpersonal skills.

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**Self-Check - 6****Written Test****Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1.	Individuals who have specific communication needs have the same desires and wants as other individuals to express themselves and communicate.
	True or false
2.	good communication and interpersonal skills to perform their roles effectively, work cooperatively with colleagues and to build supportive relationships with people using services
	True or false

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below points



# Solar PV System Installation and Maintenance

Level -IV

## Learning Guide- 58

<b>Unit of competency</b>	<b>Utilize Specialized Communication Skills</b>
<b>Module title</b>	<b>Utilizing Specialized Communication Skills</b>
<b>LG code:</b>	<b>EIS PIM4 M14 LO5-LG-58</b>
<b>TTLM code:</b>	<b>EIS PIM4 TTLM 0920 v1</b>

### LO5: Conduct interview



This learning guide is developed to provide you the necessary information, knowledge, skills and attitude regarding the following content coverage and topics:-

- Employing a range of appropriate communication strategies in interview situations.
- Conducting different types of interview in accordance with the organizational procedures.
- Making and maintain records of interviews with organizational procedures.
- Requiring effective questioning, listening and non to ensure that message communicated

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to:-**

- Appropriate communication strategies with interview situations
- Conducting different types of interview
- Making and maintaining records of interviews
- Techniques of questioning, listening and nonverbal communication

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information Sheets
4. Accomplish the Self-checks





<b>Information Sheet-1</b>	<b>Appropriate communication strategies with interview situations</b>
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### **1.1. Introduction**

Interviewing in the contemporary business setting invariably takes place in an atmosphere filled with a sense of urgency. The time allocated to the interview is necessarily limited. Consequently, a nondirective approach finds little application; it is necessary to use the guided interview in the vast majority of situations. This inherent time constraint sometimes brings about dysfunctional consequences.

The interviewer is so preoccupied with budgeting his time that the content and the purpose of the interview are vitiated. Hence, we must define what we mean by an effective interview. For the purposes of this article, an effective interview is one that optimizes the perceived communication objectives of the individuals involved, with time as the principal constraint. We shall focus on research findings concerning:

- The proper kind of preparation for the interview.
- Value of such procedures as having an outline of points to be covered and taking notes.
- Use (and misuse) of questions and questioning techniques.
- The kind and amount of control that the interviewer should exercise over the discussion.
- Analysis and evaluation of information obtained.

### **1.2. Interview Strategies for Successful Hiring**

- Prep Questions in Advance. Create a list of interview questions before the candidate arrives
- Choose the Right Interviewer(s)
- Listen More Than You Talk
- Avoid the Tried and True
- Elicit Practical Information
- Talk About Your Company Brand and Culture
- Watch the Clock and Don't Forgo the Second Interview



### 1.3. Communication Tips for Job Interviews

- Start with some appropriate small talk
- Address the interviewer by name
- Match your communication style to the interviewer
- Don't talk too much
- Avoid interrupting the interviewer
- Avoid jargon and acronyms

### 1.4. Types of interviews-Depending on the Nature of the Job

There are **three types of interviews**:

Depending on the nature of the job, various kinds of interviews are taken by the organization.

- Traditional Face-to-Face Interview
- Panel/Committee Interview
- Behavioural Interview
- Case Interview
- Telephone Interview
- Job Interview
- Lunch/Dinner Interview
- Video Interview



<b>Self-Check - 1</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
<b>1</b>	There are three types of interviews those are unstructured ,semi structured, Structured
	True or false:
<b>2</b>	Interviewing in the contemporary business setting invariably takes place in an atmosphere filled with a sense of urgency
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points

### 2.1. Introduction

You need to be alert to the many factors that can disrupt an interview, hinder disclosure of information, or even impact on the client in such a way that they will not participate at any point in the future.

### 2.2. Be open-minded

Sometimes predetermined expectation of the information that you will be receiving can hinder the collecting of information. To minimize this effect:



**Figure 28: open minded interview**

- **Minimize outside distraction**

Banging doors, telephones ringing, other people's conversations being heard and big windows opening out onto busy areas are examples of things that can cause unwanted distractions for both you and your client.

- **Avoid stereotyping**

A stereotype is a false but commonly held belief about a group of people. Having a stereotypical image of a client or client group can affect the way you interact with them in an interview. Examples of stereotypical thinking could include:

- **Maintain focus**

Take care that the interview remains on track to obtain the necessary information. Factors that make it difficult to maintain focus include:

### 2.3. Resource: How to conduct a successful interview

- A six-step guide to the interviewing process:

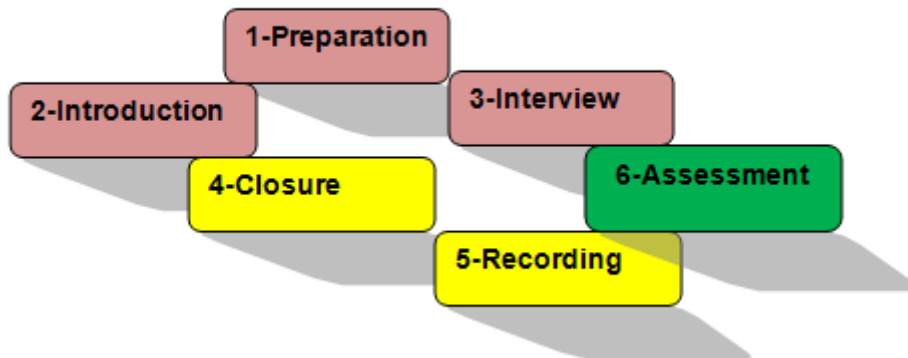


Figure 29: Interview process

#### Step 1: Preparation

Your preparation for an interview will vary according to the type of meeting you are having. Preparing for the interview gives you the opportunity to think very clearly about the purpose of the interview. This allows you to establish a positive environment.

#### Step 2 - Introduction

It is your responsibility as an interviewer to set the scene for the interview. Make the clients comfortable.



Figure 30: Introductory Part



### **Step 3 - The body of the interview**

The body of the interview is where you get down to business. It is the time that you collect the information you require and explore the substance of that information. To access this information, you will need to use the following techniques:

- **Open and closed questions**

Closed questions are those that can only be answered with a 'yes' or 'no'. Open questions are questions that cannot be adequately answered by a yes or no, and usually start with the words 'how', 'what', 'which', 'who' or where

- **Active listening**

This involves hearing what the person says and checking that you have heard the message the way they want you to hear it. This means asking questions about what the client has told you, to clarify your understanding of what the client has said.

- **Reflecting**

This is similar to active listening, except that you reflect what they say to you as a statement rather than questions.

- **Maintaining rapport**

This involves allowing the client to talk when they need to, asking them if they are still happy about the interview and monitoring their capacity to contribute. For example, are they tired, has the meeting gone too long, are they getting restless?

- **Feedback**

This means using information from other sources and checking the facts given in your interview with those from other meetings. Following are some suggestions to ensure that the interview is effective:

- ✓ Use simple words.
- ✓ Use short sentences.
- ✓ Use names rather than pronouns.



#### **Step 4 – Closure/End**

The most important aspect of the closure of the interview is encouraging the clients to have confidence that you will be acting in their best interests, with empathy for their position. Usually they have given you valued information that needs to be treated with respect. Therefore, in closing the interview, you need to:

#### **Step 5 - Recording**

In human service work written records of interview are often a requirement, to allow: the results to be kept for reference, feedback to participants, a basis for appeals against decisions, if relevant

#### **Step 6 - Assessment**

To be effective, any questions for assessment purposes directed towards the person being interviewed must be appropriate to their developmental level. There could be major differences in language, comprehension, reasoning and memory between you and your client; these need to be taken into consideration when developing assessment tools.



**Self-Check - 2**

**Written Test**

**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

<b>N°</b>	<b>Questions and answers</b>
1	To be effective, any questions for assessment purposes directed towards the person being interviewed must be appropriate to their developmental level
	True or false:
2	Recording an interview can be quite difficult during an interview and is often best completed directly after the interview has finished
	True or false:
3	The most important aspect of the closure of the interview is encouraging the clients to have confidence that you will be acting in their best interests
	True or false:
4	Open questions are questions that cannot be adequately answered by a yes or no, and usually start with the words 'how', 'what', 'which', 'who' or 'where'.
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	>3 points
Unsatisfactory	Below 2 points



### 3.1. Introduction

The interviews included in this presentation were recorded using what was at the time a state-of-the-art-technology known as portable instantaneous or direct-to-disc recorders. These devices, as their name implies, were used on location to produce recordings which could be played back immediately after a recording session.

The recorders were well suited for conducting field interviews since they allowed researchers to "go to the source" rather than arranging recording sessions where the equipment was located. In addition, instantaneous recorders bypassed the labour and equipment intensive processes of creating disc masters and their derivatives, which were required to make the "playable" versions of recordings from conventional equipment.



**Figure 31: Tips for successfully recording**

#### Tip 1: use a recorder

##### Video or just audio recording?

Depending on your how you intend to use it (thesis, research, series of interviews), an audio recording might be the best option. Under most circumstances, it enables you to better control your recording quality, as you can strategically choose where to place your device. You will also be able to edit your recording very easily using a free editor, such as Audacity, the benchmark.

#### Tip 2: use accessories

##### Add a microphone

As a transcription agency, we recommend the use of a digital sound recorder for your recordings rather than a smart phone (see Tip 1 on this point). Digital dictation devices offer good sound quality. However, their limits will start to show when the source is more than 5

metres from the microphone or the environment is saturated. to improve the sound quality produced by a digital recorder, you can add a microphone.



**Figure 32: Speaker**

**Tip 3: make sure the recording conditions are right**

**Prefer a quiet setting**

It goes without saying that the sound environment will play a key role in the quality of your recording.

**Tip 4: brief the person(s) involved**

**Smile, you're being recorded!**



**Figure 33: Ethics for journalists**

In one-on-one sessions and interviews, more than in any other situation, courtesy and transparency are of the essence. This naturally begins with informing the participant(s) that the interview is being recorded.

**Tip 5: clarify as many details as possible while still recording**

During a one-on-one session or meeting, take every opportunity to clarify the points that might appear hazy to you later, such as acronyms or proper nouns. During a meeting, you will need to play the role of moderator to maintain an orderly atmosphere if speakers start cutting each other off or speaking at the same time.

**Tip 6: take your time at the beginning and start with a test- recording**

Once all the optimal conditions are in place for your interview or meeting, test your sound recorder and/or microphone. To do so, don't dive right into the main topic, as your interviewee could provide you with answers that would not be (well) recorded.



**Figure 34: test- recording**

Choose to ask test questions, about the weather or other topics, while specifying that it is simply a matter of testing the equipment. Listen immediately to the recording you have made, and adjust your microphone or distance between the recorder and speaker(s) to ensure optimal audio quality.

**Tip 7: check the recording at the end of the interview or meeting**

Once your meeting or interview has been completed, don't assume you are home free, and keep your eyes on the prize.



Self-Check - 3	Written Test
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	During a one-on-one session or meeting, take every opportunity to clarify the points that might appear hazy to you later, such as acronyms or proper nouns.
	True or false:
2	The recorders were well suited for conducting field interviews since they allowed researchers to "go to the source" rather than arranging recording sessions where the equipment was located
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



<b>Information Sheet-4</b>	<b>Techniques of questioning, listening and nonverbal communication</b>
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#### 4.1 Introduction

Questioning is a major form of human thought and interpersonal communication. It involves employing a series of questions to explore an issue, an idea or something intriguing. Questioning is the process of forming and wielding that serves to develop answers and insight. Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication we all ask and is asked questions when engaged in conversation. Although questions are usually verbal in nature, they can also be non-verbal.

Effective questioning involves using questions in the classroom to open conversations, inspire deeper intellectual thought, and promote student-to-student interaction. Effective questions focus on eliciting the process, i.e. the 'how' and 'why,' in a student's response, as opposed to answers which just detail 'what

#### 4.2 The 8 essential questioning techniques you need to know

- Closed **questions** (aka the 'Polar' **question**) Closed, or 'polar'
- generally invite a one-word answer, such as 'yes' or 'no'
- Open
- Probing
- Leading
- Loaded
- Funnel
- Recall and process
- Rhetorical



<b>Self-Check - 4</b>	<b>Written Test</b>
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**Instruction: Follow the below selected instruction**

The following are true or false items, write true if the statement is true and write false if the statement is false.

N°	Questions and answers
1	Questioning is a major form of human thought and interpersonal communication
	True or false:
2	Effective questioning involves using questions in the classroom to open conversations, inspire deeper intellectual thought, and promote student-to-student interaction
	True or false:

**Note: the satisfactory rating is as followed**

Satisfactory	2 points
Unsatisfactory	Below 2 points



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