POULTRY PRODUCTION

Level III

Learning Guide -01

Unit of Competence: - Lead Workplace

Communication

Module Title: Leading Workplace Communication

LG Code: AGR PLP3 M01 LO1-LG-01

TTLM Code: AGR PLP3 TTLM 0120v1

LO-01: Communicate information

about workplace process

Instruction Sheet	**Learning Guide #-01**

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Selecting appropriate communication methods.
- Using questions to gain extra information.
- Identifying sources of information.
- Selecting and organizing information.
- Undertaking verbal and written reporting.
- Maintaining communication skills.

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:**

- Select appropriate communication methods.
- Use questions to gain extra information.
- Identify sources of information.
- Select and organize information.
- Undertake verbal and written reporting.
- Maintain communication skills.

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 1 to 7.
3. Read the information written in the "Information Sheets 1-4". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1-4" **in page 13, 16, 18 and 21.**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
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Information Sheet-1	**Selecting appropriate communication methods**

Definitions terms

Communication: refers giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions.

1.1. PRINCIPLES OF COMMUNICATION

Communication is a two-way process of giving and receiving information through any number of channels. Whether one is speaking informally to a colleague, addressing a conference or meeting, writing a newsletter article or formal report, the following basic principles apply:

- Know your audience.
- Know your purpose.
- Know your topic.
- Anticipate objections.
- Present a rounded picture.
- Achieve credibility with your audience.
- Follow through on what you say.
- Communicate a little at a time.
- Present information in several ways.
- Develop a practical, useful way to get feedback.
- Use multiple communication techniques.

1.2. Selecting the best Communication Method

In communicating with decision makers, use the most appropriate communications method. One way to do this is to ask your-self the following questions.

- What is the purpose of your message? Do you plan to tell them something new? Inform? Do you plan to change their view? Persuade?
- What facts must be presented to achieve your desired effect?
- What action, if any, do you expect decision makers to take?
- What general ideas, opinions and conclusions must be stressed?

- Are you thoroughly familiar with all the important information on the innovation?
- What resources and constraints affect adoption of the innovation? How much time is available? How much money is available
- Which method, or combination of methods, will work most effectively for this situation? Personal contact--requires scheduling, time and interpersonal skills.
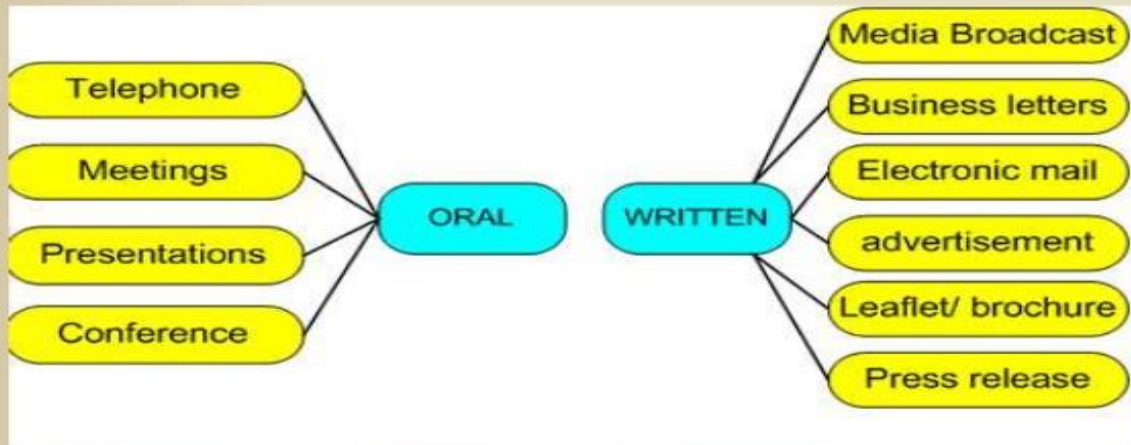
1.3. Methods of communication

Usually what is to be communicated is information. The method we use in the communication depends on what information we need to communicate, how large is the message and the availability of channels of communication. Once the required information is gathered, it needs to be prepared or processed before it is passed on. The way it is prepared will relate to the method used to relay the information, and the equipment you use. For example, perhaps you are answering the telephone, writing down message details and e-mailing messages to staff. Alternatively, you could be preparing a letter to send to a customer, based on information your supervisor has given you verbally.

Some common methods of communication include face-to-face conversations and routine correspondence or information such as:

- Telephone messages
- handwritten notes
- printed materials and manual
- Intranet and record systems
- Electronic mail (e-mail)
- Internal memos
- Facsimiles (faxes)
- General correspondence

Other Methods Of Communications

The equipment used will be related to the method that is used. Communication equipment may include:

- Computer / network systems
- Telephones
- Computer mouse, keyboard and touch pad
- Computer programs / databases
- Fax machines
- Overhead projectors

It is important to be familiar with the varieties of communication equipment used in the workplace. This includes how to operate each within the manufacturer's guidelines and company procedures, and what to do in the case of equipment malfunction.

Body Language

Body language also helps with communication. Body language is using the body or facial expressions when communicating. Sometimes, people use body language without being aware of it.

For example: If a teller smiles at you while talking, it may communicate that they are happy to assist you; and if the teller does other things while talking and / or does not look you in the eye, you may think that they are not interested in helping
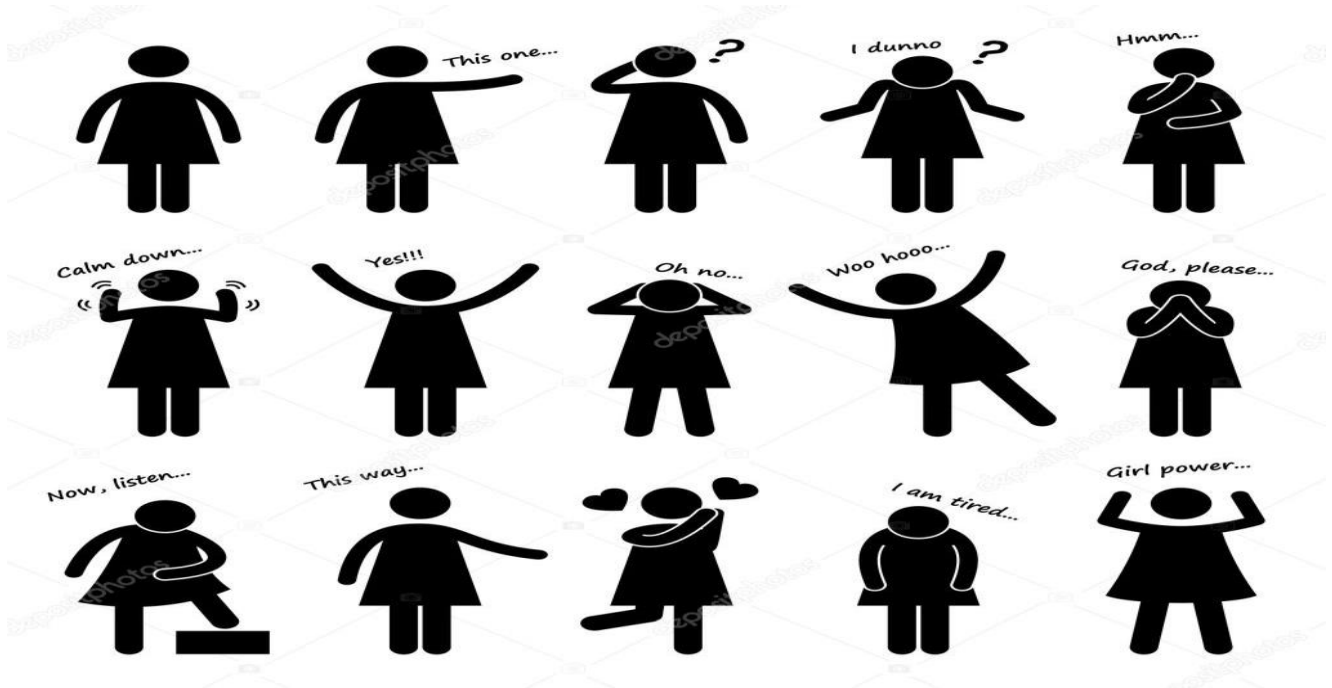

Figure 1. Body language

The Basic Elements of the Communication Process

The term *communication process* refers to the exchange of information (a message) between two or more people. For communication to succeed, both parties must be able to exchange information and understand each other. If the flow of information is blocked for some reason or the parties cannot make themselves understood, then communication fails.

The Sender

The communication process begins with the *sender*, who is also called the *communicator* or *source*. Sender / Encoder Sender / Encoder are a person who sends the message. The sender has some kind of informational command, request, question, or idea that he or she wants to present to others. For that message to be received, the sender must first encode the message in a form that can be understood, such as by the use of a common language or industry jargon, and then transmit it.

The Receiver

Receiver is a person for whom the message is intended or aimed. The degree to which the decoder understands the message is dependent upon various factors such as knowledge of recipient, their responsiveness to the message, and the reliance of encoder on decoder.

Encoding

Encoding is the process where the information you would like to communicate gets transferred into a form to be sent and decoded by the receiver.

Decoding: Decoding is on the receiving end of communication. This stage is just as important as encoding. Communication can go downhill at this stage if the receiver is not practicing active listening skills or if they do not possess enough information to accurately decode the message

Message: Message is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient. Communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear.

Channel: Channels are the way you convey your message. These channels include verbal such as telephone, and face-to-face conversations as well as non-verbal such as e-mail and text messaging. Each individual channel has its strengths and weaknesses in terms of communicating. For instance written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared then and there.

Feedback: Feedback is the main component of communication process as it permits the sender to analyze the efficacy of the message. It helps the sender in confirming the correct interpretation of message by the decoder. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take written form also in form of memos, reports, etc.
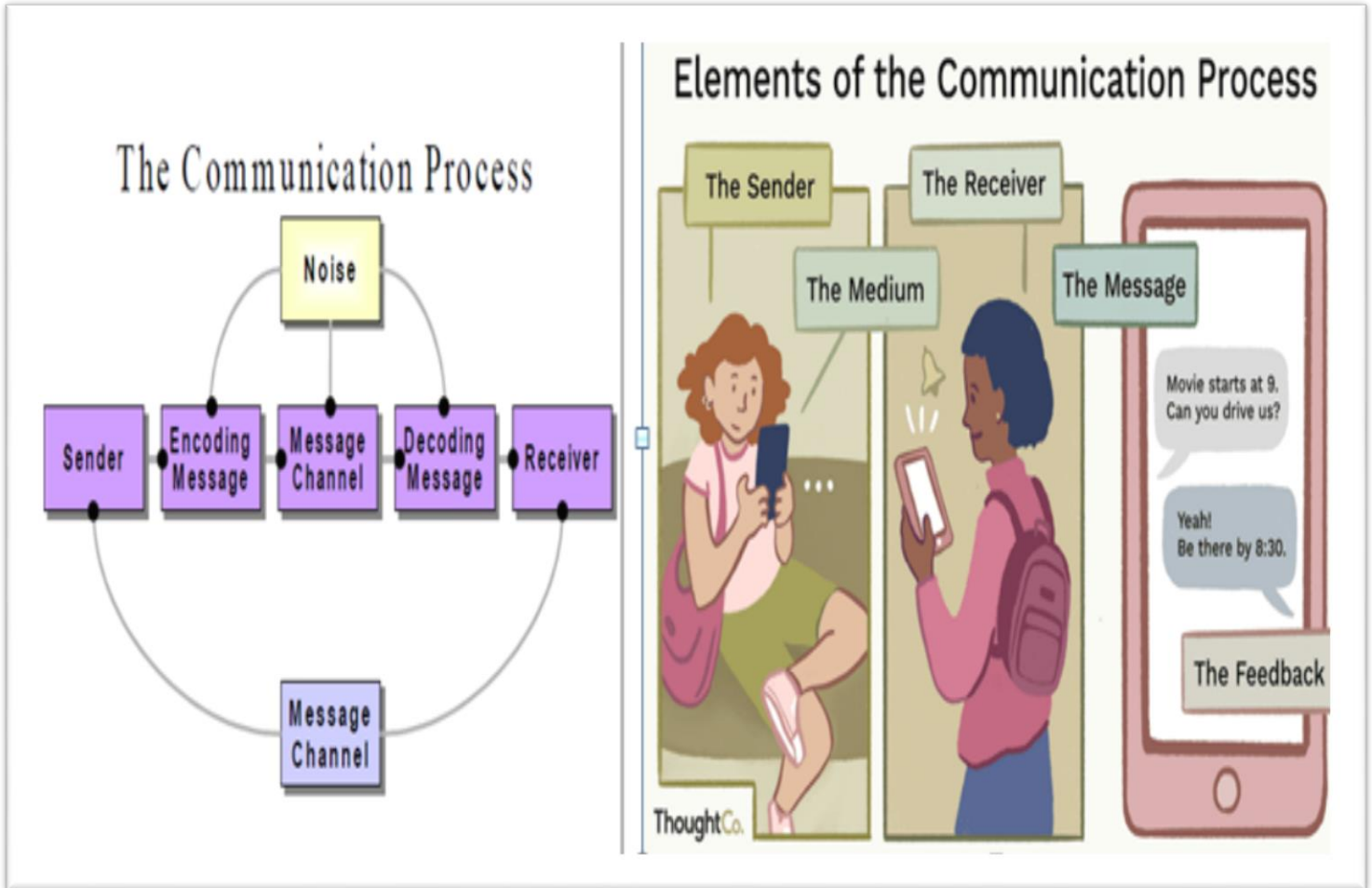
Figure 2. Communication process

Characteristics of good communication

- Listening accurately to understand what the other person is Conveying and use inclusive language that the other person can understand
- Not assuming that the other person knows what you are talking about and clarifying what is required
- Using body language to help you communicate and help you understand other people following instructions and implementing procedures

Sometimes a message or correspondence should be drafted and shown to a supervisor before the final version is prepared. This is particularly important if the information is to be

sent outside the organization. If the communication is verbal, it may be useful to check if the communication is appropriate and if there is any way to improve the method of communication.

In good communication, there is a positive behavior within a team. These behaviors may include:

- Set goals as a team
- Assess resources for completion of tasks
- Initiate constructive ideas and feedback
- Clarify any requirements that are not understood
- Give information when appropriate
- Give opinions when asked
- Actively listen to all team members
- Feel comfortable to participate and encourage other team members to contribute
- Take notes during the meeting, especially of tasks you need to complete and their timelines for completion

Barriers to Effective Communication in the Workplace

Effective communication in the workplace is not always straightforward and barriers can easily get in the way. They cause messages to become distorted, subsequently leading to confusion, misunderstanding and even offense in some cases.

In this learning guide barriers to workplace communication are discussed with how to overcome them. The workplace communication barriers are:

1. Physical barriers

Physical barriers may prevent an individual from being able to interpret non-verbal cues. This is more common in communication methods relying on technology rather than face-to-face. Other physical barriers include:

- Old or broken equipment used for communication
- Uncomfortable temperatures
- Background noise
- Poor lighting

- Communicating close to the time of your break/ lunch/ end of work hours
- Large work areas or working in an area that is physically separated from colleagues
- Closed doors
- Large geographic distances between the sender and the receiver - communication is usually easier over shorter differences

Open office spaces are becoming popular as they provide employees with their own workspaces while also removing visible barriers between colleagues that can interfere with communication.

2. Psychological barriers

The psychological state of the speaker and listener can affect communication, for example: Someone who suffers from social anxiety and/or low self-esteem may be too distracted about how they are perceived when talking with a superior. They may be worried about whether their manager will notice that they're nervous, they may find it difficult to share their real thoughts etc. Afterwards this person may realize they can't remember what the manager said because they were too distracted with their thoughts. Anger can lead to saying things you regret and misinterpreting what others say.

3. Organizational structure barriers

Companies with unclear structures can make communication difficult. For example, they may have an inefficient information sharing and communication system, employees may not know what their role is in the communication system etc.

If a company has a complex structure with lots of management levels, information will be lost or distorted as it travels through each layer of the hierarchy.
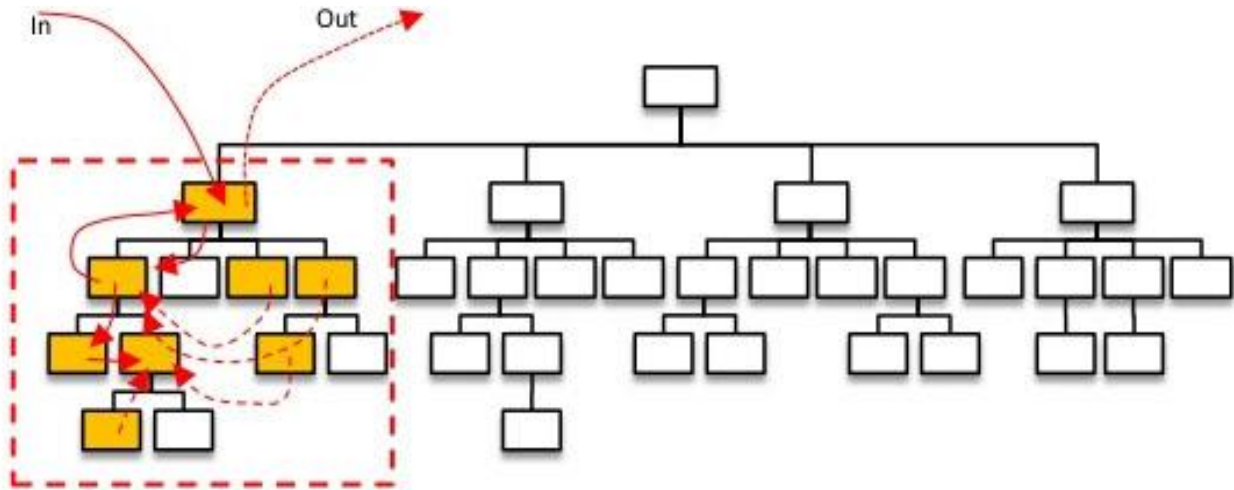
Figure 3. Organizational structure barriers

4. Perceptual barriers

Differing opinions and views can reduce objectivity. You may enter a conversation assuming that the listener will not understand you or be uninterested in what you're speaking about - this may consequently lead you to unintentionally harming your message, such as, using dismissive language or trying to be more humorous.

Or you may be the listener that doesn't agree with the speaker's beliefs so you choose not to listen properly or you look for faults in what they're saying rather than trying to understand.

5. Attention barriers

The listener may not pay enough attention to what is being said, perhaps they're distracted or uninterested or they think the speaker's topic is irrelevant. This is very common in written communication, such as not reading the minutes from a team meeting. Communication is two-way; without paying attention and actively listening, you will not understand the message.

6. Too much information

Providing someone with an overwhelming amount of details can confuse them and distract from your message. This is especially the case if the message has a lot of information that is new to the receiver. Make sure you avoid information overload in meetings, where people can easily switch off.

7. Emotional barriers

Emotional reactions from either or both the speaker and listener can prevent effective communication. It's difficult to put aside and not act on our emotions but it's necessary. Try to work out what words, topics etc. can trigger your strong emotional reactions so you can create a plan for managing them.

A common emotion, in regard to communication, is fear. People often have the tendency to think that their opinions don't matter in the workplace or that people will negatively judge them if they speak up. But this isn't the case and it's likely that others around you will also feel too afraid to say anything so they'll respect you when you do speak up. What is valuable to you will be valuable to another person.

8. Cultural barriers

Cultural barriers can interfere with communication in a variety of ways:

- The norms of communication vary between cultures, such as, personal space. It's important to find common ground in these situations.
- People may form assumptions based on stereotypes of the other person's culture (cultural noise).
- Work cultures differ between companies which means you have to adapt to your company's culture to communicate effectively.

9. Assumptions, jumping to conclusions and premature evaluations

Forming a judgment before listening to everything the speaker has to say distorts your understanding. People often hear what they're expecting which can lead to false conclusions.

10. Language barriers

There may be:

- Language differences between the speaker and the listeners

- Difficulties in understanding unfamiliar accents

- Uses of: jargon, unfamiliar/regional expressions, specialist abbreviations, slang, technical terminology

11. Interpersonal barriers

Low self-esteem and prejudices can prevent you from forming relationships and connections with others due to your false perceptions. To overcome this you need to communicate more with others to increase your confidence and learn about your strengths and weaknesses.

12. Physiological barriers

Impaired eyesight, hearing problems, illness and pain can interfere with effective communication in the workplace.

13. Lack of similarities

To clarify your points it's common to use examples and stories. However, their impact is reduced if: the other person does not find these relatable, they don't have the same knowledge or the same experiences as you.

Also, information is filtered on a personal level using our experiences and beliefs. The more similar somebody is to you the more likely they will view things in the same way. So speakers with different socioeconomic backgrounds to their listeners must be careful to tailor their speech to their audience.

14. Ambiguity

Being vague in your explanations and using too many generalizations or proverbs can lead to unclear communication and misinterpretation.

15. Status

Communication may suffer from selective communication. The top of a company's hierarchy may not share certain information to subordinates for fear of being judged as incompetent and they want to reinforce status differences.

Subordinates tend to share only information that would please their superiors and avoid sharing their mistakes and asking for further clarification on work.

16. Shortage of time

There may simply be a lack of time to convey information effectively.

17. Resistance to change

People may want to maintain the status quo so when, for example, a speaker tries to provide ideas involving a change, people may ignore or oppose it.

18. Credibility barriers

People are more likely to listen to a message if the sender has a credible and trustworthy reputation. Without this credibility, receivers may be suspicious, resistant or even hostile towards communication.

Feedback

How do you know that you have gathered the correct information, prepared it to the required standard and used the appropriate equipment and methods to convey it to the required people? How can you be sure that effective listening and speaking skills have been used to pass on information? You need to ask for feedback from relevant people such as a supervisor, customers and team members to know for sure. Feedback can be verbal, such as comments, tips and helpful suggestions discussed while work is being carried out, or written, such as notes, instructions or brief reports explaining where to make changes and improvements. Feedback should be used to improve work, refine ideas and establish new and better processes.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

19. What is communication?(2pts)
20. What are the barriers of communication?(4pts)

Note: **Satisfactory rating - 4 points**   **Unsatisfactory - below 4 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____
   _____
   _____

2. _____
   _____
   _____

2.1. Questioning:

Question is a tool used to gathering information. Gathering information is a basic human activity. We use information to learn, to help us solve problems, to aid our decision making processes and to understand each other more clearly.

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.

2.2. Why Ask Questions?

Although the following list is not exhaustive it outlines the main reasons questions are asked in common situations.

- **To obtain information:** The primary function of a question is to gain information – 'What time is it?'

- **To help maintain control of a conversation:** While you are asking questions you are in control of the conversation, assertive people are more likely to take control of conversations attempting to gain the information they need through questioning.

- **Express an interest in the other person:** questioning allows us to find out more about the respondent, this can be useful when attempting to build rapport and show empathy or to simply get to know the other person better.

- Questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication.

- **To explore the personality and or difficulties the other person may have**

    Questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient.

- **To encourage further thought:** Questions may be used to encourage people think about something more deeply. Questions can be worded in such a way as to get the person to think about a topic in a new way. '*Why do you think Paris is the capital of France?*"

- **In group situations**: Questioning in group situations can be very useful for a number of reasons, to include all members of the group, to encourage more discussion of a point, to keep attention by asking questions without advance warning. These examples can be easily related to a classroom of school children

2.3. How to Ask Questions

Being an effective communicator has a lot to do with *how* questions are asked. Once the purpose of the question has been established you should ask yourself a number of questions:

- What type of question should be asked?
- Is the question appropriate to the person/group?
- Is this the right time to ask the question?
- How do I expect the respondent will reply?

2.4. Type of questions

Closed Questions

Closed questions invite a short focused answer- answers to closed questions can often (but not always) be either right or wrong.   Closed questions are usually easy to answer - as the choice of answer is limited - they can be effectively used early in conversations to encourage participation and can be very useful in fact-finding scenarios such as research.

Open Questions

By contrast, to closed questions, open questions allow for much longer responses and therefore potentially more creativity and information. There are lots of different types of open question; some are more closed than others.

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is question? (2pts)
2. What are the types of questions that are used to gather information?(4pts)

Note: **Satisfactory rating - 4 points**   **Unsatisfactory - below 4 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____
   _____
   _____

2. _____
   _____
   _____

Information Sheet-3	Identifying sources of information

3.1.   Definition of Information

Information is processed data. An information source is where you got your information from; this can be a book or a Website. Information sources are the various means by which information is recorded for use by an individual or an organization.   It is the means by which a person is informed about something or knowledge is availed to someone, a group of people or an organization.

3.2.   Sources of information

This section helps you understand some of the different sources of information, know where to find sources, and know how to choose the best ones for your purpose. Which of the following are sources of information?

Information sources can be:

- Observations
- Roommates
- Emails
- Scholarly Journals
- Newspaper articles
- Phone calls
- Lectures
- Web sites
- Text messages
- Television
- Books

All of these are sources of information. Selecting the right source of information depends of what type of information you are looking for.

3.3. Selection and organization Information

Selecting and organizing information involves evaluating information sources to assess their validity, usability, and relevance for the task and sorts information collected into given categories or frameworks using a variety of different techniques and tools to organize information (e.g., visuals, charts, tables and so on).

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the sources of information? (6pts)

Note: **Satisfactory rating - 5 points**   **Unsatisfactory - below 5 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____
   _____
   _____

Information Sheet - 4	**Undertaking verbal and written reporting**

Definitions of terms

Report: is usually a piece of factual writing, based on evidence, containing organized information on a particular topic.

4.1. Oral / Verbal Communication

When communicating verbally, the information is exchanged instantly. It is very efficient and fast. The two people exchanging information respond to each other immediately. In contrast, people communicating through writing do not exchange information at the same time. An exception is when e-mail is used; a response to an e-mail message can be almost immediate (if the recipient is online at the time the message was sent).

Common examples of when verbal communication is used in the workplace:

- answering the telephone
- receiving visitors
- passing messages from one person to another
- receiving instructions from your supervisor and clarifying what you need to do
- making or confirming arrangements, for example phoning clients to confirm appointments

When communicating face to face, watch the speaker's gestures and expressions. Listen to what they are saying and listen to their tone of voice to help understand their message.

Oral reports few important point their advantages and their drawbacks

- Immediate feedback is possible
- Do not add to the permanent records of the organization as the information/Facts can be denied.
- Audience needs to comprehend quickly as and when these are presented.
- May be encumbered with irrelevant facts and overlook important ones.
- Cannot be referred to again and again.
- Have less Professional value.

4.2. Written Communication

When written information is received, the written words should convey the meaning of the message. Words on the page must be prepared very carefully and thoughtfully. The writer must think about the message and write it clearly so that it is easy for the reader to understand. This saves everyone time and helps people avoid making mistakes. Most people have experienced illegible writing in a handwritten message, or had difficulty understanding what the writer was trying to say.

 Written information can be used:

- to provide evidence of business activities, for example proof of telephone calls or letters sent
- to act as a reminder, for example instructions to follow when preparing pay slips

Written reports Few Important Point Their advantages and their disadvantages

- Immediate feedback is not possible
- Contribute to the permanent records of the organization
- Audience can ponder over these reports and understand its own pace
- Are more accurate and precise as the writer will be careful in putting down the facts in writing
- Can be edited, reviewed, stored and retrieved
- Have more professional value

4.3. Maintain communication skills

Communication skills such as listening s, questioning which are related to oral skills, writing skills and appropriate non- verbal skills are most common skills in communication that should be maintained in all communication situations. However, these skills are not gained over night, and needs learning from our day to day activities.

Self-Check -4	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the advantage and disadvantages of verbal communication? (4pts)
2. What is the advantage and disadvantages of written communication?(4pts)
3. What is the difference between verbal and oral communication?(2pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

1. _____
   _____
   _____

2. _____
   _____
   _____

3. _____
   _____

List of Reference Materials

Read more at: https://www.skillsyouneed.com/ips/question-types.html

https://www.digitaliana.com/2015/01/how-to-write-report-and-difference.html

https://tcf.org/content/report/organizings-business-model-problem

https://www.conversationsintheworkplace.org

POULTRY PRODUCTION

Level - III

Learning Guide-02

Unit of Competence: - Lead Workplace

Communication

Module Title: Leading Workplace Communication

LG Code: AGR PLP3 M01 LO2-LG-02

TTLM Code: AGR PLP3 TTLM 0120v1

LO-02: Lead workplace discussion

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Seeking response to workplace issues
- Providing response to workplace issues
- Making constructive contributions on production, quality and safety
- Undertaking goals/objectives and action plan

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:**

- Seek response to workplace issues
- Provide response to workplace issues
- Make constructive contributions on production, quality and safety
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6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
7. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet-1	Seeking response to workplace issues

1.1. Workplace discussion

It is common to have discussions in workplace because when we work together on the organizational goals it requires us to agree to achieve the common goals.

Therefore, it is good to consider the following points while making the discussions.

- Write down in simple language the issues that have been agreed upon in order to obtain feedback on accuracy.
- Repeat a message when there is doubt.
- Watch for nonverbal signs of a lack of understanding.
- Listen carefully to an entire message, especially when there is a foreign   accent involved in the communication.
- Create a relaxed atmosphere so that tension is reduced to increase the flow of communication.
- Phrase questions in a different way to allow the sender the opportunity to respond, utilizing different words that may be easier for the receiver to understand.

1.2. Seeking response to work place issues

In work place, we usually interact to achieve organizational goals. We respond and seek response on an issue. While seeking response, it is good to be polite in our questions. Politeness is usually expressed through using appropriate language and exhibiting good body languages. Moreover, the following skills are of immense help

Cooperation and Negotiation Skills

Whether it's with an employer, co-worker, family member or customer, we all share information, co-operate and negotiate for things each day like improved procedures, better service or solving a problem. Negotiation is a highly sophisticated form of communication. Co-operation and negotiation are needed in the workplace to assist in the achievement of workplace outcomes. For example, co-operation and negotiation is required when we want to apply for holidays at the same time as a co-worker, or when extra tasks need to be

performed by remaining team members when one is suddenly unavailable. Negotiation is also needed when a problem arises. These problems/issues may be with unsatisfied customers or with a co-worker because a task or work requirement has not been completed to the required standard.

Here are some negotiation skills, techniques and strategies to help you handle these situations more effectively.

- Do not argue. Negotiation does not mean arguing. Maintain a level of control in addition, composure. Explain your point of view calmly.
- Manage your emotions. There should be no accusations, attacks or threats and no humiliated feelings. Negotiations should be positive.
- Do your homework. Before commencing negotiations you should know: what extent of knowledge the other parties have about the situation, whether they want to negotiate, and if possible try to ascertain what their preferred outcome is.
- Focus on the problem/issue, not the person. Maintain the relationship and try to resolve the issue.
- Practice double thinking. You need to know what you want out of negotiation, as well as anticipating, what the other party wants (double thinking). Ask questions to uncover the needs or interests of the other party.
- Build trust. Without trust, there will be manipulation and suspicion instead of communication. Honor all commitments and respect confidences.

Self-Check -1	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. How to provide responses at the workplace? (4pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

_____

_____

_____

_____

Information Sheet-2	Providing response to work place issues

2.1.   Providing response to work place issues

Responding to work place issues is very important to achieve work place outcomes. These responses, however, should be according to work place policies and procedures. Each workplace and each team within the workplace has goals, aims or purposes that need to be achieved and it takes each member of the team to be committed to these goals for workplace outcomes, and therefore teams, to be successful. Workplace outcomes will usually relate to an improved performance or efficient process. An example for a bank branch could be a goal that no customer will wait longer than 60 seconds to be served by a customer service staff member. For each team or group member to be effective, they must know and understand each of the team goals/aims/purposes and how individual performance affects the successful or unsuccessful team/group performance. Responsibility for achieving better workplace outcomes lies largely with managers and employees within teams or departments. Improved communication, greater co-operation and interaction between the team members will be crucial to success. Regular team meetings are an effective method that companies use to ensure all team members retain commitment to workplace outcomes, impart information about changes to monthly/weekly targets or focuses, evaluate past team performance in relation to previous goals/targets that were set, interact and negotiate to find solutions to team problems/issues, and resolve disputes.

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Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

2. How to provide response to work place issues? (4pts)

Note: **Satisfactory rating - 6 points**　　　　**Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____　　Date: _____

Short Answer Questions

1. _____
   _____
   _____
   _____

Information Sheet-3	Making constructive contributions to workplace discussions

3.1. Constructive contributions on production, quality and safety

The opposite of constructive is destructive which does not help any organization. So, making constructive contributions is vital for the success of an organization. To this end the leader is expected to:

- Show respect to all
- Make contributions to reward team work
- Take employees knowledge and experience in to account
- Strive for continuous improvement
- Promote work place health

Tips for Providing the Most Effective constrictive feedback

When you provide feedback to an employee, keep these five tips in mind.

- Feedback is communicated to a person or a team of people regarding the effect their behavior is having on another person, the organization, the customer, or the team.
- Positive feedback involves telling someone about good performance. Make this feedback timely, specific, and frequent.
- Constructive feedback alerts an individual to an area in which his or her performance could improve. Constructive feedback is not criticism. It is descriptive and should always be directed to the actions taken, not the person. For example, "Mary, your communication during your presentation was too in-depth for your audience's needs. They needed to hear just the basics, and you shared all the information you had." For effective feedback, you would not say, "Mary that was a long, boring speech."
- The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job behavior.
- Recognition for effective performance is a powerful motivator. Most people want to obtain more recognition, so recognition fosters more of the appreciated actions.

In providing constructive contribution or feedback, consider:

- **Prepare**

Doing anything well requires effort. Great, constructive feedback requires preparation on your part. You can't just give someone a drive-by bit of feedback in chat, a rarely used real time feedback app, or even a quick comment before running to another meeting. By making the preparations above to collect examples, identify patterns, and getting specific about desired changes, you are ready to have a great discussion with your team member.

Best of all, you probably already have the time for this discussion on your calendar. If you have regular 1 on 1s with your team, then all you need to is put this on your agenda for next time. This gives you plenty of time to discuss it, and avoids scaring them by having a separate, special meeting about it.

- **Listen**

Constructive feedback is a conversation, not a drive by. Not only does that mean you need to take the time to prepare and bring notes to discuss, it also means you need make it a *conversation.* You're not giving them a dissertation or a monologue on why they failed. You're discussing with them some recent areas for improvement. You need to hear their side, too.

- **Act**

Talking about an issue is good. Hearing their side and getting their buy in is great. However, what really stands out is when you *take action.* After you have the conversation about their side of the story and your constructive feedback, you need to very clearly establish next steps. *"Glad we had this chat"* is not enough.

Self-Check -3	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

3. What are the important of providing constructive feedback to the worker/team? (4pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

2. _____

_____

_____

_____

Operation Sheet-1	Providing constructive feedback

Techniques for providing constructive feedback

Step 1- Prepare

Step 2- listen

Step 3- Act or provide constructive feedback

LAP Test	Practical Demonstration

Name: _____ **Date:** _____

Time started: _____ **Time finished:** _____

Instructions: Given necessary templates, tools and materials you are required to perform the following tasks within -3- hour.

Task 1. Provide constructive feedback to your team members or workers

Information Sheet-4	Undertaking goals/objectives and action plan

For each team or group member to be effective, they must know and understand each of the team goals/aims/purposes and how individual performance affects the successful or unsuccessful team/group performance. Communicating the objectives and goals of work place help the workers focus on activities to be performed and hence for better workplace outcome. In achieving the goals and objectives of a team in working team environment, the following points should be considered.

- Establish positive relationship among workers
- Communicate objectives in clear language
- Make supervision
- Clearly identify if problem exists
- Communicate the problem with appropriate person
- Decide on the solution and communicate it to the concerned individual

Here's a simple cheat-sheet.

Goals	This is the <u>direct value your organization</u> gets from the community. *e.g. Increased customer satisfaction scores*
Objectives	This is what <u>you need your members to do</u> to get this value. *e.g. Experts answering questions in the community faster.*
Action Plan	This is who will do these things and when they will do them. *E.g. Mark will identify and invite the top experts for Jan 3rd, Jenn will introduce them to the product roadmap on Jan 11th.*

Self-Check -4	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Define the following terms? (6pts)
   a) Goal
   b) Objectives
   c) Action plan

Note: **Satisfactory rating - 6 points   Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

a)

_____
_____

b) _____

_____

c) _____

_____

List of references

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POULTRY PRODUCTION

Level - III

Learning Guide -03

Unit of Competence: - Lead Workplace Communication

Module Title: Leading Workplace Communication

LG Code: AGR PLP3 M01 LO3-LG-03

TTLM Code: AGR PLP3 TTLM 0120v1

LO-03: Identify and communicate issues arising in the workplace

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- Identifying issues and problems
- Organizing information regarding problems and issues
- Initiating dialogue with appropriate staff/personnel
- Raising communication problems

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 issues and problems
- Organize information regarding problems and issues
- Initiate dialogue with appropriate staff/personnel
- Raise communication problems

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 1 to 7.
3. Read the information written in the "Information Sheets 1". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1" **in page 23**
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
8. Submit your accomplished Self-check. This will form part of your training portfolio.

Information Sheet-1	Identifying issues and problems as they arise at workplace

Challenges at the Individual Level within a team

At the individual level, managers and employees need to learn how to work with people who may be different from themselves in a variety of dimensions, including personality, perception, values, and attitudes. This point is illustrated by the employee situation where employees have a variety of experiences and come from several cultures. Individuals also have different levels of job satisfaction and motivation, and these affect how managers manage employees. For instance, some of the employees had drug and alcohol dependencies that affected their motivation and productivity. More organizations expect employees to be empowered and to take on more responsibility than ever before. This expectation puts demands on both managers and employees.

Identifying Issues and problems

Problems in the workplace can be a positive process if handled correctly. One of the most important steps you can take is to ensure that problems are recognized and dealt with promptly. As a Team Leader, your team sees you as the person to guide this process. Ignoring an issue that is clearly causing problems for your team may result in a reduced level of respect for your leadership abilities. It is important to monitor your team, individually and as a whole, in an attempt to recognize issues before they become full blown problems. You can identify potential problems by:

- **Observation**
- **Discussion**

1. Observation

You may find that observing your team in operation is a task you already perform. If this is the case, identifying potential problems is simply a case of looking for signs or symptoms of an issue.

Signs or symptoms to look for include:

- Team members asking you, or more experienced team members for assistance
- Decrease in team productivity or individual performance levels
- Displays of aggression between team members
- Increase in customer (internal and external) complaints
- Reluctance of team members to work with each other or to perform particular tasks
- Signs of stress
- Signs of apathy and a general decline in team morale

Observing your team is not a task you perform regularly, you should implement a plan to begin doing so. Observations do not need to be a formal affair. By focusing on the activity, you will begin to notice more of the interactions occurring around you.

However, you may find that scheduling a couple of ten minute periods into your day will highlight the activity as a priority and encourage you to take the time to complete the task.

You may find it beneficial to have your Manager or a fellow Team Leader observe your team as well. A person outside of the team may pick up other issues you have not observed and can give you feedback about your interactions with your team members.

2. Discussion

Discussions allow you to delve deeper into issues you have already observed informally and provide an opportunity for your team members to raise any concerns or issues.

You can hold:

- **Formal discussions with individual team members**

Interim performance appraisals or reviews are a good setting for such discussions. Individual meetings allow team members to discuss issues that they may feel awkward or uncomfortable rising in front of other team members.

You should ensure that the meeting provides the team member with a sense of safety and encouragement. Without such an environment your discussion is unlikely to produce beneficial outcomes.

- **Formal discussions with the whole team**

Regular team meetings provide a valuable forum for the discussion of issues that impact on the group as a whole. You may find it beneficial to run activities that require input from each team member regarding a particular issue or topic.

This will ensure that difficult issues are discussed and that all team members contribute.

Remember that this forum may not be the best for discussion about individual issues, performance or conflict.

- **Informal discussions with individuals or the team as a whole**

Informal conversation can occur throughout the day, during breaks and at social functions. This type of discussion can be very valuable, as the environment is less formal and team members often feel relatively comfortable. However, you should keep in mind the context in which the discussion occurs. For example, are factors such as alcohol, emotion, stress or personal friendships or agendas in action?

Regardless of the type of discussion utilized, you should remember that the information you gain is the individual's perception of an issue or event. You should always investigate issues fully before coming to a formal conclusion

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the methods used for identifying a problems? (4pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

- _____
  _____
  _____
  _____

Information Sheet-2	Initiating dialogue with appropriate staff/personnel

2.1. Introduction

Though we often think about dialogue as a simple conversation between two or more people, it is better defined as the medium through which people with different viewpoints may voice and share possibilities. It requires a number of skills beyond talking: setting aside ego, listening without judgment, creativity, and problem-solving. The idea is that people with alternative perspectives work together so that everyone may attain a deeper collective understanding of the issues. It's a pretty tough ask.

Research on dialogue at work, however, suggests that the concept has become trivialized and its accomplishment made to seem routine. Many organizations boast of having an "open" environment where members are encouraged to participate in dialogue, but we rarely see businesses using dialogue transformational to dissolve long-standing stereotypes, unite people in a common purpose, inspire fresh thinking and amplify creativity. It's a missing skill.

Importance of dialogue

Dialogue makes our workplaces more human. It helps us to recognize the perspectives and experiences of our colleagues, break down stereotypes, strengthen teams and transform our ideas in ways that seem almost magical. Respectful dialogue isn't something that can be forced, however. It takes an astute leader to make the first move by creating programs and a physical work environment around these ideals, setting up the framework for an open-dialogue culture to naturally prevail.

Why is genuine dialogue so rare?

The hard truth is, dialogue is interpersonally tough and unfamiliar only a handful of people do it well. Some personalities will find opening up to other viewpoints challenging, and may struggle with making observations, not demands. Some will find the act of synthesizing conflicting opinions psychologically disconcerting. And others will resist giving critical feedback. Against this backdrop, it is easy to see how organizations might pay lip service to dialogue without really creating the conditions for it to work effectively.

How then, here are four guidelines for foster respectful, mutual dialogue in the workplace.

1. Break down barriers

Building bridges between workers of different personalities, generations and backgrounds is essential if they are to talk and learn from each other, find ways to communicate, and understand why it is not always easy to find common ground. A good way to bring people closer as a team is to assign a non-work related topic such as a book or a movie, and gather people to talk about it in a structured setting. People feel safe when expressing their opinions about a fiction book since the dialogue is unrelated to work goals, achievement or performance. Encouraging people to explore the subject from all angles gives participants the chance to learn far more about one another than they might have otherwise and builds a foundation for honest and meaningful interactions.

The idea behind this exercise is that it makes debate second nature. Employees who previously might have felt uncomfortable engaging with a co-worker may be more willing to strike up dialogue, because they have had a meaningful conversation with that person before.

2. Establish the rules

Rules are an important part of dialogue. They create a safe space for people with diverse views and impose a rigorous discipline on the participants. Indeed, honoring a set of rules that foster civility, openness and respect is what makes dialogue so different from traditional back-and-forth discussion or adversarial debate. Suggestions include:

- Seek to understand, not to persuade
- Listen carefully and without judgment
- When others are speaking do not interrupt
- Do not pressurize anyone into speaking
- Treat others with the respect you expect yourself
- Everyone's views have equal value.

You may draw up a set of ground rules and ask participants for their comments, additions and approval, or you may task team members to come up with their own set of ground rules. Either way, it is important that everyone has a say in establishing the rules that will make them feel safe and productive.

3. Create spaces for spontaneous dialogue

The physical design of the workplace can support dialogue and collective reflection between team members. Sofas, break-out rooms, and leisure areas encourage staff to meet informally and stimulate dialogue as part of daily work routines. Some managers discourage workers from eating lunch at their desks, for example, so they meet with co-workers and discuss things.

Technology can be used with great effect to open new communication channels that actively encourage dialogue. Instant messaging, group chat systems, intranets, virtual communities and wikis can help staffs who find talking through technology less intimidating than holding a face-to-face conversation. These tools give workers multiple in-points to each other and serve as a basis for knowledge-sharing, problem solving and debate.

4. Practice what you preach

If you want to promote better dialogue, you need to make sure that senior managers are following through on the initiative. In practical terms, this means breaking down the corporate hierarchy and insisting that managers engage with employees on equal terms. This can be challenging for managers who were brought up never to question a leader's authority.

Training may make a difference, especially if participants are given the opportunity to practice workplace dialogue and gain experience of consulting with each other on real-life issues. Developing a training program will depend on the specific needs of the organization; some early topic ideas include: how to capture dialogue across the entire workforce, engaging in reflective listening, how to encourage dissenting opinions, and showing employees that their ideas are heard and respected.

Consultative leadership may never come naturally to some, but the process should move leaders away from individualism and develop dialogue to the stage where collaboration becomes an integral part of the organizational culture.

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

2.2. What are the Ways of Inspiring Respectful, Mutual Dialogue in the Workplace? (4pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

_____
_____
_____
_____
_____

Information Sheet-3	Organize information regarding problems and issues

3.1. Gathering Information

In order to communicate effectively in the workplace, information needs to be gathered from a variety of sources and passed on to other people. Sometimes the information will have to be prepared in various ways before it is passed on. Information can be gathered from many sources depending on the organization and the types of information being dealt with:

- a supervisor
- co-workers
- customers
- telephone messages
- e-mail messages
- diaries
- calendars
- databases
- record systems
- policy and procedure manuals
- electronic and paper files
- journals and newspapers
- newsletters and magazines

It is not enough to collect information; it should be organized in a clear and vivid ways to fulfill the purpose it is collected for. The organization of the information depends on the purpose and the need of the organizer. It can be from general to specific or from specific to general.

3.2. How to identify the information of workplace problems with the workers?

As a good manager or supervisor, it is your duty to resolve workplace problems. While the causes of workplace problems vary personality conflicts, problem employees, faulty processes, or more they all need to be resolved in a similar way. In the end, workplace problems can only be resolved through communication with the employee or employees who

are at the center of, or familiar with, the specific problem. Ultimately, you'll have to identify the problem, discuss it with employees, and find a way to resolve it. With some time and communication, you'll have no trouble dealing with workplace problems

2.3. Identifying the Problem

Gather relevant information. Before talking to your employee, you should gather some information so you can identify the problem. Identifying the problem will provide you with the information you need in order to engage in a discussion about the problem.

- Pull employee evaluations.
- Gather performance or sales statistics
- Talk to other management or employees who may have first-hand information about the workplace problem

2.4. Talk to your supervisors and managers

Before moving on and talking to the employee, you should talk to your supervisor or manager. Your supervisor and manager will give you a good idea about the types of solutions they want you to look for. In addition, they'll give you an idea of the type of authority you have to remedy the workplace problem.

- Call a meeting with your direct supervisor.
- Let them know about the problem you've identified. Say something like: "We have a productivity problem at our Spring Falls location. I'm actively working to resolve it with the employees in question."
- Ask them what they'd like you to do to address it. For instance, ask: "Is there anything specific you'd like me to do when working to resolve this problem?"
- Find out if your supervisor has any more relevant information about the workplace problem.

2.5. Observe your employees working

After you've spoken with your direct manager, you should observe the employee or employees who are associated with the workplace problem. Observing your employees will give you solid information about the specific problematic process or employee interaction that is causing you an issue.

- Take some time to observe your organization's day-to-day activities. This will help you to form a better understanding of any workplace problems.

- Hold meetings with employees from time-to-time in order to see what is going on with them.

- Embed yourself in different jobs throughout the course of the year. This way, you'll get a much better idea of how processes work and how employees engage with each other on a daily basis.

3.2.1. Organizing the problem through discussion

1. Schedule a meeting to talk about the problem

Your first step is to schedule a meeting to talk about the problem. Scheduling a meeting will provide you with an opportunity to discuss and explore the problem.

- When emailing or calling the employee, make sure to be relatively brief in your conversation.

- While you should give them an idea of the problem you'll talk about, try not to get too deep into the problem.

- Avoid accusing your employee when inviting them to a meeting.

- Say something like: "John, I'd like to meet regarding your department. I want to talk about ways we can improve efficiency there."

- If you write an email to the employee in question, avoid writing something like "you're not doing your job" or "your division is under performing." This will set a negative tone and might undermine the effectiveness of your meeting.

2. Explain the problem

After setting up a meeting, you'll have the opportunity to explain the problem to the employee. Use this opportunity to fully inform your employee.

- State the problem in simple and clear terms

- Identify how the problem hurts your organization

- Try being objective, rather than accusatory. Let them know what the problem is don't assign blame. For instance, rather than saying "You're doing a horrible job as a customer service representative," say "We've received negative feedback concerning your job as a customer service agent

3. **Listen to the employee's response**

After you've spent time explaining the problem to the employee, you need to listen to the employee's response. Listening to the employee's response will let them know you value their perspective and will provide you with valuable information.

- Take their feedback: This information may help you improve your organization.
- Show that you care about what your employee is saying. Consider repeating their points in different words to show you were paying attention.
- Thank them for their input and response

4. **Keep communication on-going**

While your employee has already offered you feedback, make sure your channels of communication remain open until the problem is solved. If you and your employee communicate often and effectively, it'll help you find and then resolve the problem in question.

- Tell your employee to contact you if they have and further concerns or problems.
- Hold meetings with the employee until the problem is fully resolved

3.2.2. Finding a way to resolve the problem

1. Take suggestions from your employee

The employee will have first-hand-knowledge of what's going on with them or the department. Ask where the problem is and where there is opportunity for improvement. This puts responsibility on the employee and can help them feel empowered, and also is a way for you to assess the employee's engagement and judgment.

- Ask your employee something like: "What do you think we can do to fix this problem?"
- Document the solutions your employee proposes.
- If you approve of a solution your employee recommends, let them know and give them the authority to implement it.
- Remember, it doesn't matter who's at fault. You should focus on the solution

2. **Suggest a solution to the problem**

After listening to your employee's ideas, make your own suggestions if there are solutions they may not have considered.

- Let your employee know that your suggestions are simply that suggestions.
- If you feel strongly about how your employee (or you) can implement your solution, let them know
- Provide several solutions, if you can. For example, if your company has a location or franchise that has poor sales, suggest options of how that location can boost sales. You might suggest that the manager of that location puts out some print ads, runs promotions, or starts a social media campaign.

3. Suggest a solution to the problem. After listening to your employee's ideas, make your own suggestions if there are solutions they may not have considered

- Let your employee know that your suggestions are simply those suggestions.
- If you feel strongly about how your employee (or you) can implement your solution, let them know
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Self-Check -3	**Written Test**

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the methods enables you to organize workplace problems? (4pts)

Note: **Satisfactory rating - 6 points**   **Unsatisfactory - below 6 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Short Answer Questions

_____
_____
_____
_____
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List of references

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