Ethiopian TVET-System

Irrigation & Drainage Construction

NTQF Level III

Based on February, 2017G.C. Occupational Standard

Module Title: Leading Workplace Communication

TTLM Code: EIS IDDC3 TTLM 0820V1

This module includes the following Learning Guides

LG08: Communicate information about

workplace processes

LG Code: EIS IDD3 M03 LO1- 08

LG09: Lead workplace discussion

LG Code: EIS IDD3 M03 LO3-09

LG10: Identify and communicate issues arising

in the workplace

LG Code: EIS IDD3 M03 LO4-10

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

- Selecting appropriate communication method
- Communicating multiple operations involving several topics areas
- Using questions to gain extra information
- Identifying correct sources of information
- Selecting and organizing information correctly
- Undertaking verbal and written reporting
- Maintaining communication skills in all situations

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 method
- Communicate multiple operations involving several topics areas
- Use questions to gain extra information
- Identify correct sources of information
- Select and organize information correctly
- Undertake verbal and written reporting
- Maintain communication skills in all situations

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4" in page 3, 17, 22, 29, 39, 49, 57and 64 respectively.
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self- check 4" -" in page 15, 21, 27, 37,48, 56, 63and 68 respectively
5. If you accomplish the self-checks, do operation sheet in page 69
6. LAP Test in page 70

1.1. Introduction

Communication is the act of expressing (or transmitting) ideas, information, knowledge, thoughts, and feelings, as well as understanding what is expressed by others. The communication process involves both sending and receiving messages and can take many forms.

Verbal communication is the spoken word, while nonverbal communication involves actions, facial expressions, body position, and gestures. Communication can occur in one-on-one or group settings, and in written formats (e.g., printed materials) or in visual formats (e.g., pictures, videos, and observational learning). And it involves not only the content of a message but also its emotional impact or the effect the message has on the person receiving it.
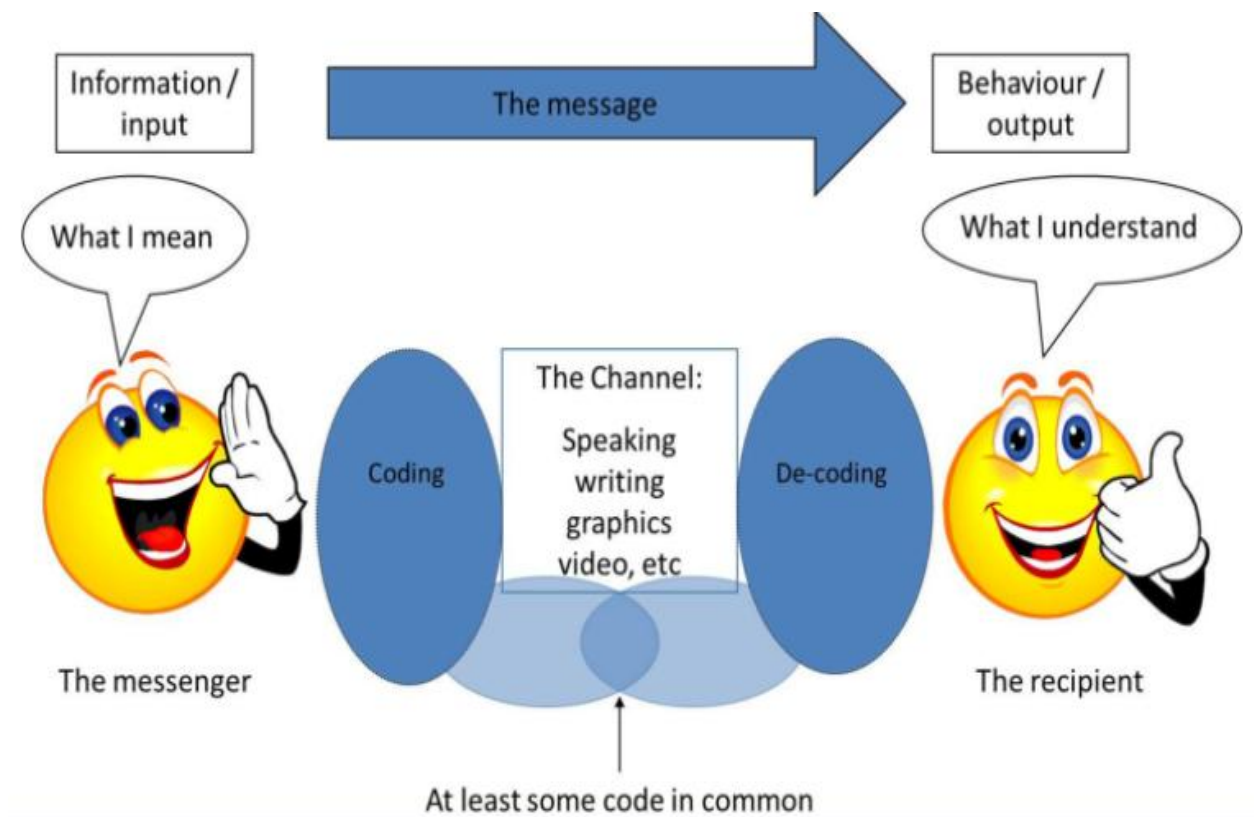

Figure 1: Ways of information sharing

1.2. Types of communication method

Non-verbal gestures: - refers to the message we send through our body language. Non-verbal communication is sending information without the use of words. It is mostly through one's body language, gestures, eye-contacts, appearance, pitch and tone of one's voice etc. one can communicate huge amount of feelings and emotions.

- Nonverbal messages are the primary way that we communicate emotions
- The messages we send through our posture, gestures, facial expression, and spatial distance account for 55% of what is perceived and understood by others.

NVC can be communicated through gestures and touch (Haptic communication), by body language or posture, by facial expression and eye contact. Speech contains nonverbal elements known as paralanguage, including quality, emotion and speaking style, as well as prosodic features such as rhythm, intonation and stress.

There are different types of Non-Verbal Communication (NVC):

- Proxemics: physical space in communication Movement and body position
  - ✓ Kinesics
  - ✓ Posture
  - ✓ Gesture
  - ✓ Haptics: touching in communication Facial Expression Eye Contact
- Paralanguage: nonverbal cues of the voice.

Proxemics Study of how people use and perceive the physical space around them - space between sender and receiver of a message influences how message is interpreted.
https://www.youtube.com/watch?v=AeNGSZK01Hs&feature=related

Space in NVC may be divided into four main categories: intimate, social, personal, and public space.

- **Body language**: - Body language is a form of non-verbal communication, consisting of body pose, gestures, and eye movements. Humans send and interpret such signals subconsciously. Study of body movement and expression is kinesics. Body language may provide cues as to the attitude or state of mind of

a person. For example, it may indicate aggression, attentiveness, boredom, relaxed state, pleasure, amusement, besides many other cues.

- **Gestures:** getting it wrong:

http://www.youtube.com/watch?v=xIUptjr3Xfo

A gesture is a non-vocal bodily movement intended to express meaning. They may be articulated with the hands, arms or body, and also include movements of the head, face and eyes, such as winking, nodding, or rolling ones' eyes.

- **Movement and body position**: Posture: used to determine
  - ✓ Degree of attention or involvement,
  - ✓ The difference in status between communicators,
  - ✓ The level of fondness a person has for the other communicator.

  Posture is understood through such indicators as direction of lean, body orientation, arm position, and body openness.

- **Haptic communication** Means by which people and other animals communicate via touching. Touch is an extremely important sense for humans; as well as providing information about surfaces and textures it is a component of nonverbal communication in interpersonal relationships, and vital in conveying physical intimacy. Socially acceptable levels of touching varies from one culture to another. In the Thai culture, touching someone's head may be thought rude.

- **Eye contact**: Eye contact and avoidance

https://www.youtube.com/watch?v=nwbUy3MHZGg

Eye contact needs to be neither too little nor too much. Amount of eye contact is related to various things, such as personality type.

1.2.1. Verbal:

Verbal communication refers to the content of our message, the choice and arrangement of our word. It involves the exchange of message or information by using words verbally through face to face or telephone conversations. It is the most common type of conversation as it paves way to get feedback right after receiving the message. It is known to be spontaneous as well. In verbal communication, the ability to listen and think carefully before speaking is critical.

A person must be careful of the words or expressions to be said. Any word that has been spoken cannot be taken back, so it is important to formulate expressions or sentences carefully.

The Verbal Communications a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations.

The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation. In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively.

The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. Such communication is more prone to errors as sometimes the words are not sufficient to express the feelings and emotions of a person.

The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations.

Interaction of verbal and nonverbal communication when communicating, nonverbal messages can interact with verbal messages in six ways: repeating, conflicting, complementing, substituting, regulating and accenting/ g. Repeating: consists of using gestures to strengthen a verbal message, such as pointing to the object of discussion. Conflicting: Verbal and nonverbal messages within the same interaction can sometimes send opposing or conflicting messages. A person verbally expressing a statement of truth while simultaneously fidgeting or avoiding eye contact may convey a mixed

message to the receiver in the interaction. Conflicting messages may occur for a variety of reasons often stemming from feelings of uncertainty, ambivalence, or frustration.

- **Complementing:** Nonverbal cues can be used to elaborate on verbal messages to reinforce the information sent when trying to achieve communicative goals; messages have been shown to be remembered well when nonverbal signals affirm the verbal exchange. Substituting: Nonverbal behavior is sometimes used as the sole channel for communication of a message. People learn to identify facial expressions, body movements, and body positioning as corresponding with specific feelings and intentions.

- **Regulating:** Nonverbal behavior also regulates our conversations. For example, touching someone's arm can signal that you want to talk next or interrupt. Accenting/Moderating: NV signals used to alter interpretation of verbal messages. Touch, voice pitch, and gestures used to accent or amplify, or tone down, the message that is sent.

A. Face to face

Face-to-face communication is the distinction of being able to see the other party or parties in a conversation. It allows for a better exchange of information since both speaker and listener are able to see and interpret body language and facial expressions. Face-to-face communication doesn't have to be done by people in the same physical space; the benefits can also be achieved over a video conference call or a more informal video chat.

Here are five good reasons for leaders to make the time to communicate face to face:

- **Interpret thoughts and feelings**: When you are face to face, you can see and respond to people's reactions – like facial expressions and body language – as well as their tone of voice. Leaders have the chance to show they care by asking probing questions and actively to understand the audience's perspective. This is especially critical when you need employees to adopt new behaviours to advance your goals, such as in times of change.

- **Enhance credibility and trust**: Leaders need to build to be effective. Face-to-face interaction allows you to share your strategy, explain it clearly, and answer questions honestly. Employees see how actions align with words, which enhances

leaders' credibility and trust. These sessions also create opportunities to tell stories about how a particular strategy is being "lived" by employees and recognize employees for positive actions.

- **Build relationships**: Interacting directly with other leaders, managers and employees expands your network and establishes shared experience that can enhance future communication. The activities needed to build agendas and presentations build greater comfort with messaging; generally, if you need to share information with someone else, you need to understand it yourself first. It also helps create camaraderie that is the basis of cooperation and success across the organization.

- **Gather feedback**: Meeting in person helps employees feel valued and gives them a chance to contribute input to organizational strategies and communication. It gives the leader a chance to confirm people's understanding of key issues, identify gaps and encourage on-going feedback and engagement. Consider using interactive technology to gather "live" data.

- **Address sensitive issues**: Finally, one of the biggest benefits of face-to-face communication is demonstrating respect for employees and a commitment to a successful outcome when you deal with a sensitive issue face to face. Whether you are providing specific to increase their success or delivering, focus on your desired out come and prepare by understanding the employee's mind-set and possible reactions. Ultimately your involvement means a lot and taking the time to meet can help turn a challenging conversation into a trust-building interaction. Don't forget to follow-up on issues discussed in future meetings and/or other channels to avoid diminishing the credibility you've created.

1.3. Benefits of face-to-face communication through video conferencing

When meeting in person isn't an option, video conferencing provides a great alternative. The face-to-face connection allows you to be present and engaged in the meeting, regardless of your physical location.

I. Keep remote workers in the loop

It's easy to feel left out when you work remotely, especially if most of your team works together in the same office. Video conferencing brings remote workers face to face with

in-office employees to collaborate globally and ensure the entire team is working together as one unit. Video conferencing also has the unique ability to bring a human connection to every interaction so remote worker feel connected to the rest of their team.

II. Boost overall productivity

Gather remote and in-office employees together in the same virtual meeting room, at the same time for regularly scheduled meetings and quick, impromptu meetings for better communication. The face-to-face interaction helps build a collaborative environment that inspires and energizes employees to participate in meetings and be more productive.

III. Reduce travel expenses

Sometimes gathering everyone in one location just isn't feasible. It can take a significant amount of time for attendees to get to a meeting, not to mention the cost of travel, food and hotel accommodations. Video conferencing is an effective way to meet face to face while saving time and travel costs.

IV. Improve communication reliability

Video conferencing provides a fast and secure way to communicate with your entire team face to face. Many companies are even transitioning into video-first organizations, meaning they use video conferencing as the first line of communication and fall back to audio or email only when needed. The improved reliability of video conferencing ensures that your entire message is communicated as intended and not left to misunderstandings or misinterpretations.

V. Improve value and reduce redundancy

When researching the total cost of ownership (TCO) of a collaboration suite, many companies are unaware of just how much is being spent on all of the different collaboration tools across an organization. Life-size offers an all-in-one video conferencing solution that includes video and audio conferencing, screen sharing, chat, meeting recording, whiteboarding and event live streaming to support all of the ways your teams communicate and connect.

B. Two-way radio

Systems usually use a single radio channel and operate in a half-duplex mode: only one user on the channel can transmit at a time, so users in a user group must take turns talking. The radio is normally in receiving mode so the user can hear all other transmissions on the channel.

Figure 2: commonly used two-way radio

C. Speaking to groups

Just say the two words separately "group" and "presentation." Note which word comes first group (the process) and not presentation (the product). In group presentations, there is often a tendency to put the focus on "presentation." Thus, the group interaction often falls short to only include exchanging contact information and schedules before diving straight into the presentation assignment. Successful group work begins with something more than simply exchanging contact information. It begins with acknowledging the layers of "group interaction. "Small group interaction is "the process

by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another" (Tubbs, 1995, p. 5). Notice that the definition includes both verbal and nonverbal messages. Thus, all your individual actions and words, including silence or no response, communicate something to others. This is why group members are disappointed when other members do not attend group meetings. Their absence from the group communicates a nonverbal message.

Figure 3: Speaking to groups

Group coordination is key in building message continuity. At its most basic level, group coordination focuses on group communication, "the process of creating meanings in the minds of others" (Tubbs, 1995, p. 186). Such coordination requires establishing shared meanings about interaction roles, the decision-making process, and conflict resolution. In short, the purpose of group coordination is to assist you in establishing a communication plan.

D. Using telephone

Telephone Communication. The transmission of speech over a distance either by electric signals propagated along conductors or by radio signals; a type of telecommunication. Telephone communication permits conversations to be carried on

between people (subscribers) separated by almost any distance. Telephone communication is one of the most important forms of communication within the company. Although today its use is being replaced by other forms of communication (such as email), phone use is one of the most common means by which to materialize both internal and external communications. It is very important in business because it is the medium through which the first contact with, or from the company is made. So, before any personal contact, the usual thing is to make a phone call to arrange an interview or to specify any matter or topic. The interlocutor at the other end of the line will form an idea about the company depending on the impression after this first telephone contact.

E. Written

Written communication involves any type of message that makes use of the written word. Written communication is the most important and the most effective of any mode of business communication. Some of the various forms of written communications that are used internally for business operations include: Memos. It refers to printed or recorded materials such as plans, contracts, memos, minutes of the meeting, requirement analysis document, design documents risk registers and other related written materials.

Written communication can be time consuming, but is extremely essential for formal scenarios which require approvals and having legal implications as well. Emails have ushered in a revolution in making written communication very fast and thus have become a preferred mechanism for sharing detailed information in fraction of a second.

F. Using internet

The internet is fundamentally a communications tool, and since its creation decades ago, people have been using it to communicate with one another. Early ways to communicate online on the internet that still exist include email, Usenet newsgroups, internet relay chat and other chat room services. More recently, the internet has developed the web, social networking tools, instant messaging programs, videoconferencing tools, newer chat programs and internet phone calling.

Email is one of the most fundamental internet communication tools. Email addresses are required to sign up for many services online, and it's generally assumed that everyone on the internet has at least one email address. Email addresses are available from many free services, most prominently from big companies like Microsoft and Google. Some internet service providers also still provide their users with email addresses.

There's some controversy about who actually invented networked email, but there's no doubt that messages were being sent from computer to computer early on in internet history. Since then, various rules of etiquette have evolved around email use. While email can be terser and use more abbreviations than print correspondence, it's still generally a good idea to attempt to use clear spelling and grammar and to be polite, especially since it's impossible to hear someone's tone of voice when you're sending email.

Email has been used as a means for spreading malware as well as for scams known as phishing, where someone impersonates a trusted sender in order to trick the recipient into sharing passwords, account numbers or other sensitive data. As a result, it's important to be cautious when receiving email with unexpected attachments, which could be viruses, or requests for funds or information, which could be scams. If you're not sure an email is legitimate, contact the person who allegedly sent it using another means, like the telephone.

G. Internet message boards

Many of today's internet users are familiar with the concept of online discussion forums, including Facebook groups, subreddits on the forum site Reddit or independent forums on special interest sites. These let people discuss the news of the day or details of their hobbies, medical conditions or hometowns. Many have moderators in place to keep the peace and repel trolls, fraudsters and other undesirable users.

H. Social networking tools

Some of the most popular internet communication tools are social networking services, including Facebook, Twitter, Facebook-owned Instagram, Snapchat and work-oriented LinkedIn. These services generally enable people to connect with and follow posts from

a chosen group of associates, sharing updates about their lives, careers or musings throughout the day.

I. Internet phone calling

Many people have switched to internet-based calling systems, using what's called Voice over Internet Protocol (VoIP), from traditional telephones, especially in office settings. **VoIP systems can be cheaper and faster to set up than traditional phones**, and they often allow international and long-distance calling for a fraction of the cost of landline telephones.

These systems are available through internet service providers, including many cable and traditional phone providers, as well as through independent providers that can use your existing internet connection.

J. Video calls and conferences

Video calling has also become popular for staying in touch with friends or family and for work conference calls that, in the past, would have been audio-only. Adding video makes it possible to see people's facial expressions, which can lead to easier communication. Coworkers can also share presentations and files through video systems, making sure everyone is literally on the same page during a discussion. One downside, of course, is that people need a professional environment and attire for a call that, if audio-only, could be placed from anywhere and in any kind of dress.

K. Cell phone

Cell phones have vastly changed the way we communicate today. A cell phone can be all you need for communicating. From a cell phone you can make calls, text message, BBM message, email, send and receive directions, go on the Internet, buy things, do online banking, listen to music and much more.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

I choose the best answer contains 2 pts. Each

1. --------- is the act of expressing (or transmitting) ideas, information, knowledge, thoughts, and feelings, as well as understanding what is expressed by others?

   A. Revision
   B. Objective
   C. Communication
   D. Theory

2. It involves the exchange of message or information by using words verbally through face to face or telephone conversations.

   A. Verbal communication
   B. Nonverbal communication
   C. Email attaching
   D. Phone calling

3. One of them has factors depends on the effectiveness of the verbal communication

   A. the tone of the speaker,
   B. Clarity of speech,
   C. Quality of words used in the conversation.
   D. All of the above

Part two matching item each question contains 2 pts.

A.	B.
1. Verbal communication,	A. Refers to the message we send through our body language.
2. nonverbal communication	B. is the spoken word
3. Haptic communication	C. Is a form of non-verbal communication, consisting of body pose, gestures, and eye movements.
4. Body Language	D. Means by which people and other animals communicate via touching.
	E. Effective communication

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Choose answer

1._____

2. _____

3. _____

Matching answer

1. _____

2. _____

3. _____

4. _____

2.1. Communication Strategy

2.1.1. The importance of a comprehensive communication strategy

Most HR professionals and organizational leaders agree that linking corporate communication to business strategy is essential to effective and consistent business operations. With a formal and comprehensive communication strategy, organizations can ensure that they:

- Communicate consistent messages.
- Establish a recognizable employment brand.
- Deliver messages from the top that are congruent with the organization's mission, vision and culture.

2.1.2. The impact of effective communication

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 drive their commitment and loyalty.
- Educates employees on the merits of remaining union-free (if that is the organization's goal).
- Gives employees a voice—an increasingly meaningful component of improving employees' satisfaction with their employer.
- Helps to lessen the chances for misunderstandings and potentially reduces grievances and lawsuits.
- Improves processes and procedures and ultimately creates greater efficiencies and reduces costs.

2.1.3. The impact of ineffective communication

Ineffective communication may increase the chances for misunderstandings, damage relationships, break trust, and increase anger and hostility. Ineffective communication may stem from poorly aligned strategy, a failure to execute the strategy, use of the

wrong communication vehicle, bad timing, and even nuances such as word choice or tone of voice.

2.2.   Building a communication strategy

To develop a communication strategy, employers should begin by linking communication to the strategic plan, including the organization's mission, vision and values; its strategic goals and objectives; and its employment brand.

Effective communication strategies:

- Safeguard credibility to establish loyalty and build trust.
- Maintain consistency to establish a strong employment brand.
- Listen to employees and to members of the leadership team.
- Seek input from all constituencies.
- Provide feedback.
- Prepare managers in their roles as organizational leaders.

A communication strategy includes the following elements:

- Highly effective strategies that are often top-down, with senior management setting the tone for a cascading series of messages.
- A budget that allows for the use of various types of communication vehicles depending on the message to be delivered and any unique issues associated with it.
- A process by which leaders evaluate any particular situation driving the need to communicate and from which key messages will emerge.
- A method for generating feedback and using it to shape follow-up messages.
- A customized delivery approach with communication materials that is easy to understand.

2.3.   Audience

Identifying audience issues is a key task in ensuring effectiveness in any communication strategy. What is the ideal audience for a particular communication? The audience may include everyone who influences or is influenced by the information being shared. For the most effective communication, audience size must also be appropriate given the

information being shared and whether interaction will be permitted. If organizations anticipate that employees will have a number of questions regarding a new and unique benefit offering or a new procedure, for example, audience size should be limited so that questions can be adequately addressed.

2.3.1. Communicating "up"

While much of a communication strategy is focused on imparting information to employees, another central component is permitting employees to have a voice with members of senior management. Having a voice is a critical employee relations issue that affects satisfaction and engagement.

2.3.2. Geographically dispersed audience

Organizations may have multi-unit operations with a variety of worksites within a city, state or country, or even globally. The more geographically dispersed and the more interdependent these groups are in their need to work together to solve problems, the greater the challenges are to the communication strategy.

2.3.3. Diversity and global issues

Audiences for organizational communication may embody many dimensions of diversity: age, disability, ethnicity/national origin, gender and race, for example. Diverse audiences may have different perceptions and expectations when giving or receiving information and these differences should be considered when developing messages to a broad audience.

2.4. Vehicles and Approaches

One of the major challenges in developing and executing communication plans is to select the best vehicles for delivering any given message to and from employees. With so many choices, such as face-to-face communication, electronic media, meetings, printed materials and webinars, the decision becomes quite complex.

- Is the communication best suited for an electronic message via e-mail or for a face-to-face meeting?

- Should communication be mailed to the home address of the employee if family members are affected by the news, such as in a benefits update, or is it best communicated in a meeting conducted on work time?

New forms of electronic media raise additional questions. With social media opportunities available to any individual, HR professionals may need to consider not only strategies to tap into this medium but also policies for employees using this medium to communicate among themselves.

When selecting the best communication vehicle, organizational leaders should consider:
- **Timing.** The timing of the information may be imperative, such as in emergency situations.
- **Location.** Employees' location may affect this selection. Are all employees in one building, at multiple sites or situated globally? Do they work virtually?
- **Message.** Another issue that affects the decision is the sensitivity of the information. For layoff or termination information, most professionals agree that face-to-face meetings trump any other means of communication, but some issues may make these meetings impossible due to the geographic location of the employees, the number of employees affected and other factors.

Organizational leaders have many options, including the following, when selecting a communication vehicle.

A. Handbook

The employee handbook is used to communicate standard operating procedures, guidelines and policies. The handbook is also used to communicate the organization's mission, vision and values, helping to establish an organizational culture and employment brand. While most employee handbooks traditionally have been produced in print format, more organizations are moving toward an electronic format, allowing for easy updating, documentation and review, especially when all employees have access to computers.

B. Newsletters

Newsletters are used to communicate new information about the organization, its products and services, and its employees. Newsletters may be in print or electronic format and may be sent to the employee as well as to his or her family, especially when the news directly affects family members. Newsletters may be published on a regular basis (weekly, monthly, quarterly) or whenever the organization has news to report.

C. Town hall meetings

Town hall meetings are an option to gather employees together to share news celebrate successes or communicate companywide information that affects all employees. These meetings are most effective when employees are physically located in one geographic area, but for some critical meetings, employees may be brought to one central location. Alternatively, town hall meetings may be held in various locations when employees are widely dispersed geographically or may be held electronically via webinars or teleconferences.

D. E-mail

Electronic communication is a fast and easy way to reach many employees at once. It may be best used when information is urgent, such as in emergencies. E-mail communication presents some difficulties because tone of voice and inflection are absent, making an ironic or sarcastic remark appear rude or harsh, which may not be the intended message.

E. Face-to-face meetings

Face-to-face meetings with employees are one of the best ways to relay sensitive information. During layoffs or restructurings or when handling employee performance issues, face-to-face communication is generally preferred.

F. Telephone

The telephone is another way to communicate information to employees. Whether it is used in the traditional sense when face-to-face communication is not physically possible or in more state-of-the-art communication via webinars or voice mail blasts, the telephone is a staple in communication vehicles.

G. Stories

Storytelling creates a picture through words so that the message becomes memorable. Organizational leaders are beginning to understand how storytelling can be used as a powerful business tool to impart company culture, to create an employment brand, and to build trust and loyalty among employees.

H. Social media

Many individuals regularly use social media sites like Twitter, LinkedIn and Facebook, not only for recreational purposes but as a business communication tool. Social media can help recruiter's source top talent, help salespeople identify potential contacts and allow employees to keep in touch with their leaders.

I. Virtual team meetings

Organizations may have employees located across the city or across the globe and may need to rely on virtual team meetings to get work done. Setting expectations and establishing protocols are vital steps in ensuring that communication will be effective. Since written communication, * whether in print or in electronic format, can hide tone of voice, inflection and other nuances of communication, many work teams rely on videoconferences and Internet-based technologies to make virtual meetings more productive.

2.5. Effective communication skills

Communication skills can be defined as a set of skills that enable a person to communicate properly. According to Hymes, the creator of this, effective communication skills consist of knowing "when to speak, when not, and what to talk about, with whom, when, where, in what form". We interact constantly with other people and we can't stop expressing ourselves. Therefore, mastering these skills is fundamental to our personal and social development. We use them when speaking, listening, reading and writing.

2.5.1. Effective communication skills: Applications

We can't stop communicating, even if we try. A single gesture betrays us. In fact, even when we are alone, we talk to ourselves. Finding the right words and thoughts comes in handy in all aspects of life. We will mention three main ones.

2.5.1.1 Effective communication skills at work

People who work harder or better don't always receive all the attention. Sometimes the main thing is how ideas are sold to the boss and the power of persuasion. Effective communication skills allow us to develop influential techniques and reach a greater audience.

At the professional level, it is essential to know how to deal adequately with peers, make good decisions even in stressful situations or under job. This is one of the reasons why effective communication skills are increasingly valued.

They are almost as important as mastering other languages or handling various computer programs. A person with good communicative skills stands out above the others in several areas and is the most prominent candidate in job interviews.

Specifically, at work, effective communication skills are highly valued as well as assertiveness. Communicating what you need in a polite and respected way is very important in corporation settings.

2.5.1.2 Effective communication skills in education

We can train these skills from childhood, the best and most appropriate way to develop these skills is in our natural environment. Communicating well improves our personal relationships and our well-being. It makes us feel competent.

2.5.1.3 Effective communication skillsin everyday life

We need these skills to communicate constantly. For example, to tell our roommate to wash the dishes, give bad news to a friend or send a postcard to our relatives. From the smallest to the most complicated interaction, we are in constant demand to effectively communicate ourselves. Communicating well saves time, effort and makes life more enjoyable.

2.5.1.4 Effective communication skills in a difficult conversation

We all have conversations that we feel are difficult to tackle; here are some things to keep in mind when dealing with this issue. Miscommunication is very common because even though we might be in a conversation speaking the same language, our

interactions are more complex than you could imagine. The next video explains how miscommunication is very easy and how to avoid it.

https://blog.cognifit.com/effective-communication-skills/

2.5.2. Deliver more positive than negative feedback

Positive statements are those that come across as supportive, appreciative, encouraging, meanwhile negative ones are those that are critical, disapproving and contradictory. Our brain tends to focus on the negative aspects more than the positive; therefore, it's important to deliver around five to six times as many positive statements to every negative statement. This comes in handy not only for work settings but personal relationships as well.

2.5.3. Facial expression

Remember that emotional intelligence is all about reading another person's emotion and empathizing. For effective communication skills, it's important to focus on their facial expression. Smiling is important for social interactions when delivering feedback try to keep your facial expression as positive as possible and always looking for cues of how the other person might take it.

2.5.4. Stress the importance of working together to solve difficulties

When speaking about a problem always try to describe the situation without any evaluation, identify your feelings regarding the situation (don't place blame) and suggest solutions that can make it better (avoid arguing about who is right or wrong).

2.5.5. Eye contact

Psychologists describe resonance as a person's ability to read someone else's emotions. This is mainly done through eye contact; it allows for people to create a connection and helps with feedback.

2.5.6. Characteristics of a person with eeffective communication skills

i. They are observers

In a way empathy allows us to infer the mental states of others. Good communicators know how to anticipate the reactions of others, recognize them, and modify their speech accordingly.

ii. Can understand the context

People with effective communication skills are characterized by being curious about the world and adapting to the individual, social and cultural differences. Imagine that you are traveling to an Asian country and you notice that its inhabitants feel uncomfortable talking to you. It is probably because they consider disrespectful to stare into their eyes. We do not have to go that far to assess the situation. It is important to always take into account your surroundings when assessing the best way to communicate.

iii. Have high self-efficacy

They see obstacles as challenges. Believing in our possibilities makes it easier for us to focus on what we have to say without being distracted by our insecurities. It is normal to have certain doubts (and convenient when learning to improve ourselves), but there are appropriate ways to value more the perception that we have about our abilities.

iv. They are respectful

A person with effective communication skills is able to talk to people with whom he disagrees and not lose their temper or patience. This is complicated if we argue about politics, religion or football. How many times have we seen people lose their tempers over nonsense? Good communicators accept the other person's point of view and give their arguments kindly.

v. They are emotionally intelligent

They worry about what their interlocutor feels. They are assertive and empathetic. They know what questions they have to ask, how to address them, and when it is best to keep quiet.

vi. They are organized

They order their thoughts before explaining them. They think before they speak and are not afraid to admit that they don't know something. Both speaking and writing require that we order our ideas consistently. This way we will make it easier for our interlocutor to follow our argument and find our words more attractive.

vii. They are creative

They tend to tell stories to generate emotional bonds with their listener, create the right metaphors, look for witty and memorable examples, etc. They are flexible and know what is best for each occasion.

viii. Have good references

They examine other's communication skills and take the best out of each encounter. They learn fast and perfect their techniques. If this is not something you tend to do, put it into practice as an exercise to achieve effective communication skills.

ix. They are not afraid to be wrong

We can't have everything under control, no matter how effective our communicative skills. Excellent communicators are not great for their perfection. They are great because they learn from their mistakes; they don't give up and take their mistakes with humor. Failures are inherent in the communicative process.

x. Practice, practice, and practice

It is true that there are people who seem to have a supernatural ability to communicate. However, this potential is wasted if our communicative skills are not exercised. A little rehearsal never hurts. Practice enough to make sure your communicative skills are effective.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

I.   **Choose the best answer (2pts each)**

1. One of them has success of Effective communication contribute to organization?

    A.   Builds employee morale, satisfaction and engagement.

    B.   Helps employees understand terms and conditions of their employment and drive their commitment and loyalty.

    C.   Educates employees on the merits of remaining union-free (if that is the organization's goal).

    D.   All of the above

2. One of them has not increased the chances for Ineffective communication?

    A.   Good understandings

    B.   damage relationships

    C.   break trust

    D.   Increase anger and hostility.

3. One of them has elements of communication strategy

    A.   A process by which leaders evaluate any particular situation driving the need to communicate and from which key messages will emerge.

    B.   A method for generating feedback and using it to shape follow-up messages.

    C.   A customized delivery approach with communication materials that is easy to understand.

    D.   All of the above

4. One of them has organizational leaders should consider When selecting the best communication vehicle?

    A.   Timing.

    B.   Location

    C.   Message

    D.   All of the above

5. One of them has Characteristics of a person with eeffective communication skills

    A. They are observers

    B. Can understand the context

    C. They are organized

    D. Have high self-efficacy

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Multiple choose Answer

1.

2.

3.

4.

5.

3.1. Questioning techniques asking questions effectively

"Garbage in, garbage out," is a popular truth, often said in relation to computer systems: if you put the wrong information in, you'll get the wrong information out.

The same principle applies to communications in general: if you ask the wrong questions, you'll probably get the wrong answer, or at least not quite what you're hoping for.

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, you can improve a whole range of communications skills. For example, you can gather better information and learn more; you can build stronger relationships, manage people more effectively, and help others to learn too.

In this article and in the video, below, we will explore some common questioning techniques, and when (and when not) to use them.

3.1.1. Open and closed questions

A closed question usually receives a single word or very short, factual answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of your town or your address.

Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions. Here are some examples:

- What happened at the meeting?
- Why did he react that way?
- How was the party?
- Tell me what happened next.
- Describe the circumstances in more detail.

Open questions are good for:

- Developing an open conversation: "What did you get up to on vacation?"
- Finding out more detail: "What else do we need to do to make this a success?"

- Finding out the other person's opinion or issues: "What do you think about those changes?"

Closed questions are good for:

- Testing your understanding, or the other person's: "So, if I get this qualification, I will get a raise?"

- Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?"

- Frame setting: "Are you happy with the service from your bank?"

- A misplaced closed question, on the other hand, can kill the conversation and lead to awkward silences, so are best avoided when a conversation is in full flow.

3.1.2. Funnel questions

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level. It's often used by detectives taking a statement from a witness:

- "How many people were involved in the fight?" "About ten."

- "Were they kids or adults?" "Mostly kids."

- "What sort of ages were they?" "About fourteen or fifteen."

- "Were any of them wearing anything distinctive?" "Yes, several of them had red baseball caps on."

- "Can you remember if there was a logo on any of the caps?" "Now you come to mention it, yes, I remember seeing a big letter N."

Using this technique, the detective has helped the witness to re-live the scene and to gradually focus in on a useful detail. Perhaps he'll be able to identify young men wearing a hat like this from CCTV footage. It is unlikely he would have got this information if he's simply asked an open question such as "Are there any details you can give me about what you saw?"

3.1.3. Probing questions

Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement that they have made. At other times, you need additional information for clarification, "When do you need this report by, and do you want to see a draft before I

give you my final version?" Or to investigate whether there is proof for what has been said, "How do you know that the new database can't be used by the sales force?"

Probing questions are good for:

- Gaining clarification to ensure that you have the whole story and that you understand it thoroughly.
- Drawing information out of people who are trying to avoid telling you something.

3.1.4. Leading questions

Leading questions try to lead the respondent to your way of thinking. They can do this in several ways:

- With an assumption– "How late do you think that the project will deliver?" This assumes that the project will certainly not be completed on time.
- By adding a personal appeal to agree at the end– "Lori's very efficient, don't you think?" or "Option two is better, isn't it?"
- Giving people a choice between two options– both of which you would be happy with, rather than the choice of one option or not doing anything at all. Strictly speaking, the choice of "neither" is still available when you ask "Which would you prefer... A or B?" but most people will be caught up in deciding between your two preferences.
- Leading questions are good for:
- Getting the answer, you want, but leaving the other person feeling that they haven't got a choice.
- Closing a sale: "If that answers all of your questions, shall we agree on a price?"

3.2. Using questioning techniques

You have probably used all of these questioning techniques before in your everyday life, at work and at home. But by consciously applying the appropriate kind of questioning, you can gain the information, response or outcome that you want even more effectively. Questions are a powerful way of:

- Learning: ask open and closed questions, and use probing questioning.
- Relationship building: people generally respond positively if you ask about what they do or enquire about their opinions. If you do this in an affirmative way "Tell

me what you like best about working here" you will help to build and maintain an open dialogue.

- Managing and coaching: here, rhetorical and leading questions are useful too. They can help get people to reflect and to commit to courses of action that you've suggested: "Wouldn't it be great to gain some further qualifications?"

- Avoiding misunderstandings: use probing questions to seek clarification, particularly when the consequences are significant. And to make sure that you avoid jumping to conclusions. The Ladder tool can help you here, too.

- De-fusing a heated situation: you can calm an angry customer or colleague by using funnel questions to get them to go into more detail about their grievance. This will not only distract them from their emotions, but will often help you to identify a small practical thing that you can do, which is often enough to make them feel that they have "won" something, and no longer need to be angry.

- Persuading people: no one likes to be lectured, but asking a series of open questions will help others to embrace the reasons behind your point of view. "What do you think about bringing the sales force in for half a day to have their laptops upgraded?"

Asking good questions is productive, positive, creative, and can get us what we want". Most people believe this to be true and yet people do not ask enough good questions. Perhaps one of the reasons for this is that effective questioning requires it be combined with effective listening.

Effective questions help you:

- Connect with your clients in a more meaningful way
- Better and more fully understand your client's problem
- Have clients experience you as an understanding, competent lawyer
- Work with your staff more effectively
- Help your staff take responsibility for their actions and solve problems within the workplace more easily
- Cross examine more effectively
- Take revealing depositions
- Gather better information
- Do more solution-oriented problem solving

- Improve your negotiating skills

- Reduce mistakes

- Take the sting out of feedback

- Defuse volatile situations

- Get cooperation

- Plant your own ideas

- Persuade people

3.3. Effective questions

Effective questions are questions that are powerful and thought provoking. Effective questions are open-ended and not leading questions. They are not "why" questions, but rather "what" or "how" questions. "Why" questions are good for soliciting information, but can make people defensive so be thoughtful in your use of them. When asking effective questions, it is important to wait for the answer and not provide the answer. When working with people to solve a problem, it is not enough to tell them what the problem is. They need to find out or understand it for themselves. You help them do this by asking them thought provoking questions. Rather than make assumptions find out what the person you are talking to knows about the problem.

For example: "What do you think the problem is?"

Behind effective questioning is also the ability to listen to the answer and suspend judgment. This means being intent on understanding what the person who is talking is really saying. What is behind their words? Let go of your opinions so that they don't block you from learning more information. Pay attention to your gut for additional information.

3.4. Powerful questions

The following are examples of typical questions. These questions can help you improve your communication and understanding of the client or staff member.

I. Identification of issue:

These questions can be used in client interviews and meetings, settlement negotiations and to work with others in solving problems.

- What seems to be the trouble?
- How do you feel about _____?
- What seems to be the problem?
- What seems to be your main obstacle?
- What is holding you back from _____?
- What do you think about doing X this way?

II. Further information:

These questions can be used in depositions and to find out what someone has already done to resolve a work problem.

- What do you mean by _____?
- Tell me more about _____
- What else?
- What other ways did you try so far?
- What will you have to do to get the job done?

III. Outcomes:

These questions can be used in settlement negotiations or while working with staff to plan how to do something.

- What do you want?
- What is your desired outcome?
- What benefits would you like to get out of X?
- What do you propose?
- What is your plan?
- What else do you need to consider?

IV. Taking action:

These questions can be used in working with staff.

- What will you do? When will you do it?
- How will I know you did it?
- What are your next steps?

3.5. Listening as part of effective questioning

The client comes to you, not only for your ability to win a lawsuit, to negotiate a settlement, or draft a document, but also for your wisdom. You evidence your understanding or wisdom by listening to your client - not just asking questions or delivering the service.

When clients are listened to, they feel understood and are more trusting of you. Effective listening is a skill that requires nurturing and needs development. Since lawyers are smart, the temptation is to get by with listening at a minimal level. To connect with your client and have they experience you as an effective lawyer requires you to maintain superior listening skills along with asking effective questions.

Factors that may work against effective listening include:

- A desire to keep control of the conversation.
- As highly trained professionals, lawyers want to demonstrate their intelligence and skills so they often want to give the answer before they have fully heard the question.
- Listening may result in hearing the client express feelings and emotions and some lawyers are uncomfortable with emotions and feelings being expressed.

They think it is not within a lawyer's role or that it is unprofessional to do so.

When we really listen to a client, we begin to hear different levels of communication. Getting to a deeper level of understanding, rather than coming up with an immediate answer, is key to more effective problem solving. Listening in this manner allows the client to come up with their own solution or plan of action.

Listening Skills as part of Effective Questioning include:

- **Articulating**: Attention and awareness result in articulation and succinctly describing what we have learned from our client. Sharing our observation clearly but without judgment does this. We can repeat back to our clients just what they said. We can expand on this by articulating back to them what we believe they mean. This helps a person feel heard. For example: "What I hear you saying is .."

- **Clarifying**: Clarifying is a combination of asking and clearly articulating what we have heard. By asking questions our client knows we are listening and filling in the gaps. When our client is being vague, it is important for us to clarify the circumstances. We can assist them to see what they can't see themselves by making a suggestion. For example: "Here's what I hear you saying. Is that right? "

- **Being curious**: Do not assume you know the answer or what your client is going to tell you. Wait and be curious about what brings them to see you. What motivates them? What is really behind the meeting? Use your curiosity so that your next question can go deeper.

- **Silence:** Giving the person we are listening to time to answer questions is an important aspect of listening. Waiting for the client to talk rather than talking for them is imperative for an effective listener.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Open questions are good for:
    A. Developing an open conversation:
    B. Finding out more detail: "What else do we need to do to make this a success?"
    C. Finding out the other person's opinion or issues:
    D. All of the above

2. Closed questions are good for:
    A. Testing your understanding, or the other person's:
    B. Concluding a discussion or making a decision:
    C. Frame setting:
    D. All of the above

    3. One of them has **not** a powerful way for good questions?
    A. Learning
    B. Relationship building
    C. Managing and coaching
    D. coming misunderstandings

Matching part each question contains two points

A.	B.
1. "Garbage in, garbage out,"	A. Usually receives a single word or very short, factual answer.
2. A closed question	B. If you put the wrong information in, you'll get the wrong information out?
3. An open question	C. Try to lead the respondent to your way of thinking.
4. Leading questions	D. Asks the respondent for his or her knowledge, opinion or feelings.
	E. the successes of input and output

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Choose Answer

1.-------------

2.------------

3.------------

Matching answers

1.-----------

2. -----------

3. ------------

4. -----------

4.1. Source of information

An Information source is a source of information for somebody, i.e. anything that might inform a person about something on provides knowledge to somebody. Information sources may be observations, people speeches, documents, pictures, organizations etc.

4.2. Types of information sources:

The various types of information sources can be divided into two broad categories.

A) Documentary Sources

B) Non-Documentary Sources
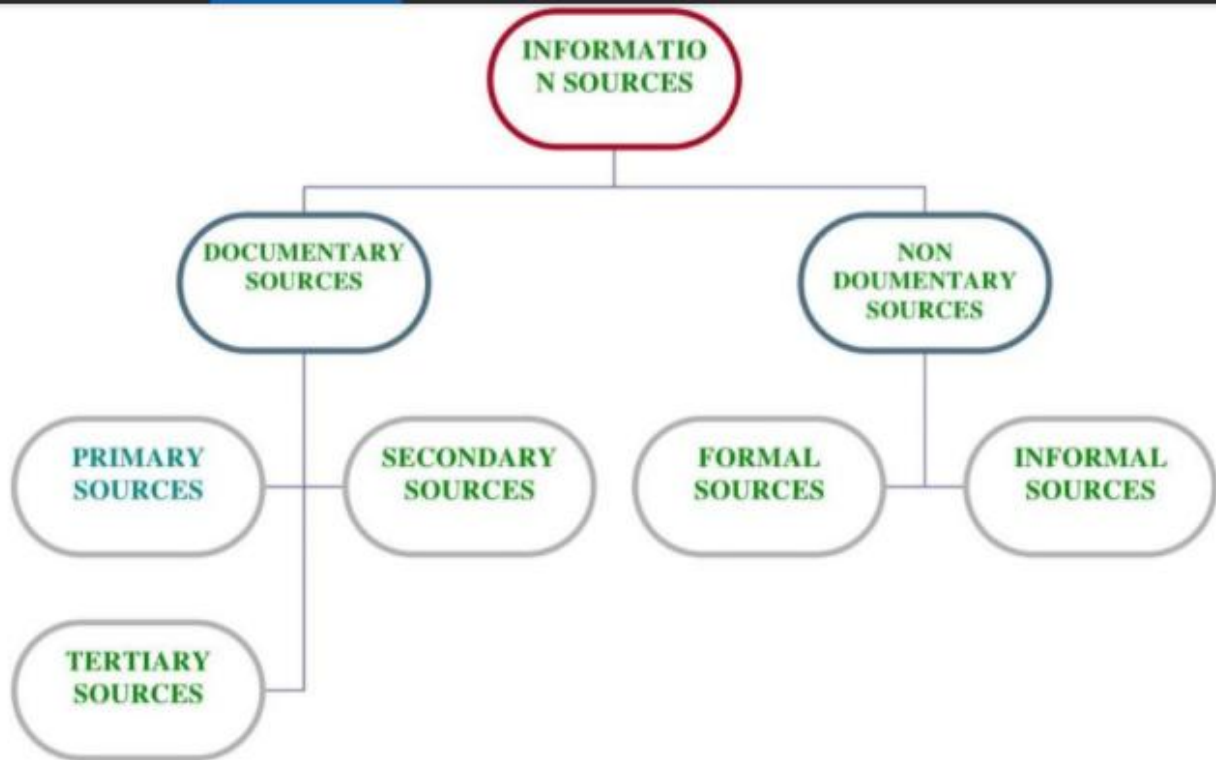
Figure 4: Types of information source

4.2.1. Documentary sources

These are generally published or recorded documents of knowledge. Documentary sources may be as under: -

PRIMARY		SECONDARY		TERTIARY
➤ Periodical ➤ Research Report ➤ Conference Proceedings ➤ Patents ➤ Standards ➤ Trade Literature ➤ Thesis	Condensation & Repackaging	➤ Indexing Services ➤ Abstracting Services ➤ Review of Progress ➤ Reference Works ➤ Treatises ➤ Monographs ➤ Text Books	Keys and aids to search	➤ Yearbooks and Directories ➤ Bibliographies ➤ Location list of periodicals ➤ List of Indexing and abstracting services ➤ Guides ➤ List of Research in

progress
➤ Guide to
professional

Figure 5: types of information and its component

I. Primary sources of information:

sources of information are the first published records of original research and development or description of new application or new interpretation of an old theme or idea. There are original documents representing unfiltered original ideas.

These constitute the latest available information. A researcher producing new information can make it available to the particular community through the primary sources. Often, it may be the only source of information in existence. Primary sources are unorganized sources, which are rather difficult to use by them, the secondary sources help us to use these. These are important sources of information. A subject becomes a discipline in its own right when independent primary sources begin to be produced in that area. The rate of growth of a discipline to a large extent depends upon the amount of literature being produced in the form of primary sources reporting development in the concerned field.

II.   Secondary sources of information

Secondary sources of information are those which are either compiled from or refer to primary sources of information. The original information having been casually modified selected or reorganized so as to serve a definite purpose for group of users. Such sources contain information arranged and organized on the basis of some definite plan. These contain organized repackaged knowledge rather than new knowledge. Information given in primary sources is made available in a more convenient form. Due to their very nature, secondary sources are more easily and widely available than primary sources. These not only provide digested information but also serve as bibliographical key to primary sources of information. The primary sources are the first to appear, these are followed by secondary sources. It is difficult to find information from primary sources directly. Therefore, one should consult the secondary sources in the first instance, which will lead one to specific primary sources.

The following are types of secondary sources of information:
"Bonn" has divided the secondary sources into three types which are as below

- **Index Type:**
  - ✓ Index
  - ✓ Bibliography
  - ✓ Indexing periodicals
  - ✓ Abstracting Periodicals
- **Survey Type:**
  - ✓ Review
  - ✓ Treatise
  - ✓ (c)Monograph
- **Reference Type:**
  - ✓ Encyclopedia
  - ✓ Dictionary
  - ✓ (c)Hand book, Manual
  - ✓ Critical Tables

Important ones are Discussed below: -

A.   Periodicals

All periodicals do not report original work. There are a number of periodicals which specialize in interpreting and providing opinions on developments reported in primary sources of information. Such periodicals may be considered secondary sources.

B. Indexes

An Index to a work contains an alphabetical list of names, topics, places, formulae, titles of any significant item referring to material presented in the main part of the work. Sometimes, these items may be arranged chronologically, geographically or in some other way.

C. Bibliographies

A bibliography is an organized list of primary or other sources relating to a given subject or person. It is usually arranged alphabetically by author or chronologically or topic wise. It may be comprehensive or selective. Sometimes it may be provided with annotations. It may be published as a part of a larger work or as a separate work. The basic aim of a bibliography is to assist the users in locating the existence of or identifying a book or any other material which may be interest to him. A well-prepared bibliography provides a definite coverage of documents over a period of time within specified limits.

D. Indexing periodicals

An Indexing Periodical is a regularly issued compilation of titles of articles that appear in current primary source journals. Generally, titles of new books pamphlets etc. are also included. An index to a publication contains an alphabetical list of names, topics, places, formulate, titles of any significant items referring to material presented in the main part of the work. These items are arranged chronologically, geographically or in some other way.

E. Abstracting periodicals

Abstracts appear in different formats. The best-known format for abstracting services is periodical. An abstracting periodical" is a regularly issued compilation of concise summaries of

- significant articles (often in a very limited subject field) that appear in current primary sources journals and

- Important new research monographs, reports, patents and other primary source publication in that field.

F. Reviews (survey type)

A review is a survey of the primary literature. It aims to digest and correlate the literature over a given period. It also indicates the development and trends in the field concerned. It may appear as a collection of papers on regular basis (annual or quarterly or monthly) or in the form of an article in a periodical. A review provides background information to a new problem in a suitable form and serves as a key to literature. List of references given in a review can serve as an excellent bibliography of the concerned subject for a period covered by it,

G. Reference books (also considered tertiary)

Reference works, which contain the desired information itself, are considered secondary sources of information. These include encyclopedias, dictionaries, handbooks, tables, formularies, etc. this form an essential part of secondary sources of information. The sources of ready reference books are as follows: -

- **Dictionaries:** A dictionary is a book, which deals with words of a language or of some special subjects, authors, etc. Thus, a dictionary is a wordbook. Although a dictionary is supposed to deal with words but often it may go beyond this.

- **Encyclopedias (also considered tertiary):** An encyclopedia is a book giving information on all branches of knowledge or a specific subject. It is an ideal book, which deals with concepts. An encyclopedia is a storehouse of knowledge giving all information of significance. However, it is best used for finding answers to background questions related to general information and self-education. One often turns to encyclopedias for one's everyday information requirements. This is also true of scientists and technologists.

- **Handbook:** A handbook is a compilation of miscellaneous information in a compact and handy form. It contains data, procedures, and principles, including tables, graphs, diagrams and illustrations. Scientists and technologists use handbooks in their fields rather frequently.

- **Tables:** Many of the handbooks contain data in the form of tables. Some of the handbooks devote substantial portion of the work to tables as compared with text. Tables are convent form to present data. There are extremely useful in Science.

- **Manuals:** In common practice, a manual is an instruction book, which instructs how to do something by means of specific and clear directions.

- **Magazine and newspaper articles (this distinction varies by discipline):** A news article is an article Published in a print of Internet news medium such as a newspaper, newsletter news magazine, news oriented website, or article directory that discusses current or recent news of either general interest (i.e. daily newspapers) or on a specific topic (i.e. political or trade news magazines, club newsletters, or technology news websites).

H. Text books (other than fiction and autobiography):

A textbook is a book of instruction. Its Primary aim is not to impart information about a specific subject but to enable one to develop proper understanding of the subject. Presentation is extremely important and it is prepared to serve a particular level of readership. It cannot be comprehensive. Often presentation is colorful and attractive, giving plenty of illustrations and diagrams. A good textbook takes into consideration the method of teaching and level of readership. It is revised keeping in view new developments and changing methodology of teaching. There is a difference of opinion about the place of text books as tertiary sources.

I. Translations

Translations are an important part of secondary sources. Their characteristics are the same as those of primary or secondary or tertiary sources from which these are translated. Many of the authors of research papers prefer to cite original sources rather than translations.

J. Treatises:

A Treatise is a comprehensive compilation or summary of information on a subject. A treatise on a subject provides enough information to a person to acquire basic knowledge, so essential for carrying out advanced research. It also provides facts, along with discussion. The fact may include physical constants methods of preparation and

purification of compounds etc. Usually, it is limited to a broad field. Due to the very nature, these become out of date within a short period of time.

K. Monographs:

A Monograph is a short treatise on a specific subject. A monograph and treaties serve the same purposes with the difference that a monograph is an attempt on a limited scale. Very often a monograph may be brought out as a part of a series.

L. Biographical words:

A biography is a description or account of someone's life and the times, which is usually published in the form of a book or an essay, or in some other form, such as a film. An autobiography (auto meaning "self', giving "self-biography") is a biography of a person's life written or told by that same person. A biography is more than a list of impersonal facts (education, work, relationship, and death), it also portrays the subject's experience of those events. Unlike a profile or curriculum vitae (resume), a biography presents the subject's story, highlighting various aspects of his or her life, including intimate details of experiences, and may include an analysis of the subject's personality.

M. Literary criticism:

It is the study, evaluation, and interpretation of literature. Modern Literary criticism is often informed by literary theory, which is the philosophical discussion of its methods and goals. Though the two activities are closely related, literary critics are not always, and have not always been, theorists.

III. Tertiary sources of information

This is the most problematic category of all. However, people rarely expected to differentiate between secondary and tertiary sources. Materials in which the information from secondary sources has been digested- reformatted and condensed, to put it into a convenient, easy to read form. Sources which are once removed in time from secondary sources and works which index, organize and compile citations to, and show you how to use secondary sources.

Tertiary sources of information contain information distilled and collected from primary and secondary sources. The primary function of tertiary sources of information is to aid the searcher of information in the use of primary and secondary sources of information. Most of these sources do not contain subject knowledge. Due to the increase in literature, tertiary sources are becoming increasingly important. Out of the various kinds of sources, tertiary sources are the last to appear.

Types:

- Bibliography of bibliographies
- Directories and yearbooks
- Guide to literature
- List of research in progress

4.2.2. Non-documentary sources:

Non documentary sources of information form a substantial part of communication especially in science and technology. User's studies have underlined the importance of such sources. These sources provide information which other sources do not.

There are two kinds of sources: -

- **Formal sources: -**
  - ✓ Research Organization
  - ✓ Societies
  - ✓ Industries
  - ✓ Govt. Dept.
  - ✓ Universities
  - ✓ Consultants
- **Informal sources: -**
  - ✓ Conversation with colleges
  - ✓ Visitors
  - ✓ Attendance at Professional Meetings.

4.2.3. Conclusions

The above categorization is based on the characteristics of the documents. Primary sources are more current and accurate than secondary and tertiary. In searching for Information, a researcher usually starts with secondary and tertiary sources and ends

the search with primary sources. Secondary and tertiary sources contain information in organized form and these serve as guides or indicators to detailed contents of primary literature. With increasing amount of literature being produced, it is becoming almost impossible to use primary sources directly for searching of information.

Name: _____   Date: _____

Matching part each question contains two points

A.	B.
1. Documentary sources**:**	A. is a book, which deals with words of a language or of some special subjects, authors, etc.
2. A review	C. These are generally published or recorded documents of knowledge.
3. A dictionary	D. Is a survey of the primary literature?
4. A handbook	E. Is an organized list of primary or other sources relating to a given subject or person?
5. A bibliography	F. Is a compilation of miscellaneous information in a compact and handy form?
6. An Index	G. Sources of information form a substantial part of communication especially in science and technology.
7. Non documentary sources**:**	H. to a work contains an alphabetical list of names, topics, places, formulae,
	I. Are the study, evaluation, and interpretation of literature?

Note: **Satisfactory rating - 7 points   Unsatisfactory - below 7 points**
You can ask you teacher for the copy of the correct answers.

Score = _____

Rating: _____

Answer Sheet

1. --------------
2. --------------
3. --------------
4. --------------
5. --------------
6. --------------
7. --------------

5.1. Selecting and organizing information correctly

5.1.1. Brainstorming approach

Brainstorming is the process of coming up with ideas. We can brainstorm in order to decide on a topic, to explore approaches to our paper, or to deepen our understanding of a certain subject.

Brainstorming approach is the key to working through a problem, breaking down ideas and finding the best way to solve an issue. This approach is by far the most essential step to solving any problem and it is even more effective when done by using mind maps. Mind maps have long been used as a teaching tool. Evidently, mind maps are used to generate, visualize, structure and classify ideas. They have also been used to study and organize information, solving problems, making decisions and writing. Basically, writing is a way of expressing thoughts, and good writing comes from good thinking and preparation (Harmer, 2001). In order for students to write something, it seems workable to offer them the opportunities to think about the topic in question. Through brainstorming activities, students can be guided to overcome some problems that they face in writing tasks. This paper discusses the value of brainstorming and mind mapping as approaches that can help students in their writing process. The paper also explores the use of technology in facilitating brainstorming and mind mapping activities.

The team leader shares the topic with the team, and team members individually write down their ideas. This helps eliminate the anchoring bias and encourages everyone on the team to share their own ideas. It also gives everyone more time to think over their ideas, which is especially helpful for your introverted participants. This brainstorming technique works best for teams who seem to be greatly influenced by the first ideas presented during a meeting.

When your team is brainstorming ideas individually, away from distraction and public opinion, you generate concepts that may not naturally surface in a larger setting.

Individual brainstorming techniques like this will often give you more unique ideas than when the group comes up with topic ideas together.

5.2. Approaches to organizing information

A fundamental approach to organizing information is the analysis of a body of information into statements that connect entities through relationships. The semantic structure of an application area is captured through a conceptual schema of statement patterns which are composed of a relationship type and entity types. This lesson will go over two strategies, outlines and text mapping, which can be used to organize information, so that writing does not turn into a frustrating experience.

5.2.1. Outlines

Are like the blueprint of your writing, as they are the summary, or breakdown, of main and supporting ideas. The more detail provided in the outline; the easier writing will become. Just like an architect uses the blueprint to organize the details and plans for the project they are working on; you will use an outline the same way for your writing. Outlines are very beneficial when it comes to organizing information for writing because they:

- Put ideas in logical order.
- Show the relationship between ideas/material/evidence.
- Provide a summary of main ideas and supporting evidence.

In every situation, however, you should aim to do the following when creating your outline:

- List the ideas/information/evidence you would like to include in your writing.
- From that list, organize ideas/information/evidence ideas into like categories.
- Arrange those categories into main ideas, and then sub-sections for those main ideas.
- Organize information/evidence into proper sections to be used as support.
- Format information into logical order.

5.2.2. Text mapping

This strategy may not be as familiar as the outline, but it is very useful for organizing information.

Text mapping is a scroll-based graphic organizer that allows you to view and engage with complete lengths of text, rather than just bits and pieces. It is basically like you are viewing an actual scroll laid out; therefore, you get to organize and see all of your information at once. In addition to viewing the text all at once, you mark the text as you make notes, pick out important information, highlight areas that need clarification, and define new words or concepts.

Text mapping creates interaction and engagement with the words and information being presented because it requires close analysis of the textual content. Simply put, when you take the time to look at the whole picture, you are less likely to miss important details or information. Text mapping is a valuable strategy since it teaches you to break down information more explicitly so you can pick out the important details that come together to form the whole.

5.3. Types of graphic organizer

I. Venn diagram

- Used to compare and contrast ideas and events.
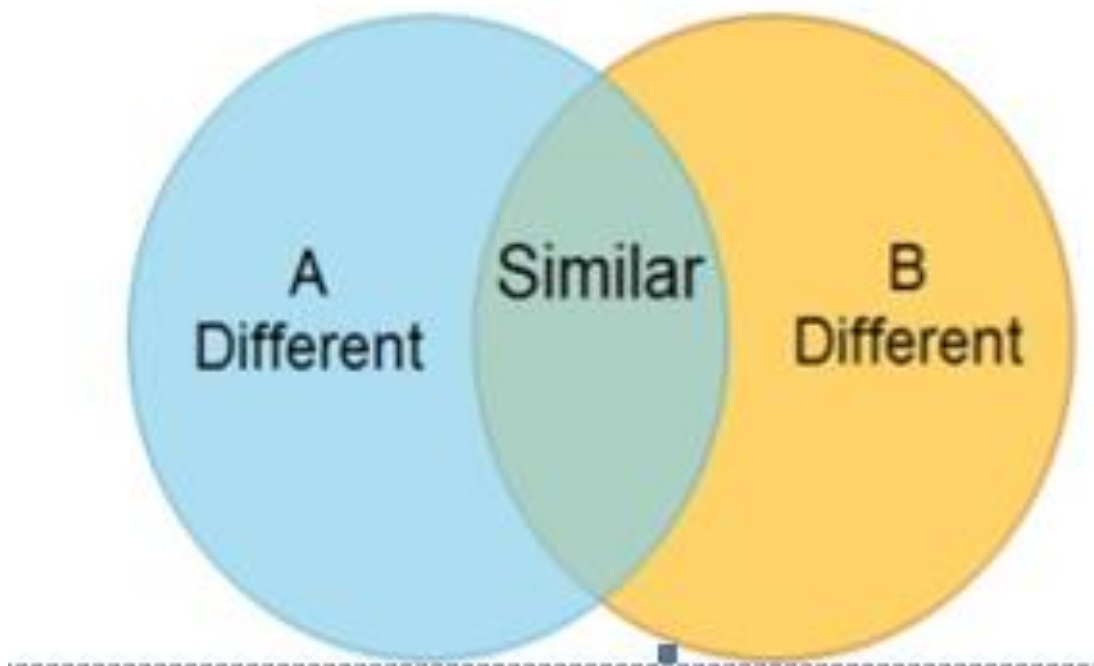- Usese two or more overlapping circles to show similar and different attitude.

Figure 5: Venndiagram representation

✓ Used to represent hierarchy, classification and branching
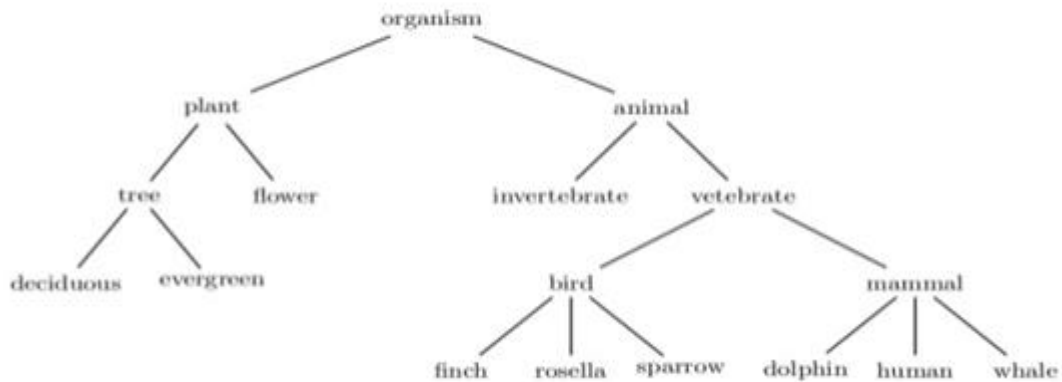✓ Useful in showing relationship of scientific categories, family trees and even lineage.

Figure 6: Network tree representaion

III. **Spidermap**

✓ Used to investigate and enumerate various aspects of central ideas, which could be a concept, topic or themes.
✓ Also known as sematic maps

Figure 7: Spider map representation

IV. **Problem-solution map**

✓ Displlayes the nature of the problem and how it can be solved.

✓ Useally containes the problems descrbtion, its coase and effect and logical solution.

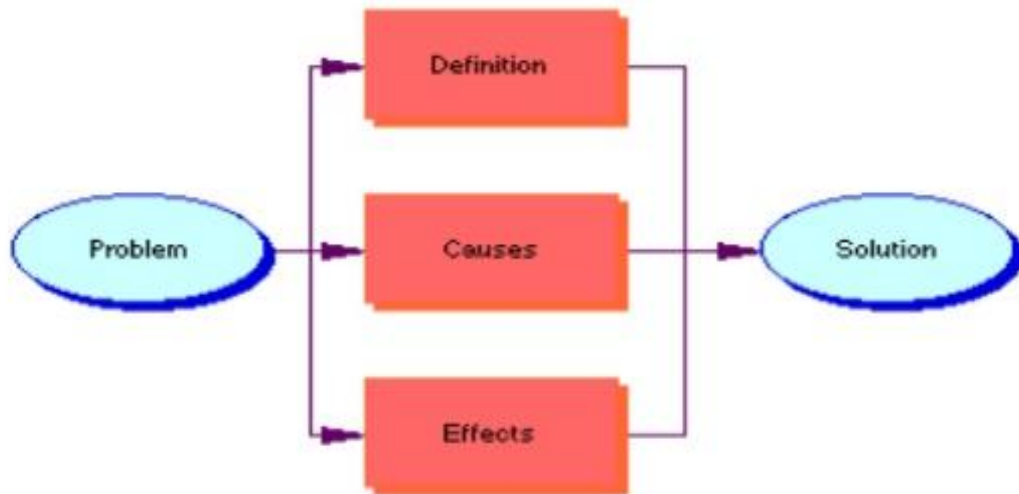

Figure 8: Problem –solution map representaionm
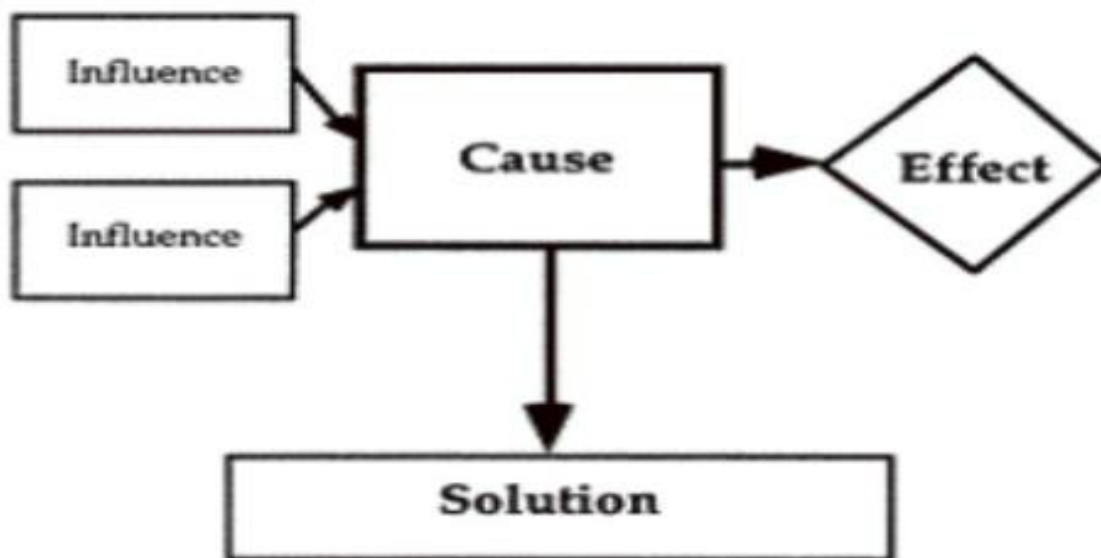
Figure 9: Problem and solution map

V. Plot diagram

✓ Used to map events in the story

✓ Used to analyze the major parts of a plot
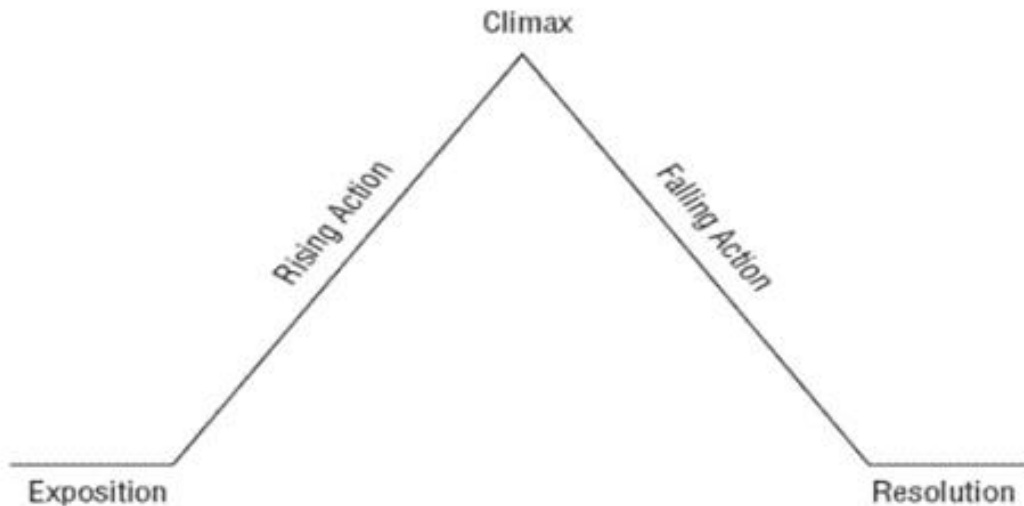
Figure11: plot diagram representation

VI. Series of events chain

✓ Used to show the logical sequence of events.

Figure 12: series of events chaine representaion

VII. Cycle

✓ Describes how a series of events interact to produce set results repeatedly.

✓ Some example of events that require a cycle are water cycle, metamorphism and poverty cycle

Figure 13: Poverity cycle representation

Name: _____   Date: _____

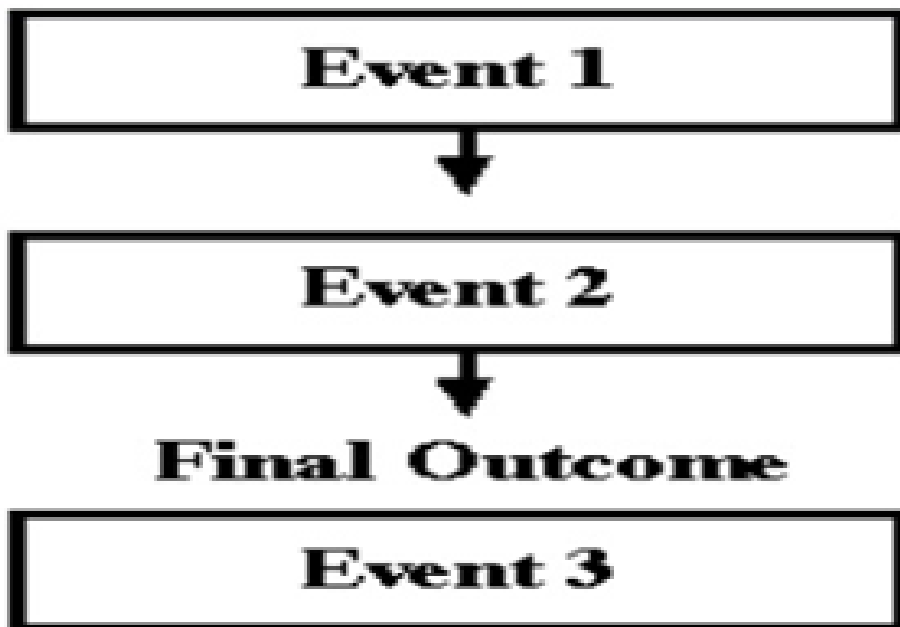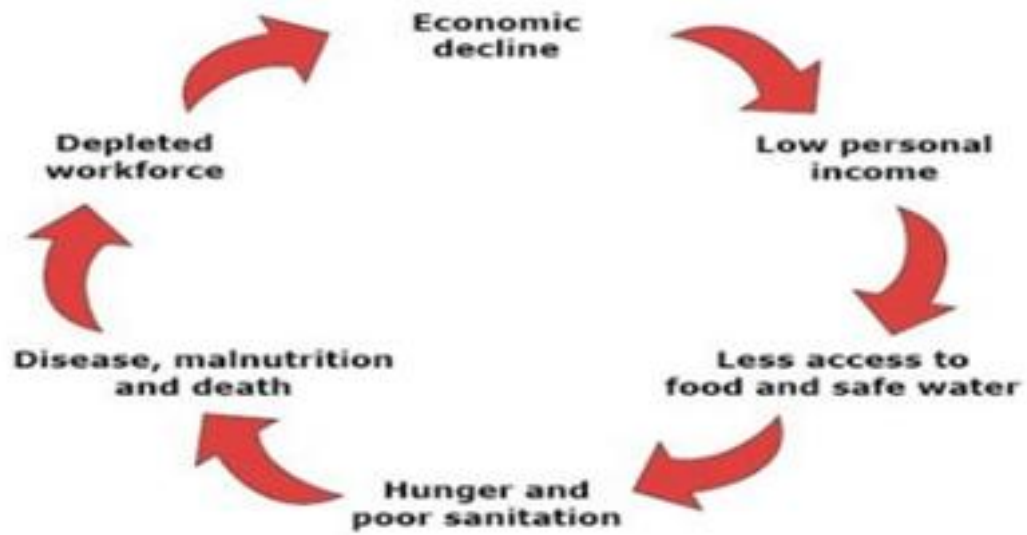**Directions:** Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

A.	B.
1. Brainstorming	A. Is a scroll-based graphic organizer that allows you to view and engage with complete lengths of text, rather than just bits and pieces?
2. Outlines	B. Used to compare and contrast ideas and events.
3. Text mapping	C. Is the process of coming up with ideas.
4. Venn diagram	D. Are like the blueprint of your writing, as they are the summary, or breakdown, of main and supporting ideas.
5. Network tree	E. Used to investigate and enumerate various aspects of central ideas, which could be a concept, topic or themes
6. Spidermap	F. Displlayes the nature of the problem and how it can be solved.
7. Problem-solution map	G. Used to represent hierarchy, classification and branching
8. Series of events chain	H. Organize information/evidence into proper sections to be used as support.
9. Cycle	I. Used to show the logical sequence of events.
	J. Describes how a series of events interact to produce set results repeatedly.

Note: **Satisfactory rating - 9 points   Unsatisfactory - below 9 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

1. ---------   5. ---------   9. ---------

2. ---------   6. ---------

3. ---------   7. ---------

4. ---------   8. ---------

Score = _____
Rating: _____

6.1. Effective verbal communication methods

Effective verbal communication skills include more than just talking. Verbal communication encompasses both how you deliver messages and how you receive them. Workers who can convey information clearly and effectively are highly valued by employers. Employees who can interpret messages and act appropriately on the information that they receive have a better chance of excelling on the job.

6.2. Verbal communication skills in the workplace

What constitutes effective verbal communication on the job depends on the relationships between communication partners and the work context. Verbal communication in a work setting takes place between many different individuals and groups such as co-workers, bosses and subordinates, employees, customers, clients, teachers and students, and speakers and their audiences.

Verbal communication occurs in many different contexts including training sessions, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary sessions, sales pitches, and consulting engagements.

6.3. Examples of verbal communication skills

6.3.1. Verbal communications for supervisors:

The best supervisors don't merely tell their subordinates what to do and expect them to listen. Instead, they employ active to understand employee needs and perspectives, engage in verbal negotiation to address and defuse issues, and capitalize upon opportunities to praise individual and team achievement.

- Advising others regarding an appropriate course of action
- Assertiveness
- Conveying feedback in a constructive manner emphasizing specific, changeable behaviors
- Disciplining employees in a direct and respectful manner
- Giving credit to others

- Recognizing and countering objections

- Showing an interest in others, asking about and recognizing their feelings

- Speaking calmly even when you're stressed

- Terminating staff

- Training others to carry out a task or role

- Using affirmative sounds and words like "uh-huh," "got you," "I understand," "for sure," "I see," and "yes" to demonstrate understanding

- Using self-disclosure to encourage sharing

6.3.2. Verbal communications for team members:

Open and constant lines of communication are vital to team success, particularly when completing quality- and deadline-critical projects. One of the most important team, strong verbal communications help to ensure that issues will be spotted and resolved in formative stages, averting costly escalation.

- Conveying messages concisely

- Encouraging reluctant group members to share input

- Explaining a difficult situation without getting angry

- Explaining that you need assistance

- Paraphrasing to show understanding

- Posing probing questions to elicit more detail about specific issues

- Receiving criticism without defensiveness

- Refraining from speaking too often or interrupting others

- Requesting feedback

- Stating your needs, wants, or feelings without criticizing or blaming

6.3.3. Verbal communications with clients:

If a large part of your work involves one-on-one communications with customers, it's helpful to have a "gift of gab" – particularly if you are sales professional. Keep in mind, though, that your conversations need to be focused upon identifying and addressing your clients' needs; using your verbal talents to encourage consultative dialogues will ensure positive client relations.

- Anticipating the concerns of others

- Asking for clarification

- Asking open-ended questions to stimulate dialogue

- Calming an agitated customer by recognizing and responding to their complaints

- Emphasizing benefits of a product, service, or proposal to persuade an individual or group

- Noticing on and responding verbally to verify confusion, defuse anger, etc.

6.3.4. Verbal communications for presenters:

Public speaking is a talent that is honed both through practice and through formal training. Speaking articulately and persuasively to a live audience involves:

- Enunciating each word, you speak clearly

- Introducing the focus of a topic at the beginning of a presentation or interaction

- Planning communications prior to delivery

- Projecting your voice to fill the room

- Providing concrete examples to illustrate points

- Restating important points towards the end of a talk

- Selecting language appropriate to the audience

- Speaking at a moderate pace, not too fast or too slowly

- Speaking confidently but with modesty

- Summarizing key points made by other speakers

- Supporting statements with facts and evidence

- Tailoring messages to different audiences

- Telling stories to capture an audience

- Using humor to engage an audience

6.4. Effective verbal communication with groups

For the purposes of this checklist verbal communication is defined as voice to voice contact with all types of groups. Whether face to face or through telecommunication systems such as telephones and video conferencing equipment. Within the organization, this may range from large staff gatherings to smaller team briefings and from formal meetings to informal discussions between two or three colleagues from different departments. External groups may include: suppliers, customers, business partners, competitors, the media and regulatory authorities. In each context, managers

may play a slightly different role, but the principles of effective oral communication remain the same.

Action checklist:

- Define the purpose of the communication and the most appropriate communication method Firstly; clarify the purpose of the communication. Consider whether it is, for example, a meeting at which decisions need to be taken, a briefing session intended to impart information, or a brainstorming/mind mapping session designed to generate new ideas. What is the communication designed to achieve? Next, consider whether verbal group communication is the most appropriate form of communication or whether another medium, such as an email message or a written report, would be more suitable. Some tasks, such as sifting existing ideas, coming up with new ideas or involving people in a key decision, are best carried out in groups. Others are best left to individual or written communications, particularly where there is a need to impart large amounts of factual information. It is also important to consider which communications method to use. Although teleconferencing and videoconferencing involve verbal communication, they may still have limitations in terms of the ability to read others because of time delays or reduced non-verbal signals. It may also be more difficult to ensure that all those involved get a chance to participate. An effective way to do this is to appoint a chair for the discussion.

- Define the extent of the communication Think about setting both a time limit (even for an informal encounter) and an agenda (even if it is an unwritten one). Be realistic about what you can expect to achieve within the group, given the roles and responsibilities of those present, and be sensitive to the pressures on other people's time. However, open-ended conversations can be an important part of building relationships and influencing others. Be aware that participants may need further clarification or wish to put forward an alternative viewpoint and don't be pedantic about sticking to the agenda and time schedule if others are happy to go with the flow of the discussion. If you have defined the purpose of the communication well, as suggested in point 1, this should make it clear when it is appropriate to close the session.

- Ensure the right people are there group communication works best when all those present have a legitimate reason to be there, have something to contribute to the discussion and have an interest in the outcome. If the right people are unable to attend, postpone discussions rather than waste time on an inconclusive debate. Five has been recognized as the optimum number for effective debate and decision making in most group discussions. This is because it makes it possible for members to adopt different roles, and allows a single member to be in the minority without experiencing undue pressure to conform. Getting the right people together, however, is always more important than getting the right number. If a larger group is unavoidable, consider using room layout to create no more than five subgroups and apply the same rules to each smaller group. Discussion in larger groups should be chaired or led by an appropriate person. The task of the chair is to ensure that each member of the group contributes effectively, that different views are heard and that, as far as possible, the purpose of the communication, reaching a decision, for example, is achieved within the time allocated.

- Prepare: -Whenever the communication is pre-planned make the effort to prepare and know the subject in advance. "Winging it" is a dangerous strategy, especially when others have had the chance to prepare. It can also be viewed as insulting to others who have taken the time to think things through beforehand. Preparation does not just entail researching the subject. It also involves understanding the point of view of other participants. Try to truly consider things from their perspective and consider their priorities and ideas on the matter in hand. It may be wise to have an informal conversation with individual group members beforehand in order to understand their viewpoint and to highlight any potential difficulties. If appropriate, send documentation out in advance, even if this is just a list of key points for discussion. This will help others to prepare for the meeting and to contribute more effectively. 5. Facilitate introductions If you are leading a group, introduce yourself and encourage others in the group to do the same. If they have not done so already themselves, make it clear what other people's roles are, why they are there and what they are expected to contribute. If expectations turn out to be unrealistic, allow people either to leave, or to suggest alternative group members. As a member, define the contribution you expect to make and your authority for making

it - whether your authority is personal (a function of your own position), for example, or vested (you have been asked to speak on behalf of someone else). Set the tone for the language to be used. Will it be technical and specific, or more general? The language of communication must be inclusive to facilitate good communication. If possible, avoid jargon or technical language, particularly when addressing people from outside your organization.

Name: _____   Date: _____

Directions: Matching each question list in the a column with the alternative in column B

A.	B.
1. Define the extent of the communication	A. Consider whether it is, for example, a meeting at which decisions need to be taken, a briefing session intended to impart information, or a brainstorming/mind mapping session designed to generate new ideas.
2. Define the purpose of the communication.	B. Think about setting both a time limit (even for an informal encounter) and an agenda.
3. Ensure the right people	C. are there group communication works best when all those present have a legitimate reason to be there, have something to contribute to the discussion and have an interest in the outcome.
4. Prepare	D. Whenever the communication is pre-planned make the effort to prepare and know the subject in advance.
	E. Telling stories to capture an audience

Note: **Satisfactory rating - 4 points   Unsatisfactory - below 4 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____
Rating: _____

1. -----------------
2. -----------------
3. ---------------
4. ---------------

7.1. Communication skills for workplace success

The ability to communicate effectively with superiors, colleagues, and staff is essential, no matter what industry you work in. Workers in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media.

7.1.1. Listening

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who cares only about putting in her two cents and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to comprehend what you're being asked to do.

Take the time to practice. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is…"). Through active listening, you can better understand what the other person is trying to say, and can respond appropriately.

7.1.2. Nonverbal communication

Your body, eye contact, hand gestures, and tone of voice all colour the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable and will encourage others to speak openly with you.

Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on them and the conversation. (However, be sure not to stare at the person, which can make him or her uncomfortable.) Also, pay attention to other people's nonverbal while you are talking. Often, nonverbal cues convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.

7.1.3. Clarity and concision

Good communication means saying just enough – don't talk too much or too little. Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want.

7.1.4. Friendliness

Through a friendly tone, a personal question, or simply a smile, you will encourage your co-workers to engage in open and honest communication with you. It's important to be polite in all your workplace communications. This is important in both face-to-face and written communication. When you can, personalize your emails to co-workers and/or employees – a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.

7.1.5. Confidence

It is important to be confident in your interactions with others. Confidence shows your co-workers that you believe in what you're saying and will follow through. Exuding confidence can be as simple as making eye contact or using affirm. Avoid making statements sound like questions. Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

7.1.6. Empathy

Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions. Active can help you tune in to what your conversational partner is thinking and feeling, which will, in turn, make it easier to display empathy.

7.1.7. Open-mindedness

A good communicator should enter into any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with

7.1.8. Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think that you do not respect her enough to think through your communication with her.

7.1.9. Feedback

Being able to give and receive feedback appropriately is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates.

7.1.10. Picking the right medium

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, resignation, changes in salary, etc.) are almost always best done in person.

You should also think about the person with whom you wish to speak, if they are a very busy person (such as your boss, perhaps), you might want to convey your message. People will appreciate your thoughtful means of communication and will be more likely to respond positively to you.

7.2. Why developing strong communication skills

In this modern time, we live in, we are receiving, sending and processing a large number of messages every day. But successful communication is far more than sharing information; it is also an understanding of the feelings behind this information. Successful communication can deepen relations in personal life or professional life. In personal life, they can help us understand better people and situations that happen on a daily basis.

Developing communication skills can help us avoid conflicts, compromise and help in better decision making. Here is a great overview of why communication skills are important.
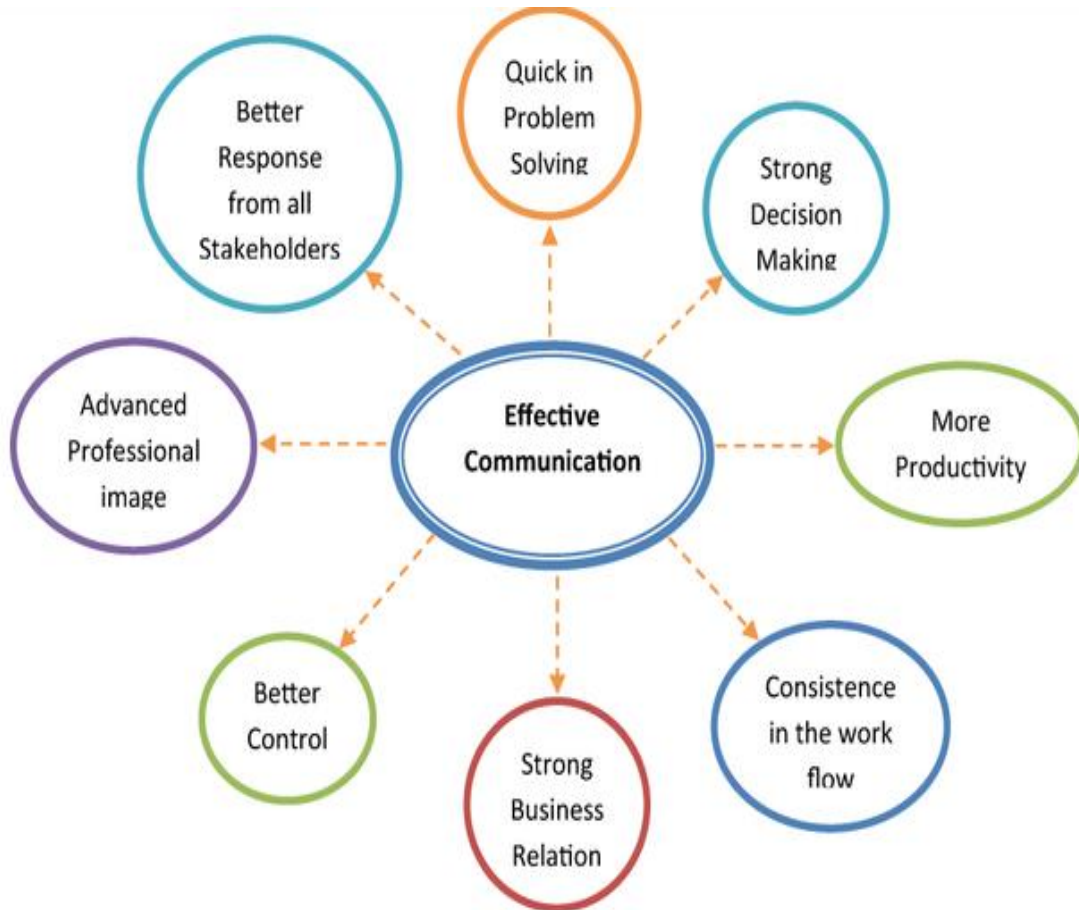
Figure14: Important of effective communication skill

With strong communication skills, you can clearly impact your business. Great communicators are the ones who bring solutions, drive change, motivate and inspire their colleagues. By improving communication skills, we can improve employee engagement, teamwork, decision-making, and communication in the workplace. For that reason, communication skills are the most demanded soft skills that employers are looking for in their employees.

Name: _____   Date: _____

I.   **True or false contains two points each question**

1. Good communication means saying just enough – don't talk too much or too little.

2. Developing communication skills can help us coming conflicts, compromise and help poor in decision making.

3. Being able to give and receive feedback appropriately is an important communication skill.

4. If you're not a good listener, it's going to be simply to comprehend what you're being asked to do.

II.   **Matching part contains two points each question**

1. Importance of effective communication skill	A. Take the time to practice.
2. Active listening	B. Shows your co-workers that you believe in what you're saying and will follow through.
3. Confidence	C. Quick in problem solving
	D. Involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding.

Note: **Satisfactory rating - 7 points   Unsatisfactory - below 7 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet for True or False

Score = _____

Rating: _____

1. ------------

2. ------------

3. ------------

4. ------------

Answer Sheet for Matching

1. ------------

2. ------------

3. ------------

Operation Sheet 1	Selecting and organizing information correctly

Techniques of selecting and organize information to check the suitability of the site to construct canal

Step1: wear appropriate PPE

Step2: select the site to construct a canal

Step3: select necessary tools and equipment to collect data related to suitability of the site

Step4: identify important information to check the suitability of the site for construct the canal .

Step5: collect all important information based on identification

Step6: check the quality of the data based on validity, reliability and precision

Step7: analysis the data based by using different analysis techniques

Step8: organize the data and use for different application

Lap test	Practical demonstration

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipment's and PPEs you are required to perform the following tasks within 8 hours.

Task1. Assess proper data organization for check the site is suitable to construct canal

Instruction sheet	Learning guide-09: 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 immediate response to workplace issues
- Making constructive contributions to workplace discussions
- Communicating goals/objectives and action plan undertaken in the workplace

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 immediate response to workplace issues
- Make constructive contributions to workplace discussions
- Communicate goals/objectives and action plan undertaken in the workplace

Learning instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4" in page 72, 79, 85 and 94 respectively.
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self- check 4" -" in page 78, 84, 93 and 98 respectively
5. If you accomplish the self-checks, do operation sheet in page 99
6. LAP Test in page 100

Information sheet-1	Seeking response to workplace issues

1.1. Introduction

Issues of discrimination can be complex. A written question and answer process can be particularly helpful in establishing what has happened and can help in trying to resolve concerns, avoiding claims and disputes. Resolving disputes in the workplace can be assisted if people can ask and respond appropriately to questions about the issues at the core of the dispute. Sometimes a simple question and answer will clear up a misunderstanding; sometimes an acknowledgement that things have gone wrong or that there may have been discrimination and an offer to put matters right will be all that is necessary to nip a problem in the bud. If someone thinks they've been discriminated against and asks questions, this guide refers to them as the questioner. The person or organization they are asking questions of is called the responder. Although the guide refers to employees and employers, it also covers Trade Unions and their members, partnerships and other workplace relationships.

1.2. An employer's guide to resolving workplace issues

Most workplace issues occur because people don't know what the law is, or because communication has broken down. The quickest, cheapest and most effective way for you to resolve a workplace issue is to find out what the law is and then work with your employee to fix the problem.

Step 1: Identify the issue: - Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious. Handling workplace issues promptly can also help you to:

- Build better relationships with your employees
- maintain employee morale and job satisfaction
- retain your staff
- Maximize workplace productivity.

If your employee approaches you with a question or a problem, the first thing you need to do is get a clear understanding of their concerns. Remember to:

- demonstrate you are ready and willing to talk and listen
- be calm and polite – being defensive or aggressive won't help you to resolve the problem
- ask questions if you do not understand the employee's concerns
- find out what action the employee would like you to take to resolve the issue
- take copies of any supporting information provided by the employee
- Reassure the employee that you take their concerns seriously and advise them when you will respond.

You may also wish to ask the employee to provide details of the problem in writing. This might help you to better understand the issues involved and provide an appropriate response.

Step 2: Check the law: - Once you know what the issue is, you need to check your rights and responsibilities under the law. Minimum pay rates and entitlements will depend on the award or enterprise agreement that applies. There are also minimum entitlements such as leave and notice under the National Employment Standards (NES). It is very important that you are familiar with the NES and the terms of the award or agreement that applies to your employees. The award or agreement that applies to your business will set out pay rates based on an employee's duties and other factors like their age and qualifications. Remember, minimum pay rates may change:

- After the Annual Wage Review on 1 July each year
- if the employee's duties change
- On the employee's birthday (if they are a junior employee).

Step 3: Talk to the employee: - Once you have checked your records and the law and have an understanding of the problem, you should organize a time to speak with the employee. It's important to prepare for this conversation. You can do this by summarizing the key points you want to cover, gathering any supporting documents or information and considering your options for resolving the issue. After the conversation, you should make notes about the discussion you had and any agreement you have made. Include the date and time of the meeting and who was present.

Step 4: Resolve the matter: - Depending on the issue raised, there may be a number of ways to resolve it. These may include:

- Giving an explanation to the employee about their entitlements
- back paying any unpaid entitlements
- updating the employee's records to rectify any mistakes
- Updating any relevant policies and procedures
- providing training
- Setting a date in the future to check in with the employee to ensure the issue has not re-occurred.

It's important that you take action in a timely manner and monitor the situation to ensure the issue has been resolved. After talking to your employee, it's a good idea to write to them to confirm your discussion and any actions that will be taken to resolve the matter. Remember, you will need to change the letter to reflect your circumstances. If other staff members are affected by the same issue, you should fix the matter and discuss this with all affected employees. This may involve checking the entitlements of other employees, updating any relevant policies and procedures or providing information to other employees.

Step 5: Seek further assistance: - If you have followed Steps 1 to 4, and still haven't been able to resolve the issue, you may want to ask a third party to help. A third party might be a mediator, your industry association or a solicitor. The approach you choose will depend on the issue you're trying to resolve.

1.3. Asking questions of discrimination at work
1.3.1. step guidance for questioners

It is always helpful to resolving a dispute to establish the facts about conduct which may have led to an employee or job applicant thinking that it may be discriminatory. The following six steps set out how to prepare for and seek information from the responder.

Steps 1 – Questioner's and responder's details

The questioner should set out their name and address and that of the person or organization and others who the questioner thinks may have discriminated against them.

Step 2 – Protected characteristic under the equality Act 2010

The questioner needs to identify which protected characteristic(s) may have been the subject of the unfairness they've experienced. There are nine protected characteristics. It may well be that more than one protected characteristic is relevant to the treatment experienced.

Step 3 – Description of treatment

The questioner should set out a brief factual description of the treatment, or lack of treatment, or the failure to make a reasonable adjustment in the case of a disabled person to which the complaint relates and the circumstances leading up to that treatment. The description should aim to give key factual details, such as the date, time, place and number of instances of the treatment [or failure] that are central to the complaint. When describing the events relating to the treatment, the questioner should also think if other people were involved. It would be helpful to name them and any reasons why these individuals were acting in the way that they did.

Step 4 – Type of discrimination you experienced

To help the responder answer the questions, the questioner needs to identify the type of discrimination they believe might have occurred.

Step 5 – Why do you think your treatment was discriminatory?

This step allows the questioner to set out why they think the treatment or disadvantage described in Step 3 above might be unlawful. It can help identify some of the areas of disagreement and can help the responder address the concerns more accurately. If able, the questioner should set out in what context or capacity they experienced the unfavorable treatment being enquired about.

Step 6 – Additional questions about treatment

The questioner can ask any appropriate questions of the responder that they consider might be important to the events they feel have affected them. Many organizations have policies to ensure fair practice in the workplace such as for equality, discipline and grievance, bullying and harassment and questioners might want to ensure they have

been treated consistently with them. A questioner can ask for statistical information to show how people with their protected characteristic are treated within the organization.

On completion of step six, the questions should be sent to the responder. This can be done in any format either in the form of a letter, email or questionnaire to the responder.

- The documents can be delivered in person or send by post, fax or email. If the questioner decides to send by post it would be appropriate to use the recorded delivery service, so that, if necessary, evidence can be produced to show the questions were delivered.

- If using email or fax the questioner should request a "read" receipt on emails or check the fax delivery status.

- Whatever method chosen, the questioner should make clear that the documents will require action by the responder.

- Remember that it is the questioner's responsibility to make sure the documents are received by the respondent.

- The questioner should ask the responder to reply by a set date especially given the time limits for filing a Tribunal claim.

- The questioner should keep a copy of the documents in a safe place.

- The questioner should tell the responder where to send their answers; it might be a home address or their legal or trade union representative.

1.3.2. Responding to questions of discrimination at work

Three step guidance for responders' questions about potential discrimination at work should be dealt with seriously and promptly by the responder. The responder should consider carefully the most appropriate way to respond given the possible implications of any response. If a responder chooses not to answer then a claim may be lodged at Tribunal that may have been avoided by providing clear answers in the first place. Further, a Tribunal may order that the responder provide answers in any event as part of a claim. Receiving questions about discrimination doesn't mean that a responder will have to appear before an employment tribunal or county court – sheriff court in Scotland. The responder should talk to the questioner or their representative about ways to resolve the dispute.

The following steps set out the main issues for a responder to consider when deciding on how to answer the questions.

Steps 1 – Agree/disagree with questioner's statement

The responder should consider if they agree, agree in part or disagree with the description of the treatment the questioner alleges they received at step 3. The responder should do some appropriate investigation then set out their version of the events. If a responder doesn't wish to answer all the questions raised, see Step 3 below.

Step 2 – Do you consider treatment was justified?

The questioner is suggesting that the behavior they experienced was unlawful in that it amounted to discrimination. Although under the Equality Act 2010 direct discrimination is not justifiable unless it is because of age, it is possible to justify indirect discrimination in certain limited circumstances.

Step 3 – Responding to other questions

In addressing the questioner's specific issues raised, the responder needs to consider and answer as appropriate. If a responder thinks some other questions are not relevant or unclear, they should clarify their purpose with the questioner to help them to reply appropriately. If a responder decides not to answer a question, they should explain why. A responder is not under a legal obligation to answer questions. However a tribunal or county/sheriff court may look at whether a responder has answered questions and how they have answered them as a contributory factor in making their overall decision on the questioner's discrimination claim.

Name: _____ Date: _____

I. **True or false contains two points each question**

1. The person or organization they are asking questions is called the responder.

2. The documents can be delivered in person or send by post, fax or email.

II.Choose the best answer

1. One of them has **not** purpose of handling workplace issues promptly?

   B. Build better relationships with your employees

   C. maintain employee morale and job satisfaction

   D. retain your staff

   E. Minimize workplace productivity.

2. One of them has ways to resolve the issue raised?

   A. Giving an explanation to the employee about their entitlements

   B. back paying any unpaid entitlements

   C. updating the employee's records to rectify any mistakes

   D. All of the above

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

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____ Date: _____

Answer sheet for True or False

1. -----------

2. -----------

Answer sheet for choose answer

1. -----------

2. -----------

2.1. Principles for addressing workplace conflict

Common and ineffective strategies to deal with workplace disputes include:

- Avoidance
- Indirect communication in the form of complaints and/or gossip,
- Bartering
- Emotional reactions
- Righteousness: holding on to positions

2.2. Principles to help for work place issues

- **Pay attention to your emotions and how they influence you**: Realize that emotions are part of the workplace and that negative emotions can fuel the conflict. Acknowledge your emotion and then determine its source. Is it based on a bad experience or a past interaction that may be influencing the current situation? Is it based on something you have no control over? Take the time to deescalate before moving forward.

- **Consciously decide how to respond to a conflict situation**: Most people remember how you respond to a situation rather than what happened. While you often do not have control of many situations, you can choose how to respond to others to help reduce work conflict and stress. By responding appropriately to a conflict situation, you take responsibility for your actions. Refer to Understanding Conflict Handling Styles to discover the advantages and disadvantages for each style.

- **Give yourself time to prepare**: You should address difficult issues after you have had time to organize your thoughts. Take the time to understand and be clear about what your real concerns. Ask you, "What the underlying reason is or the 'why' behind what I want?"

- **Listen, reflect, inquire**: Do you have enough time to listen? Is the setting appropriate? Make good eye contact and keep your facial and body expressions in check. Listening is hard when emotions are high. Cool down first. Do not listen only to hear what you expect the other person to say or to confirm your viewpoint.

Listen with an open mind. Help the other person feel heard. Empathize. Ask open ended questions to gather information. Refer to Effectively for tips on how to listen well.

- **Use "I" messages to express your concerns in a non-confrontational way**: Focus on and clarify your issues, feelings, or opinions. "I feel frustrated when you come in late because I am not able to end my shift on time," rather than "You are always late." "I" messages place the responsibility on you and include three components:
  - ✓ Your personal reaction/feeling,
  - ✓ A description of the situation/action, and
  - ✓ The impact/consequence from your perspective.

- **Frame the issue in terms of interests**: Frame the discussion by being direct about your interests. Ask powerful questions to better define the problem for the two of you to address together. The best questions are open-ended questions rather than questions that require a "yes" or "no" reply or a short answer. Good questions include "What would that look like?" "How would that work in this situation?" "How do you want to move forward?"

- **Focus on what you can change – the future**: Discussion about the past and/or arguing about examples may be necessary for understanding, but it is not to convince the other person you are right or to defend yourself. Focus on how you can both works more productively in the future.

- **Recognize that other viewpoints are possible and likely:** Although you feel differently about the situation, the other person's feelings are real and legitimate to them. Denying their existence is likely to escalate the situation. It is difficult to find solutions without agreement on the problem. If you do not understand the other person's viewpoint, you run the risk of not solving the right problem which could make the conflict worse.

- **Brainstorm creative options:** By involving the other person in resolving the conflict, you gain his or her commitment and develop a stronger working relationship. Being open-minded to solutions expands the universe that can bring you relief.

2.3. Understanding conflict handling styles

In a dispute, it's often easier to describe how others respond then to evaluate how we respond. Each of us has a predominant conflict style. We can gain a better understanding of the impact that our personal conflict style has on other people. With a better understanding, you can make a conscious choice on how to respond to others in a conflict situation.

2.3.1. Competing

- Value of own issue/goal: High
- Value of relationship: Low
- Result: I win, you lose

Competitors come across as aggressive, autocratic, confrontational, and intimidating. A competitive style is an attempt to gain power and pressure a change. A competitive style can be appropriate when you have to implement an unpopular decision, make a quick decision, the decision is vital in a crisis, or it is important to let others know how important an issue is to you – "standing up for your right." However, relationships are harmed beyond repair and may encourage other parties to use covert methods to get their needs met.

2.3.2. Accommodating

- Value of own issue/goal: Low
- Value relationship: High
- Result: I lose, you win

Accommodators set aside their own needs because they want to please others in order to keep the peace. Smoothing or harmonizing can result in a false solution to a problem and can create feelings in a person that range from anger to pleasure. Accommodators are unassertive and cooperative and may play the role of a martyr, complainer, or saboteur. However, accommodation can be useful when one is wrong or when you want to minimize losses to preserve relationships. It can become competitive – "I am nicer than you are" – and may result in reduced creativity and increased power imbalances.

2.3.3. Avoiding

- Value of own issue/goal: Low
- Value of relationship: Low
- Result: I lose, you lose

Avoiders deliberately ignore or withdraw from a conflict rather than face it. Avoiders do not seem to care about their issue or the issues of others. People who avoid the situation hope the problem will go away, resolve itself without their involvement, or rely on others to take the responsibility. Avoidance can be appropriate when you need more time to think and process, time constraints demand a delay, or the risk of confrontation is not worth what might be gained. However, avoidance is destructive if the other person perceives that you don't care enough to engage. By not dealing with the conflict, this style allows the conflict to simmer potentially resulting in angry or negative outbursts.

2.3.4. Compromising

- Value of own issue/goal**:** Medium
- Value of relationship: Medium
- Result: I win some, you win some

Compromisers are willing to sacrifice some of their goals and persuade others to give up theirs too–give a little, get a little. Compromisers maintain the relationship and can take less time than other methods, but resolutions focus on demands rather than needs or goals. The compromise is not intended to make all parties happy or find a decision that makes the most business sense, but rather ensures something just and equitable even if it causes a loss for both parties. Power is defined by what one part can coerce or get the other to give up. To split the difference game playing can result and the outcome is less creative and ideal.

2.3.5. Collaborating

- Value of own issue/goal: High
- Value of relationship: High
- Result: I win, you win

Collaboration generates creative solutions that satisfy all the parties' concerns and needs. Collaborators identify the underlying concerns, test assumptions, and

understand the views of others. Collaboration takes time and if the relationship among the parties is not important, then it may not be worth the time and energy to create a win-win solution. However, collaboration fosters respect, trust, and builds relationships. Collaborators address the conflict directly and in a way that expresses willingness for all parties to get what they need.

Name: _____   Date: _____

Matching part each question contains 2 points

A.	B.
1. A competitive style	**A.** Are willing to sacrifice some of their goals and persuade others to give up theirs too–give a little, get a little.
2. Accommodators	**B.** Are unassertive and cooperative and may play the role of a martyr, complainer, or saboteur.
3. Avoiders	**C.** Is an attempt to gain power and pressure a change?
4. Compromisers	**D.** Deliberately ignore or withdraw from a conflict rather than face it.
5. Collaboration	**E.** Recognize that other viewpoints are possible and likely.
	F. Generates creative solutions that satisfy all the parties' concerns and needs.

Note: **Satisfactory rating - 5points   Unsatisfactory - below 5points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

1. --------------
2. --------------
3. --------------
4. --------------
5. --------------

3.1. Introduction

Meetings can be an extremely effective way of tapping into the ideas of several people at one time and reaching decisions. They can also be a waste of time. So when you invest time in a meeting, you should expect a large enough payback to justify the investment. There is an additional ingredient that cannot come from a set of guidelines: a mindset that believes in the wisdom of the participants and the value of their views that demonstrates patience and more patience, and that conveys a non-judgmental demeanor. In general, a good meeting leader is supportive, respectful and has enough extra energy to carry a group through a late afternoon slump. These aren't quickly acquired skills, but with experience you can make the meetings that you manage a stimulating and productive event for both the participants and your organization.

3.2. Meeting benefits

Meetings are an important means of communicating.

- You can ensure that everyone gets the same message at the same time.
- You can check everyone understands of the information immediately.
- You can assess reactions.
- You can try to resolve any queries immediately.
- You can resolve problems or make decisions as a group.
- You can build team identity and team effort.

3.3. Planning for results

First ask yourself whether a meeting is really necessary or whether there's a better way to get the same result. If you conclude that a meeting is indeed necessary, consider whether a meeting alone is sufficient. Are there other ways to inform the discussion in order to ensure a successful outcome?

- Pre-meeting collection/analysis of information
- pre-meeting conversations
- Handouts (guidance notes, checklists, reviews, exhibition results, etc.)

Then define what it is that you're trying to achieve by holding a meeting be clear on the purpose of the meeting the following page provides a list of meeting goals. If the meeting agenda contains several different items, you should use the same list to define the desired outcome of each item.

Meetings may be held for one or more of the following reasons:

- communicating information or news
- getting information or opinions
- generating ideas or exploring new approaches
- persuading people to accept or act on a course of action
- problem-solving or decision-making
- providing instruction

3.4. Point-counterpoint

3.4.1. On one hand…

Some cultural managers hold regularly scheduled staff meetings either within each functional group or for all members of the organization. These may be held weekly, possibly on the same morning each week, with the intention of simply discussing any issues or concerns that have emerged over the previous week. Often the practice is established because the manager feels that it's somehow "a good idea for everyone to communicate." With no clear purpose for the meeting, participants and leader lose valuable work time because of the commitment to attend routine discussions that may be of little or no use. In many cases it's much more effective to hold meetings only when specific trigger events show them to be necessary.

3.4.2. On the other hand.

If an arts organization has just two or three full-time employees, each of whom has a distinct area of responsibility, but also contracts staff that come and go, work from home, or work on specific projects, sometimes "the left hand doesn't know what the right hand is doing." Regular staff meetings can ensure communication so that issues of concern, whether big or small, don't fall between the cracks.

3.5. Making discussions constructive

Whatever your goals are, keep the atmosphere congenial and keep the meeting moving. If the aim is to get information, solve a problem or reach a decision, encourage discussion in an open, constructive manner. Here are some ideas that will help you.
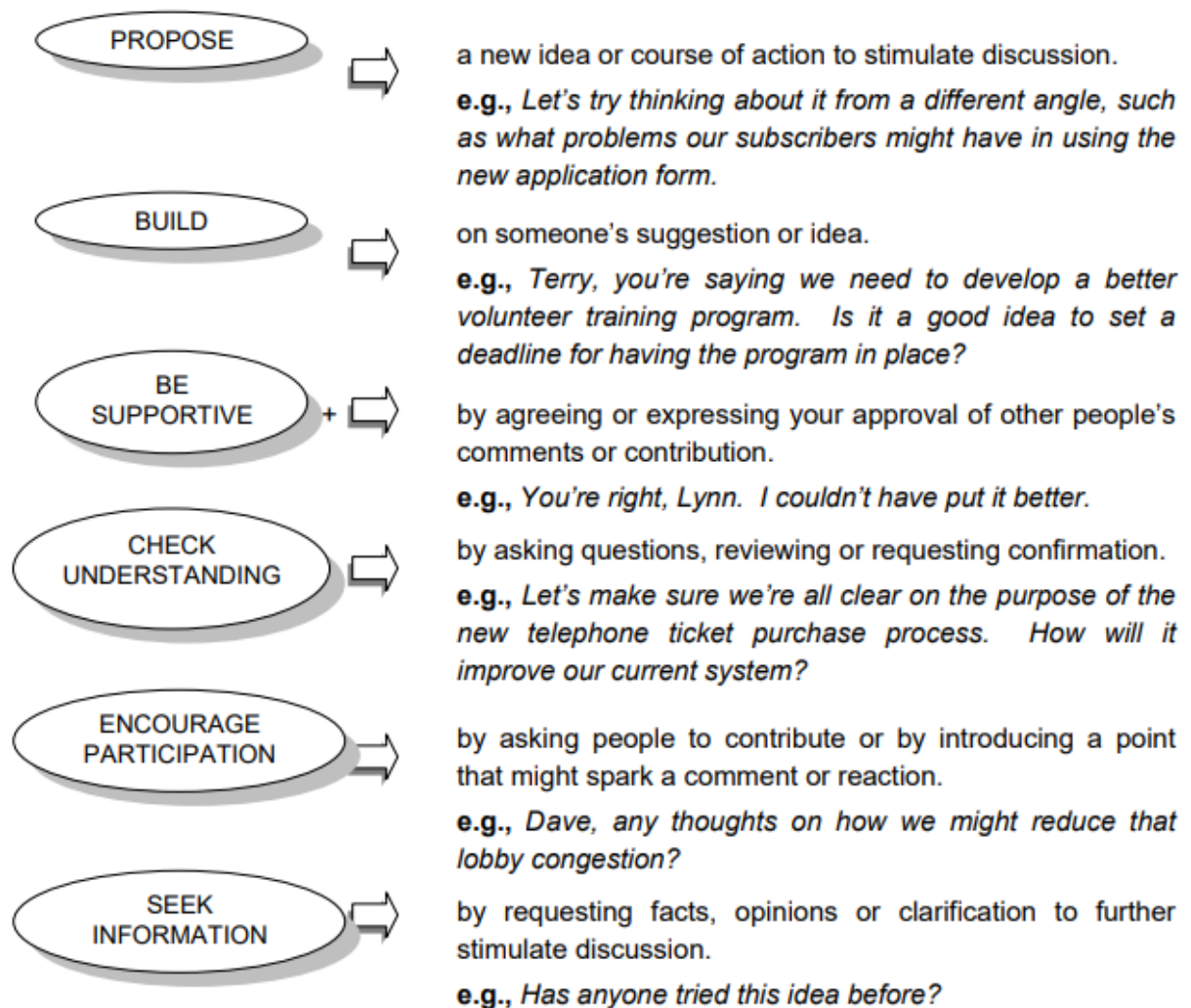
PROPOSE ⇨ a new idea or course of action to stimulate discussion.

e.g., Let's try thinking about it from a different angle, such as what problems our subscribers might have in using the new application form.

BUILD ⇨ on someone's suggestion or idea.

e.g., Terry, you're saying we need to develop a better volunteer training program. Is it a good idea to set a deadline for having the program in place?

BE SUPPORTIVE + ⇨ by agreeing or expressing your approval of other people's comments or contribution.

e.g., You're right, Lynn. I couldn't have put it better.

CHECK UNDERSTANDING ⇨ by asking questions, reviewing or requesting confirmation.

e.g., Let's make sure we're all clear on the purpose of the new telephone ticket purchase process. How will it improve our current system?

ENCOURAGE PARTICIPATION ⇨ by asking people to contribute or by introducing a point that might spark a comment or reaction.

e.g., Dave, any thoughts on how we might reduce that lobby congestion?

SEEK INFORMATION ⇨ by requesting facts, opinions or clarification to further stimulate discussion.

e.g., Has anyone tried this idea before?

Figure15: procedures for discussion making

3.6. Additional tips for running effective meetings

- **Participation:** Think carefully about who needs to attend the meeting and include only those whose participation you require or who will benefit in a concrete way from being present (e.g., a new employee who is getting familiar with company or department operations). Including unnecessary people wastes their time. Of course, there will be occasions when individuals need to be included for "political" reasons.

- **Ground rules:** It may be important to agree on ground rules, especially if members are already polarized around issues, such as management processes or promotional matters. Ground rules are the working standards that determine how participants will conduct discussions and make decisions. Typically, ground rules, which take the form of agreements on certain topics, center on these issues:
  - ✓ the purpose of the meetings (what people expect to be achieved by the end)
  - ✓ significant or ambiguous definitions
  - ✓ timelines for the meeting – date and length
  - ✓ meeting leadership and other roles
  - ✓ participation and attendance
  - ✓ how decisions will be made (consensus or by vote)
  - ✓ the value of expressing different perspectives, how disagreements should be expressed and handled
  - ✓ Communication with people or groups outside the meeting

As the meeting leader, you can offer one or two ground rules to stimulate discussion or suggest thinking about ground rules that participants have overlooked. However, all participants need to agree on them if they are to have any credibility for the group.

- **Visual aids:** Flip charts or an equivalent tool are very useful in all but the simplest and briefest of meetings. You can use them to
  - ✓ create an ongoing record of the meeting progress so that participants can see the notes and make corrections or ask for clarification during the meeting
  - ✓ organize thinking, i.e., draft wording, suggest options, connect ideas, depict consequences, narrow choices, summarize decisions, organize tasks
  - ✓ keep participants on track by referring back to the topic on the chart or to specific agenda items

Keep the information on the charts "user friendly." Use large letters, space between concepts (where ideas can be added), and alternating colors. For flip charts, make sure they have detachable pages that can be posted on any visible surface.

- **"parking lot" issues :** A useful tool for moving participants through the agenda is to create a separate flip chart page for issues raised that are important, but either tangential or too complex to deal with during the meeting. Noting these issues on a separate sheet, often referred to as the "parking lot," respects concerns and assures participants that their issues will be addressed. (Make sure you do address them eventually or else ensure that participants no longer want to address them. Otherwise the "parking lot" list will simply be viewed as a way to avoid dealing with the issue.)

- **Time management:** Meetings are notorious for eating up people's time. Here are some ways of ensuring that they do not.
    - ✓ Start on time.
    - ✓ Don't recap when someone arrives late. It sends the message that being late is acceptable and wastes the valuable time of those who were punctual.
    - ✓ State the finish time and don't run over unless everyone agrees that it's OK.
    - ✓ Arrange your agenda in order of importance so that you won't omit or skimp on important items if you have to rush items at the end.
    - ✓ Finish the meeting early if you have achieved everything you need to.

- **Identifying next steps:** It's very important to take about 10 minutes at the end of the meeting to ask, "Where do we go from here?" or "What do we need to do so that we can move forward with…?" When decisions are reached, make sure to devote enough time to clarifying how they will be implemented. Very often, when some exciting or problem-solving decision has been reached, euphoria sets in, and participants fail to convert the decision into an action plan. So before ending the meeting, pin down action steps and summarize who will do what by when.

- **Taking and issuing minutes:** Minutes provide a written record of the decisions taken and the actions agreed upon in a meeting. They serve as a review document that allows performance to be measured. They are a constant reminder of the delivery and non-delivery by individuals of agreed up on actions. Sometimes, as we dash off to the next meeting, we lose track of what we had volunteered to do and by when. The style of minutes depends on the

circumstances of the meeting. In situations where a record is critical, you may need to take detailed minutes. Otherwise, you can create a simple list of decisions made and actions to be taken (with the person/people responsible identified). Generally, minutes should be as short as possible, as long as all key information is shown. This makes them quick and easy to prepare and digest. It's always impressive if the meeting leader issues minutes within 24 hours of the end of the meeting. It's even better if they're issued on the same day.

- **Evaluation:** Finally, although self-reflection is difficult, you and your participants need to review honestly how the group is performing. So encourage everyone to assess meetings either verbally or in writing. Ask questions such as "What aspect of the meeting did you particularly like?" "What didn't go well?" or "What would you do differently next time?" In written evaluations, include a section for "suggestions". And, especially during verbal discussions, invite participants to respond with candor by stressing the importance of honesty in ensuring the value and effectiveness of future meetings.

3.7. Generating ideas

An important goal of meetings can be to generate ideas to tackle a certain issue. A small dance company director wanting to attract more corporate funding is looking for innovative ideas to improve fund-raising events that have grown "stale." A box-office manager wants ideas on streamlining the ticket sales process to reduce lineups. People are often reluctant to volunteer ideas. They can't see immediately how to implement them or they're afraid of being criticized for coming up with a "crazy" idea. They don't realize that the "craziest" idea can sometimes start a new line of thinking that solves the problem. The technique below aims to encourage creative thinking and discourage negative thinking. You can run the session as a "free-for-all" or establish a speaking order.

I. Give the group some guidelines to promote spontaneity and good communication.
- **Do: -**
  - ✓ Call out any idea as soon as it comes to you. Suspend judgment. All ideas are interesting and valuable.
  - ✓ Come up with a lot of ideas.
  - ✓ Try looking at the problem in different ways.
  - ✓ Come up with original or unusual ideas.
  - ✓ Give half-formed ideas.
  - ✓ Build on other ideas.
  - ✓ Have fun.
- Don't
  - ✓ Rehearse what you're going to say.
  - ✓ Analyze or evaluate ideas.
  - ✓ Think of reasons "why not."
  - ✓ Criticize other people's ideas.
  - ✓ Be defensive about your ideas.

II. Set a time limit (usually no more than 15 minutes.) Start the session, then keep up a rapid pace, while recording each idea briefly on a flip chart or other visual aid.

III. Use some kind of signal to gently discourage any negative behaviour.

IV. Immediately after the session, review the list of ideas by yourself or with the group and select the best for further consideration.

3.8. Handling interruptions

In a meeting you may often be faced with interruptions that prevent other participants from fully presenting their views. A person may jump in to dispute facts, criticize a suggestion or make a point over-eagerly. You have to have to decide quickly whether the interrupter's point is valid or not (i.e., irrelevant to the matter under discussion).

- If it's not, say so and ask the person to hold it back until the appropriate time.
- If it is, decide whether to deal with it immediately. If you can handle it quickly and briefly, do so. Otherwise, say that you will deal with it after the first individual has finished. Here are three tips on how to respond
- Stay calm: - React calmly to interruptions – don't allow yourself to be thrown off track and don't show irritation.

- Keep to the point: - Always keep the meeting goals in mind and move towards them – don't get diverted into separate or irrelevant issues.
- Be firm: - If the original speaker was contributing to your meeting goals, ensure that that person gets a full hearing. Don't let another member over-ride the original speaker.

Name: _____   Date: _____

I.   **Matching part each question contains two point**

A.	**B.**
1. Propose	A. By asking people to contribute or by introducing a point that might speak a comment or reaction
2. build	B. By requesting facts, opinions or clarification to further stimulates discussion
3. check understanding	C. a new ideas or course of action to stimulate discussion
4. seek information	D. on some one suggestion or idea
5. encourage participation	E. by agreeing or expressing your approval of others peoples comments or contribution
	F. by asking question, reviewing or requesting conformation

Note: **Satisfactory rating - 5 points   Unsatisfactory - below 5 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

1. -------------
2. -------------
3. -------------
4. -------------
5. -------------

4.1 Introduction

The communication goals of your business strategy should be based on your employees' understanding of how their roles affect the strategy as a whole. No matter how much time and effort goes into your business strategy, it will probably fail if it's not effectively communicated to your employees. It's difficult for your employees to know how their jobs help to direct your business when communication about your business strategy is lacking.

4.2 Objective of communication

Effective communication of your business strategy should be inclusive of every employee – from front to staff working behind the scenes. A business strategy that is well communicated reduces confusion and increases efficiency. When communicating your business strategy, you should tailor your message according to your audience. This is due to the fact that discussions with your employees in leadership roles will vary in terms of how you pass on information to other staff.

Regular in-person meetings are important when communicating your business strategy. Your goal should be to meet with high-level staff that will pass the information on to the rest of your employees. These meetings should be regular in order to provide updates and to solicit feedback. To prevent your audience from switching off (because they have heard the same message over and over again), one of your goals should be to communicate your business strategy goals in different formats.

Another objective when communicating your business strategy is to facilitate communication in both directions. Your frontline staff can be an important source of information about what is actually happening in your business. Encourage your employees to share their opinions about your strategy by making them feel. You should try different types of communication methods, like video training, to determine what works best for your business.

Here are some effective communication goals that you can aspire to for your business strategy:

- Share your purpose
- Give employees the big picture
- Prioritize messages
- Remain present
- Use storytelling
- Invest in your employees
- Diversify the delivery
- Be relatable
- Create interest

4.1. Techniques for goal-oriented communication

Communication is one of the most commonly used forms of expressing thoughts and the most important skills to master in any type of relationship. In teamwork, communication is also a tool that helps us achieve certain goals. Therefore, it is important to allow ideas and information to flow clearly and quickly among team members. But the process of transmitting those ideas in the way they don't lose value defines communication as goal-oriented.

Manager and leaders often communicate to engage to remain focused toward given objectives. They then face a challenge where they need to express themselves properly, adjust the message to ensure understanding by every individual, and inspire them to take certain actions effectively. It is for these reasons why it is important to learn techniques of goal-oriented communication.

4.1.1. Define the goal

It is important to set the target you want to achieve with specific deadlines and expectations. This helps you identify and resolve potential misunderstandings along the way and make sure everyone is on the right track.

4.1.2. Set specific and measurable actions to achieve the goal

Next, you should think of the objectives ahead that will lead you toward the goal you set, and communicate those objectives in a more actionable and less descriptive way. For example, instead of "organize more productive meetings", say "achieve/resolve 'A' and 'B' during the next meeting". Being specific in actions to take will increase the likelihood of achieving a given goal, while setting milestones will help you measure your effectiveness?

4.1.3. Communicate the goal clearly and openly

Goal-oriented communication should be your execution tool. Communicate and express your expectations from employees on what tasks need to be completed in a certain time period. When employees are aligned around the same objective, they can easily see the progress of their work, which then keeps them engaged and motivated.

4.1.4. Predict possible challenges ahead

A required prerequisite for goal-oriented communication is to essentially understand potential challenges ahead. If your goal is set and reasonable to be achieved, conduct analysis to predict possible obstacles that can prevent you from achieving that goal. This can be done through the analysis you usually do when assessing risks. Once you realize what may stay on your way to reaching the goal, you should come up with a structured plan of communicating necessary actions which need to betaken in that situation.

4.1.5. Inform all parties involved

In order for your team to achieve a certain goal, all parties need to be informed about that goal, challenges, action plan, and possible changes along the way. Changes can cause stress and anxiety if not communicated properly. To ensure productive communication oriented toward goals, make sure that everyone is informed about all these aspects. Provide information of the entire work process ahead to everyone involved.

4.1.6. Ensure understanding

Learning to communication toward goals means nothing if your message doesn't get processed correctly. You need to make sure that every team member understands them clearly. The way you can do it is by consistently asking with prepared questions. Regularly check with your peers how they process your messages, what they think and how they feel about the actions that need to be taken, and how they understood the further steps. This will give you the best insight about your communication skills. And, of course, always leave room for improvement by asking your employees what they would do to improve the overall communication process.

Name: _____   Date: _____

I.   **True or false each question contains two points**

1. Learning to communication toward goals means nothing if your message doesn't get processed correctly.

2. The communication goals of your business strategy should be based on your employees' understanding of how their roles affect the strategy as a whole.

3. Effective communication of your business strategy should be inclusive of every employee – from front of house workers to staff working behind the scenes.

4. Give employees the big picture are one of the goals of effective communication that you can aspire to for your business strategy.

Note: **Satisfactory rating - 4 points   Unsatisfactory - below 4 points**
You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Answer sheet

1.

2.

3.

4.

Operation Sheet 1	**Making constructive contributions to workplace discussions**

Techniques of Participate in variety of workplace discussions on your work place

Step1: occurs one problem on your construction work site for construction of lined canal

Step2: wear appropriate PPE

Step3: identify the type of the problem occur on your site

Step4: identify the responsible person/group to solve the problem and inform them.

Step5: adjust discussion area and time to solve those problem

Step6: forward the problem to the meeting and discuss about the problem.

Step7: select important idea from the discussion and summarize the idea

Step8: solve the problem based on summarize discussion.

Name: _____ Date: _____

Time started: _____ Time finished: _____

Instructions: Giving the necessary equipment's and PPEs you are required to perform

the following tasks within 5 hours.

Task1. Participate effectively on you work site discussion?

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 to ensure clear and effective communication.
- Initiating dialogue with appropriate staff/personnel
- Raising communication problems and issues

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 to ensure clear and effective communication.
- Initiate dialogue with appropriate staff/personnel
- Raise communication problems and issues

Learning instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1, Sheet 2, Sheet 3 and Sheet 4" in page 102, 108, 114 and 119 respectively.
4. Accomplish the "Self-check 1, Self-check 2, Self-check 3 and Self- check 4" -" in page 106, 113, 118 and 128 respectively
5. If you accomplish the self-checks, do operation sheet in page 41 and 42
6. LAP Test in page 43

1.1. Record keeping of procedures of basic information on the quality performance.

Recordings the process of capturing data or translating information to a format stored on some storage, which is often referred to as are cord or, if an auditory medium, a recording. The following table shows some instruction and guidelines which will help you while you are recording basic information on the quality performance of the tasks.

Table 1. Basic information on the quality performance of the tasks

Record information accurately: -check the quality of records.	Review your methods for recording and storing information: - re-evaluate your methods, systems and procedures on a regular basis to check that they are as effective and efficient as possible.
Record information in appropriate detail: - you will need to keep a different level of detail on information, depending on how significant it is and how you anticipate using it.	Introduce new methods of recording and storing information as needed: - regularly review whether the supply of information continues to meet requirements.
Record and store information using accepted formats, systems and procedures: - your organization may have developed formal procedures and systems for storing different types of information, both paper-based and on computer.	Analyze and correct any breakdowns in the methods of recording and storing information: - when systems do breakdown, analyze the cause, and take action
Make sure you can retrieve information promptly when required: -consider how	

1.2. Documents and records

It is important to understand the difference between a document and a record.

Table 2: The difference between documents and records

Documents	Records
• Permanent • Describe facility policies and work instructions (Level 1, 2, and 3) • Define systems, processes and procedures	• Filled in as activity occurs (Level 4) • Provide proof that policies were followed or activities performed • Demonstrate processes and procedures are being conducted as required

Document and record all processes and activities. These documents and records should be stored in official files and remain accessible to staff who need them. Base the documents on the prerequisite programs and on the product protection or HACCP plan. If documents are already being kept, review them to make sure they are complete and that they follow the necessary standards.

Follow these three general principles to develop records and documents:

- . Keep it short and simple. Use bullet points and flow diagrams instead of long sentences and lengthy paragraphs.
- Clarity is important. Step-by-step instructions are easily understood.
- Use a standardized, consistent format. Although different programs may need different documents and records, using a similar approach will help staff learn quickly.

At the very least, it is important that records include:

- Who is responsible for a specific duty;

- How they are to perform the duty;
- When they are to perform the duty;
- Spaces for the date and initials of the person who is responsible for the record(s); and
- Spaces for stating deviation findings (unusual situations or results outside of acceptable limits), and the actions taken to that fix that issue.

1.3. Document and record control

A controlled document or record must contain the following:

- Title
- Creation/revision date
- Page number
- Prepared by/issued by
- Approved date
- Approval signature

By including this information on each page a facility will be able to maintain control of the document or record. Include this information either in the header (top of the page), footer (bottom of the page) or in a combination of the two. Controlled documentation also ensures that when the system is revised or updated, processors will use only the most up-to-date documents or records. This also helps processors make sure that changes are not made to the system without proper knowledge and approval.

1.4. Problems in communication

1.4.1. Communication barriers

Most people would agree that communication between two individuals should be simple. However, it is important to remember that there are differences between talking and communicating. When you communicate, you are successful in getting your point across to the person you're talking to. When we talk, we tend to erect barriers that hinder our ability to communicate. There are seven of these types of barriers to effective communication, including:

- Physical barriers
- Perceptual barriers

- Emotional barriers
- Cultural barriers
- Language barriers
- Gender barriers
- Interpersonal barriers

If we want to communicate smoothly, we need to pay particular attention to some very important factors in mutual contacts:

- Empathy, or to empathize with the other person;
- Kindness, that is, respect for others and their opinions, even if they differ from our own;
- Authenticity, namely a ratio of the real to the various problems;
- Directness in expressing their feelings and ideas;
- Openness in expressing feelings;
- Acceptance of feelings. Expressing what we feel and the expectation that the other person will take the same attitude, is essential.

Recommended video: https://www.youtube.com/watch?v=hn1FRhNa-Ts

1.4.2. Barriers to effective verbal communication

- Lack of clarity.
- Using stereotypes and generalizations.
- Jumping to conclusions.
- Dysfunctional responses. Ignoring or not responding to a comment or question quickly undermines effective communication.
- Lack of confidence.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. -------------- is the process of capturing data or translating information to are cording format stored on some storage medium,

   A. Title
   B. Objective

   C. Record
   D. Observation

2. One of them has general principles to develop records and documents:

   A. Keep it short and simple.
   B. Clarity is important.
   C. Use a standardized, consistent format.
   D. All of the above

3. One of them has not including point, during the preparation of records?

   A. Who is responsible for a specific duty;
   B. How they are to perform the duty;
   C. When they are to perform the duty;
   D. All of the above

4. One of them has **not** a considering point for controlled document or record?

   A. Title
   B. Creation/revision date
   C. Content of the document
   D. Prepared by/issued by

5. One of them has **not** a Barriers to effective verbal communication

   A. Good clarity.
   B. Using stereotypes and generalizations.
   C. Jumping to conclusions.
   D. Dysfunctional responses

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

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____   Date: _____

Choose answer questions

1.

2.

3.

4.

5.

2.1. Ways to ensure effective communication

No matter what type of business you operate, effective communication will prove beneficial. Business communication can take the form of written, face-to-face or group interaction, and it is vital to the success of your small business. Effective communication can reduce confusion among your work force and keep everybody on the same page. You can implement a variety of techniques to ensure the success of your communications.

2.1.1. Develop basic skills

Effective communication begins with mastering basic skills like listening, speaking, asking questions and providing feedback, according to the Free Management Library website. As a leader, by practicing and implementing these skills on a regular basis, your employees will feel that the communication channels are open and that they have input into their job roles as well as the direction of your organization.

2.1.2. Feedback

The completion of weekly written status reports by employees gives them the opportunity to provide you with a summary of their activities for the week, as well as a plan for the week ahead. This keeps you up-to-date on the status of projects and gives the employees the chance to express any concerns. Follow up by conducting weekly one-on-one meetings to gain additional input.

2.1.3. Monthly meetings

A monthly staff meeting allows you to address issues that affect your company as a whole, such as a change in policies and procedures or to discuss overall company goals. Recognize any individual achievements during the previous month, as well as team accomplishments. The Free Management library website suggests including a testimonial from a satisfied customer as a way to boost team morale.

2.1.4. Clarity and brevity

Effective communication needs to be clear and concise, especially when communicating to the group as a whole. An ambiguously worded message can be interpreted in different ways by different people, so choose your words carefully. For example, if a change in procedure only affects certain people or departments, be sure that your message clearly indicates this to prevent your workers from thinking that it affects the entire company.

2.1.5. Use technology

Modern technology can save you and your employee's time, and keep the loss of productivity to a minimum. When possible, use email to convey a message instead of conducting a special meeting. Encourage your salespeople to contact you via cell phone to keep you up-to-date on their daily progress.

2.2. The importance of communication in an organization

- Communication promotes motivation by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark.

- Communication is a source of information to the organizational members for decision-making process as it helps identifying and assessing alternative course of actions.

- Communication also plays a crucial role in altering individual's attitudes, i.e., a well-informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in molding employee's attitudes.

- Communication also helps in socializing. One cannot survive without communication.

- Communication also assists in controlling process. It helps controlling organizational member's behaviour in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently and communicate any work problem and grievance to their superiors. Thus, communication helps in controlling function of management.

An effective and efficient communication system requires managerial proficiency in delivering and receiving messages. A manager must discover various barriers to communication analyse the reasons for their occurrence and take preventive steps to avoid those barriers. Thus, the primary responsibility of a manager is to develop and maintain an effective communication system in the organization.

So, organizational communication refers to the forms and channels of communication among members of organizations such as corporations, non-profits or small businesses. Studies have found a strong relationship between the levels of communication in an organization and job performance and satisfaction. Organizational communication can be formal or informal, flow in various directions and make use of various media.

2.3. Directions of communication

Organizational communication takes place upward, downward and horizontally. Downward communication flows from the managerial and executive levels to the staff through formal channels such as policy manuals, rules and regulations and organizational charts. Upward communication is initiated by staff and directed at executives; it frequently takes the form of a complaint or a request. Horizontal communication occurs when colleagues meet to discuss issues of common interest, resolve problems and share information.

2.3.1. Leading

In the book "Organizational Communication: Challenges of Change, Diversity, and Continuity," William Neher (1997) identifies the five primary functions of business communication as leading, rationalizing, problem-solving, conflict management and compliance gaining. The function of leading is important to enable management to issue instructions in a clear, specific manner so that workers are able to follow them without difficulty. This is generally downward communication.

2.3.2. Rationalizing

This function enables management to explain the reasons for instructions in a way that workers can understand. In this context, it is downward communication; however,

rationalizing is also important for enabling workers to bring issues to the attention of management, using upward communication to do so. If a worker identifies a motivation problem, for example, he may communicate this upward formally to management and use rationalization to highlight the potential impact of the problem on profitability.

2.3.3. Problem-solving

Figure 16: Problem solving in group

Most companies hold regular meetings to discuss issues such as production cycles, delivery times, price margins and other areas where unusual situations could arise that may affect the performance of a business. In these meetings, organizational communication plays an important role in tabling problems, brainstorming potential responses and finalizing solutions. In this way, a company obtains maximum benefit from the abilities of those involved in the communication, which flows horizontally and often informally.

2.3.4. Conflict management

Conflict in the workplace can lead to the loss of talented employees, the lodging of grievances and possibly lawsuits. Managing conflict by bringing all parties together to discuss their differences in a safe, moderated environment is an important function of organizational communications. This type of communication usually involves all three

directions of communication, and, although discussions may be informal, the final decisions are usually communicated formally.

2.3.5. Gaining compliance

Gaining the compliance of employees is necessary for them to adhere fully to instructions. To do this, management needs to listen to feedback from the staff and to take account of their ideas and comments. Feedback or two-way communication can be both upward and downward or horizontal and may be formal or informal, but it is important for a company to enable open communication channels to motivate and achieve the best performance from employees.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. One of them has basic skills Effective communication begins with mastering

    A. Listening   C. asking questions

    B. Speaking   D. rejecting feedback

2. One of them has **not** the importance of communication in an organization?

    A. Promotes motivation   C. Altering individual's attitudes,

    B. Source of information   D. Helps in socializing.

3. ----------------- Are flows from the managerial and executive levels to the staff through formal channels such as policy manuals, rules and regulations and organizational charts?

    A. Upward communication   C. Horizontal communication

    B. Downward communication   D. All of the above

4. ----------------- is initiated by staff and directed at executives?

    A. Upward communication   C. Horizontal communication

    B. Downward communication   D. All of the above

5. ----------------------is occurs when colleagues meet to discuss issues of common interest, resolve problems and share information?

    A. Upward communication   C. Horizontal communication

    B. Downward communication   D. All of the above

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

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____   Date: _____

Short answer questions

Score = _____

Rating: _____

    1.-----------------

    2.----------------

    3.----------------

    4.-----------------

    5.----------------

3.2. Dialogue guide

A good staff development dialogue (SDD) must be well-prepared. Before the dialogue, it is recommended that you read the 'Guide to Staff Development Dialogues'. The dialogue guide is consultative, and the questions are intended as a source of inspiration, i.e. they do not necessarily all have to be answered, and other questions may certainly be asked, by both the manager and the employee. The aim is to create a fluent dialogue with both the manager and the employee asking the questions which come to them naturally. However, the dialogue should, as a minimum, address the three main themes around which the dialogue is structured. The three main themes are:

- What has happened since the last SDD? – A good starting point for talking about the future
- Well-being and job satisfaction
- Future results, assignments and competency development

In addition, the dialogue starts with a reconciliation of expectations and desired outcome between manager and employee. At the end of the dialogue, the agreements are summarized and entered into the agreement form. In this way, the SDD is a mutual development dialogue with a forward-looking focus. The SDD does not replace the ongoing daily dialogue and feedback between managers and employees. Nor is the SDD an occasion to exclusively discuss problems where the manager or the employee focuses on accumulated criticisms.

3.3. Introducing the SDD: expectations of the dialogue

The dialogue starts with the manager and employee presenting and agreeing on which themes to priorities. This increases the likelihood of a satisfactory outcome. The following procedure is recommended:

- The manager outlines the dialogue framework, i.e. its duration, content and any priorities or special focus areas as well as the expected outcome of the dialogue.
- The employee adds his/her expectations with respect to outcome and any special topics he/she would like to discuss.

- Together, the topics are prioritized and time is allocated to the individual themes.

3.3.1. Main theme 1: What has happened since the last SDD?

A good starting point for talking about the future A dialogue about the work experiences and challenges over the past year can provide a shared understanding of what works and what may need to be done differently in the year ahead. Here, the intention is also for the manager and employee to give each other feedback on how successful they have been – in performing their tasks and in undertaking their managerial functions. See the 'Guide to Staff Development Dialogues' for guidance on how to give constructive feedback. The dialogue may be based on the following topics and questions:

- Agreements resulting from last year are SDD dialogue – how have they been followed up on, and what has the effect been?
- Which managerial challenges have you encountered in the past year, and which specific tasks have challenged you most?
- How have you and your job developed as a result of these tasks and challenges?
- The manager's feedback to the employee on results, achievement of goals and leadership skills. Can be angled to focus on what you want more or less of.
- The employee's feedback to the manager on the manager's leadership skills and development points.

3.3.2. Main theme 2: Well-being and job satisfaction

Well-being is a central theme in any SDD dialogue and is important for employees to be able to perform their work satisfactorily, develop and achieve their goals. It can be a good idea to base the dialogue on specific work situations to get a shared idea of how to enhance well-being. If there are any special personal or other factors that have a bearing on the work which the employee wants to discuss, it may be a good idea to mention it here. The dialogue may be based on these questions:

- What motivates and inspires you at work?
- . Do you like your management responsibilities and your current tasks?
- How is your cooperation with your colleagues and other close partners?
- How can my leadership be improved to support you as a manager?
- How is your cooperation with other units at AU? Do you have any suggestions for improvements?

3.3.3. Main theme 3: Future tasks and competency development

The dialogue may be based on these questions:

-

- What results and tasks are important to your function as a manager and your work in the unit in the coming year? The manager can then outline the most important strategic goals for the unit together with the employee's expected results and performance of tasks in the coming year.

- Which competencies and frameworks are important for you to be able to handle future challenges and success criteria?

- What are your expectations and wishes in relation to your career and other development perspectives over the next 3-5 years?

3.4.   best practices for starting a dialogue with your staff

The best dialogues are balanced, consistent, and highlight the relationship between two or more individuals. Without a proper give and take, you are practically delivering a monologue that no one wants to hear.

All changes affect your employees and require some sort of discussion to be successful. Employee morale depends on your staff feeling included, essential and listened to. To accomplish this, communication must be consistent, keeping the dialogue going between them and the organization's leaders.

Effective employee communications cannot be a "one and don't thing." That means no annual company-wide meetings or yearly survey. Here are some tips for starting an authentic, long-term dialogue with your current and future employees.

3.4.1. Be available

The easiest solution is often the most overlooked. The first step to starting a dialogue is to be present. Management and executives often operate at higher levels of the organization. While this ensures that they are able to recognize and react to the ongoing of the whole company, this also distances them from their staff.

3.4.2. Create a feedback culture

Sometimes it's not enough to just be available. Genuine dialogue is only possible when employees feel safe expressing concerns to leadership. Staff will be reluctant to share

or participate in discussions when they fear repercussion or think their worries will not be taken seriously. Open the door for all forms of conversation, even the more difficult ones. All opinions deserve to be heard, especially if it can open your eyes to the ins and outs of your organization. Take the temperature of your employee morale with surveys dedicated to gaining employee feedback.

Asking questions that give staff members an outlet for their needs is key to building a two-way dialogue. Surveys are more than a list of standardized questions and multiple-choice answers. It's about setting up channels or processes that allow employees to be actively involved in decision-making and influence the direction of your organization. Annual company-wide employee surveys, while helpful, no longer makes the cut when it comes to checking in on your staff and their workplace experience. Pulse for gauging real-time sentiment and engagement levels of staff. Asking short, concise, and specific questions regularly can allow employees to professionally put their opinion across on organization changes, company news, and even judgments on leadership.

3.4.3. Find your cchampions

Being able to tap into those who really know your business is critical to resolving challenges and keeping your organization evolving and growing. Who knows your business better than those who sell your products and services?

Not only is that, but the relationship between your employees stronger and more stable than the relationship to leadership.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. One of them has important questions in the dialogue

   A. What motivates and inspires you at work?

   B. Do you like your management responsibilities and your current tasks?

   C. How is your cooperation with your colleagues and other close partners?

   D. All of the above

2. One of them has procedure in developing staff development dialogue (SDD)?

   A. The employee adds his/her expectations with respect to outcome and any special topics he/she would like to discuss.

   B. Together, the topics are prioritized and time is allocated to the individual themes.

   C. THE manager outlines the dialogue framework,

   D. All of the above

Note: **Satisfactory rating - 2 points   Unsatisfactory – below 2 points**

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Choose Answer Questions

   1.

   2.

4.1. Communication issues in the workplace

Here are some of the top communication problems being faced by people in the workplace today:

4.1.1. Ego and attitude

Often, teamwork is deterred due to one member's attitude and ego. One worker may want to take over discussions and prevent other members from speaking their minds. Another might refuse to lose an argument and accept that another person might be right. Many times, these people will refuse to accept that they are part of the problem. Egos and attitudes within the team can then lead to resentment, misunderstandings and friction.

The role of the manager is, therefore, important in making sure that the team focuses on the work and issues at hand. Teamwork and true collaboration will only occur if resolutions reflect the needs of everyone in the group.

4.1.2. Passive listening

Passive listening is simply hearing what the other person has to say without truly understanding it or empathizing. Often, you will see someone talking, replying and interrupting other people instead of truly listening to what others have to say. When people fail to listen, they are unable to truly comprehend the message which is being relayed. This then leads to misunderstandings and friction which could then deter the workforce from being creative and productive.

Before beginning a chat or interaction, make sure to stress the importance of active listening. Tell your staff members how inattention and passive listening can prevent them from learning about the different points of view and ideas that are present in the workplace. Role model and set a good example by being an active listener yourself.

4.1.3. Cultural differences

Today's workplace has become more diverse, especially if your organization deals with international clients or has employees abroad. Although there is diversity in the

workplace, people still tend to be more persuaded by people from their same culture or backgrounds, therefore, managers face the challenges of communicating with everyone as one cohesive team, while managing the dynamics involved in cliques and groups.

Try to mix people of different backgrounds together. Break up small groups and try to have diverse people collaborate on brainstorming activities and projects. Also, communication tools such as corporate desktop wallpaper software, newsletters and email can potentially decrease the impact of cultural differences. This is because communication is written and is free from accents and impulsive biases, and is therefore more thought out.

4.1.4. Poorly written communication

You may opt for different communication tools to get your point across such as corporate desktop wallpaper software, newsletters, and memos; however, if your materials are poorly written, your messages might cause confusion and frustration amongst your staff members. Make sure to always proofread your copy before sending it. You may also opt to ask a colleague to look through your work to help pinpoint any mistakes or typos.

4.1.5. Lack of interest or motivation

When people are not interested in what is being discussed, or they lack the motivation to work hard, they are more likely to disregard or ignore your messages. While this means that you certainly need to take a look at your internal communications, using tools such as corporate desktop wallpaper software, the intranet, and others can help you reach your staff members so that they feel more motivated and engaged in their work and in the organization.

The above tips will help your employees to build healthy and productive working relationships both with each other, other teams in the organization, and with management. By improving internal communication by adopting best practice techniques and using a variety of internal communication channels, you can watch them excel as they work for a company that values them, listens to them and respects them.

4.2. Communication process

Two common elements in every communication exchange are the sender and the receiver. Figure 4.1 reflects the definition and identifies the important elements of the communication process.
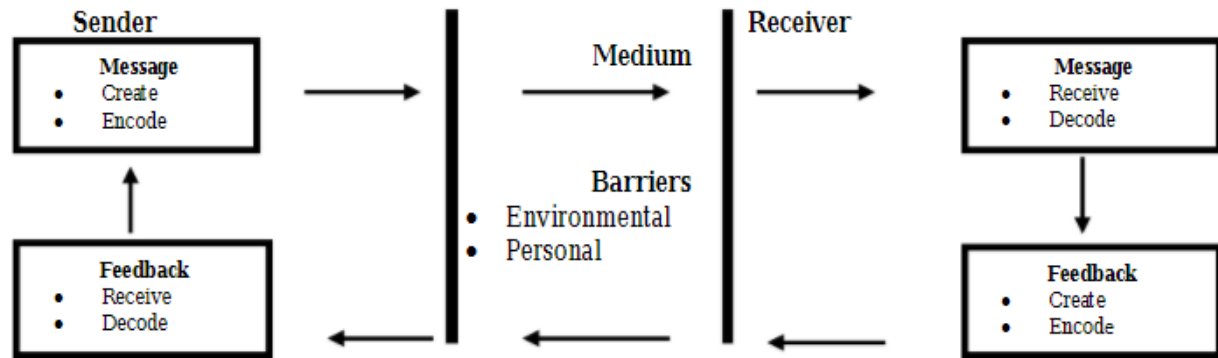

Figure 16: The communication processes

The sender initiates the communication. A sender uses words and symbols to put forth information into a message for the receiver, the individual(s) receiving the message. In the workplace, the sender is a person who has a need or desire to convey an idea or concept to others, the sender is a person, department, or unit of an organisation or system who originates the message. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language. The receiver is the individual to whom the message is sent, the receiver decodes the received message into meaningful information. Accurate decoding of the message by the receiver is critical to effective communication. The closer the decoded message gets to the intent of the sender, the more effective the communication. However, environmental and personal barriers can hamper the communication process. A barrier is anything that distorts the message. Different perceptions of the message, language barriers, interruptions, emotions, and attitudes are examples of barriers.

Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

4.3. Channels of communication

A message is sent through a medium or channel, which is the carrier of the communication. Selection of the particular medium for transmitting the message can be critical, because there are many choices. The medium can be verbal, nonverbal, written, computer-aided or electronic. For written media, an administrator or other organisation members may choose from memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, computer, public address systems, closed-circuit television, tape-recorded messages, sound or slide shows, e-mail, and so on. Nonverbal gestures, facial expressions, body position, and even clothing can transmit messages.

4.4. Importance of communication in the workplace

There is no denying the importance of communication in the workplace, considering the fact that in an organisation people belonging to different social and professional backgrounds come together to work for the same goals. Often it is seen that administrators do not realise the importance of communication at work and thus do not convey their ideas, organisational goals, vision, etc. very clearly. When administrators in an organisation are unable to create an environment, which promotes open and clear communication, it can have negative repercussions on the work culture and the employee productivity. The importance of effective workplace communication is discussed below:

- **Creates job satisfaction:** Organisations which encourage an open and easy correspondence between seniors and subordinates face lesser employee turnover. If the work environment is friendly where the subordinates are encouraged to communicate their ideas to their administrators regarding work-related issues, and their feedback is given due consideration, it motivates the employees to work better and makes them feel valued in the organisation. Thus, effective communication in the workplace helps in building loyalty and trust which eventually attributes to greater job satisfaction.

- **Lesser conflicts**: Open communication in the workplace can help prevent and resolve many conflicts. Workplace conflicts are easily resolved through open and clear communication and mutual discussions; this can lead to personal and professional growth.

- **Increases productivity:** Effective communication at work is the most important issue for the success and failure of an organisation. Every organisation has a set of clearly defined goals, objectives and vision. If an administrator is clear in his/her communication, the subordinates will know exactly what the organisation wants and thus, will be able to deliver the same to the best of their abilities. Thus, the importance of communication skills can be judged from the fact that it leads to better deliverance of work, increasing workplace productivity.

- **Formation of relationships:** Open communication, whether between the employees and administrators or between the management and employees, leads to the formation of better personal and professional relationships. This makes the employees feel genuinely cared and valued for, and they are more likely to remain loyal to the organisation. This creates a friendly environment and promotes a better working relationship which is conducive to the work.

- **Proper utilisation of resources:** If an organisation faces problems, crisis and conflicts due to miscommunication between the staff members, it causes unnecessary delays in the daily work. This leads to wastage of resources and lowers the overall work productivity. So, an environment of good communication is a must for any organisation to better utilise its resources and increase productivity.

4.5. Barriers to effective communication

An administrator has no greater responsibility than to develop effective communication (Pauley, 2010). Why then does communication break down? On the surface, the answer is relatively simple. The elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback have been identified. If barriers exist in these elements in any way, complete clarity of meaning and understanding does not occur. According to Shaw (2011) the greatest problem with communication is the illusion that it has been accomplished.

Rakich and Darr (2000) classify these barriers in to two categories: environmental and personal. Both barriers can block, filter, or distort the message as it is encoded and sent, as well as when it is decoded and received.

4.5.1. Environmental barriers

are characteristic of the organization and its environmental setting. Examples of environmental barriers include competition for attention and time between senders and receivers. Multiple and simultaneous demands cause messages to be incorrectly decoded. The receiver hears the message, but does not understand it. Due to inadequate attention paid to the message, the receiver is not really "listening." Listening is a process that integrates physical, emotional, and intellectual inputs into the quest for meaning and understanding. Listening is effective only when the receiver understands the sender's messages as intended. Thus, without engaging in active listening, the receiver fails to comprehend the message.

Time is another barrier. Lack of time prevents the sender from carefully thinking through and thoroughly structuring the message accordingly, and limits the receiver's ability to decipher the message and determine its meaning. Other environmental barrier include the organisation's managerial philosophy, multiple levels of hierarchy and power or status relationships between senders and receivers (Sanchez & Guo, 2005).

Managerial philosophy can promote or inhibit effective communication. Managers who are not interested in promoting intra-organisational communication upward or disseminating information downward will establish procedural and organisational blockages. By requiring that all communication follow the chain of command, lack of attention and concern toward employees is a sign of a managerial philosophy that restricts communication flows. Furthermore, when subordinates encounter administrators who fail to act, they are unwilling to communicate upward in the future, because communications are not taken seriously. Managerial philosophy not only affects communication within the organisation, but also impacts the organisation's communications with external stakeholders. Power or status relationships can also effect transmission of a message. An inharmonious supervisor–subordinate relationship can interfere with the flow and content of information. Moreover, a staff member's

previous experiences in the workplace may prevent open communication due to fear of negative sanctions as a result. For instance, a poor supervisor–subordinate relationship inhibits the subordinate from reporting that the project is not working as planned. Fear of the power and status of the administrator is a common barrier to communication.

Another environmental barrier that may lead to miscommunication is the use of specific terminology unfamiliar to the receiver or when messages are especially complex. Communication between people who use different terminology can be unproductive simply because people attach different meanings to the same words. Thus, misunderstanding can occur due to unfamiliar terminology. Today's complex organisational systems are highly specialised, organisations have staff and technical experts developing and using specialised terminology that only other similar staff and technical experts can understand, and if people do not understand the words, they cannot understand the message.

4.5.2. Personal barriers

Personal barriers arise due to an individual's frame of reference or beliefs and values. They are based on one's socio-economic background and prior experiences and shape how messages are encoded and decoded. One may also consciously or unconsciously engage in selective perception or be influenced by fear or jealously. For example, some cultures believe in "do not speak unless spoken to" or "never question elders" (Longest et al., 2000). These inhibit communication. Others accept all communication at face value without filtering out erroneous information. Still others provide self-promotion information, intentionally transmitting and distorting messages for personal gain. Unless one has had the same experiences as others, it is difficult to completely understand their message. In addition to frame of reference, one's beliefs, values, and prejudices also can alter and block messages. Preconceived opinions and prejudices are formed based on varying personalities and backgrounds.

Two additional personal barriers are status quo and evaluating the sender to determine whether one should retain or filter out messages. For instance, an administrator always ignores the complaints from the receptionist, because the receptionist tends to exaggerate issues and events. However, one must be careful to evaluate and distinguish exaggerations from legitimate messages. Status quo is when individuals

prefer the present situation. They intentionally filter out information that is unpleasant. For example, an administrator refuses to tell staff of an impending dismissal. To prevent disorder, the administrator postpones the communication to retain status quo.

A final personal barrier is lack of empathy, in other words, insensitivity to the emotional states of senders and receivers. Empathy is the ability to put one's self into another's shoes. The empathetic person is able to see the world through the eyes of the other person. Research shows that lack of empathy is one of the major obstacles to effective Communication (Eisenberg, 2010).

4.6. Overcoming communication barriers

Recognising that environmental and personal barriers exist is the first step to effective communication. By becoming cognisant of their existence, one can consciously minimise their impact. However, positive actions are needed to overcome these barriers. Longest et al (2000) provide us with several guidelines for overcoming communication barriers:

- Environmental barriers are reduced if receivers and senders ensure that attention is given to their messages and that adequate time is devoted to listening to what is being communicated.
- A management philosophy that encourages the free flow of communication is constructive.
- Reducing the number of links (levels in the organisational hierarchy or steps between the sender and the receiver reduces opportunities for distortion.

The power/status barrier can be removed by consciously tailoring words and symbols so that messages are understandable; reinforcing words with actions significantly improves communication among different power/status levels. Personal barriers to effective communication are reduced by conscious efforts of senders and receivers to understand each other's values and beliefs. One must recognise that people engage in selective perception and are prone to jealously and fear. Sharing empathy with those to who message are directed is the best way to increase effective communication.

- Use techniques that extend beyond traditional organisational lines to facilitate communication. For instance, the use of diagonal communication that flows

through task forces or committees enhances communication throughout the organisation.

- Use management processes that are cross-organisational rather than confined to functional or department procedures. Implementing management processes in the areas of planning, controlling, and managing information systems facilitate communication.

- Use human resources policies and procedures (job training and job rotation) to enhance cooperation among members in organisations.

- Use management processes to resolve conflicts in an equitable manner to produce effective communication.

- Using multiple channels to reinforce complex messages decreases the likelihood of misunderstanding.

Name: _____   Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

A.	B.
1. Passive listening	A. Is a person, department, or unit of an organisation or system who originates the message?
2. the sender	B. Is the outcome of the encoding, which takes the form of verbal, nonverbal, or written language?
3. The message	C. are characteristic of the organization and its environmental setting.
4. The receiver	D. Creates job satisfaction
5. Importance of Communication in the Workplace	E. is simply hearing what the other person has to say without truly understanding it or empathizing.
6. Environmental barriers	F. Is the individual to whom the message is sent, the receiver decodes the received message into meaningful information.
7. Personal Barriers	G. Feedback
	H. Personal barriers arise due to an individual's frame of reference or beliefs and values.

Note: **Satisfactory rating - 7 points   Unsatisfactory - below 7 points**

You can ask you teacher for the copy of the correct answers.

Answer Sheet

1. ----------   6. -----------

2. ----------   7. -----------

3. ----------

4. ----------

5. ----------

Score = _____

Rating: _____

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