



TVET LEVEL II



SOFT SKILLS

Basic
Communication
Skills

TRAINEE MANUAL



Approved by:  Workforce
Development
Authority



USAID
FROM THE AMERICAN PEOPLE



Acknowledgements

Rwanda Polytechnic (RP) would like to officially recognize all parties who contributed actively to the preparation of the Trainer and Trainee manuals of this module. We wish to extend our thanks to various organizations such as Workforce Development Authority (WDA), EDC through its USAID Huguka Dukore Akazi Kanoze (USAID - HDAK), TVET schools, Private Industries, GIZ Hanga Ahazaza Project and other individuals who greatly contributed from the initial concept towards publication of this training manual.



Under Rwanda Polytechnic (RP) supervision and involvement



Under Workforce Development Authority (WDA) guiding policies and directives



With funding provided by USAID through Huguka Dukore Akazi Kanoze (HDAK) project



And with technical support by Education Development Center (EDC) through local and international USAID HDAK experts

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BASIC COMMUNICATION SKILLS AT THE WORKPLACE

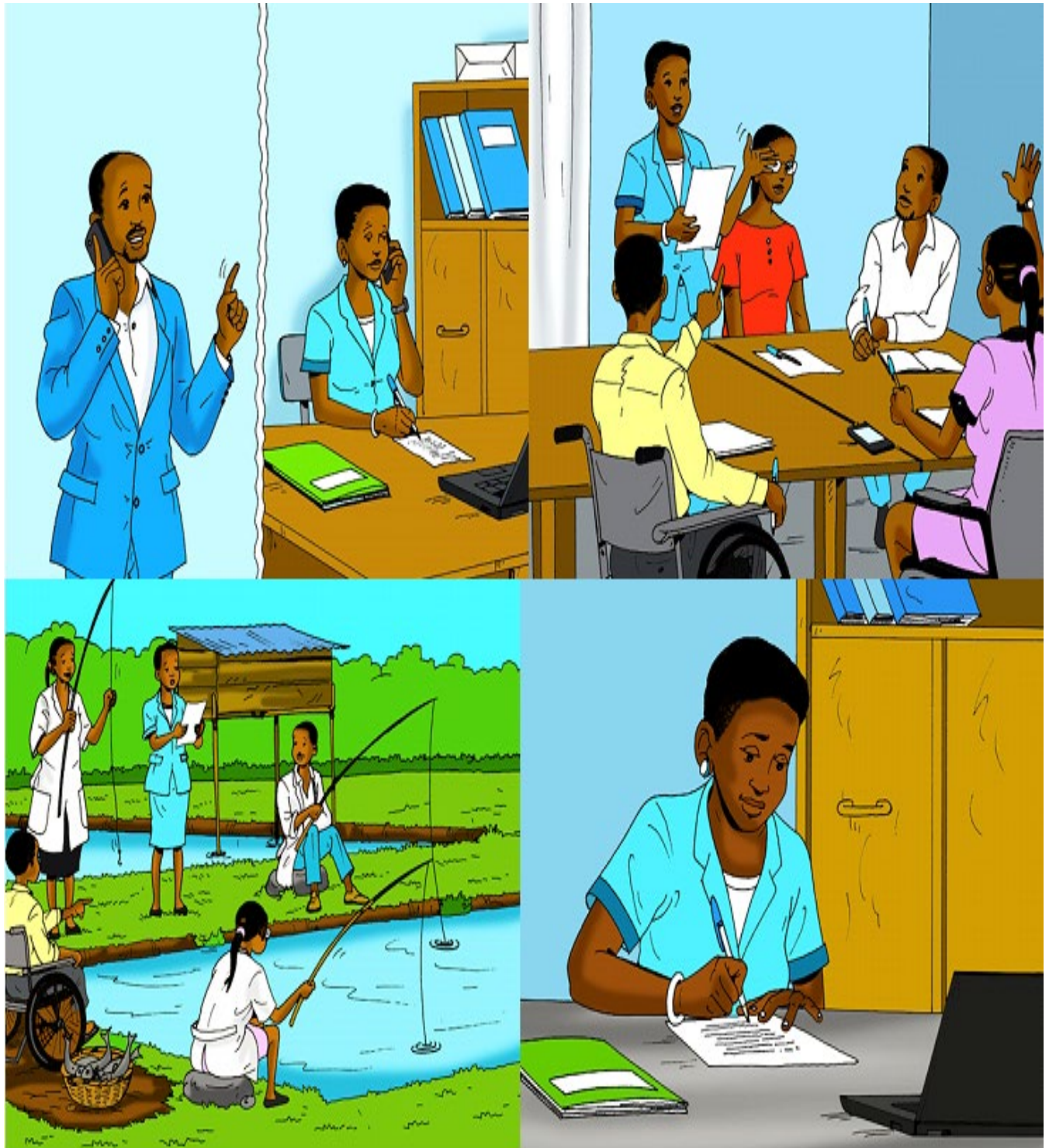
Unit 1: Receiving and interpreting information at workplace

Unit 2: Writing and interpreting workplace documents

Unit 3: Providing clear and accurate information

Unit 4: Cooperating and working as a team member

Unit 1: Receiving and interpreting information at the workplace



Topics

- 1.1** Demonstration of listening skills
- 1.2** Using nonverbal communication
- 1.3** Interpretation of verbal instructions
- 1.4** Interpretation of written instructions in different workplace situation

Unit Summary:

This unit describes the knowledge, skills and attitude to receive and interpret information at workplace. At the end of this unit, you will be able to demonstrate listening skills, use nonverbal communication, interpret verbal instructions and interpret written instructions in different workplace situation.

Self-Assessment: Unit 1

1. Look at the Unit 1 illustration above. What do you observe? What do you think this unit will be about?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this self-assessment. It is for your own use during this course. Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this self-assessment again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify effective listening skills & strategies					
Assess own listening skills					
Model good listening skills					
Identify different nonverbal communication forms					
Demonstrate use of nonverbal communication					
Use nonverbal communication forms that promote effective communication					
Identify strategies to correctly receive verbal instructions					
Describe strategies for correctly interpreting verbal instructions					
Correctly Interpret verbal instructions to perform given tasks					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify strategies of interpreting written instructions					
Apply basic reading skills for interpreting written instructions					
Effectively interpret written instructions					

Topic 1.1: Demonstration of listening skills

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify effective listening skills and strategies	1. Listen to instructions	1. Attentive
2. Identify methods of assessing own listening skills	2. Assess own listening skills	2. Empathetic
3. Describe listening skills	3. Model good listening	3. Active



Getting Started: What do we know and where are we going?



Topic 1.1 Task 1:

1. Think about the quotation below¹:

¹ Rozin, M. (n.d.). *Are You Listening?* <https://www.sourcematch.team/are-you-listening/>

Listening open and actively

“To learn through listening, practice it naively and actively. ‘Naively’ means that you listen openly, ready to learn something, as opposed to listening defensively, ready to rebut. Listening actively means you acknowledge what you heard and act accordingly.”

-- Betsy Sanders, former senior vice president and general manager, Nordstrom (a large US company)

2. Consider the following questions:
 - a. What is the meaning of learning through listening?
 - b. What is the relevance between the proverb and the topic/learning outcome?
 - c. How does this proverb relate to real life and world of work?
3. Pair up and discuss the proverb above together. Then, share your responses with the rest of the trainees.
4. Turn to the Key Competencies and review them together.



Problem Solving Activity



Topic 1.1 Task 2:

1. Listen while one trainee to shares his/her experience about finding work with the class.
2. After the speaker has finished, discuss as a large group:

For the trainee who shared his/her experience:

- a. How did you feel while sharing the experience?
- b. Did you feel listened to?
- c. Did you feel frustrated? Why?
- d. What should your peers have done to make you feel listened to?

For the rest of the class:

- a. What did you observe?
- b. What does it mean to listen effectively?
- c. How do you know when you are being listened to?
- d. How do you know when you are not being listened to?
- e. What are some effective listening skills?

3. Read **1.1 Key Facts: Effective Listening Skills** together.

1.1 Key Facts: Effective Listening Skills

- **Effective listening skills** refer to the ability to understand information provided by the speaker and to show the listener you are interested and listening.
- **Effective Listening Skills & Strategies²**
 1. Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.).
 2. Listen to the speaker without interrupting.
 3. Paraphrase what the speaker has said to make sure you have understood correctly.
 4. Ask questions for clarification when you do not understand something.
 5. Avoid being distracted by noises, mobile phones (turn it off!), other conversations or movements, etc.
 6. Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking.
 7. Truly listen without thinking about how you are going to respond until the person has finished speaking.
 8. Be aware of your own attitude and avoid being judgmental.
 9. Be aware of your own biases and stereotypes, especially when it comes to gender and culture.



Guided Practice Activity



Topic 1.1 Task 3:

1. Select a role play from the four options provided. A few volunteers will conduct the role play in front of the class.
2. Then, discuss the role play as a class:
 - a. What happened?
 - b. Why did this situation happen?
 - c. Has anything like this happened to you before? What happened?
 - d. What strategies could have been used for active, responsive listening?

² Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center.

Scenarios for Listening Role Plays³

Scenario 1: At the Construction Site

Maria is new on the job with a construction company. Her job is to mix cement for a wall that will surround a market area. Her supervisor had told her that for every bag of cement she should mix in 5 bags of sand. Distracted by all the noise around her, she couldn't remember the number of bags of sand to add to the cement. She feared she would lose her job if she asked the supervisor again, so she did what she thought was right – 10 bags of sand for every bag of cement. After the wall had been up a few days, it blew over during a storm.

Scenario 2: At the Shop

A young man named Musonera works in a small shop where he sells items such as toothpastes, candles, pens, salt, sugar, bread... He finds his boss, Astrida, annoying and tends not to listen to her all of the time. He does not like having a female boss, so it affects his listening. One day, when they had two types of bread to sell, Astrida made it clear that the higher quality loaves should go for 1000 Francs and the other ones for 500 Francs. All morning long customers came in to buy bread. Musonera sold all loaves for the same price - 500 Francs. When Astrida returned and realized that Musonera sold the good quality bread for 500 Francs, she got angry and said she would make Musonera pay the difference.

Scenario 3: At the Honeybee Cooperative

Jean de Dieu works at a honeybee cooperative in his community. He is responsible for taking orders and making sure the honey gets delivered to customers. One day he received a phone call while he was listening to a very exciting football match on the radio. His favourite team scored just as someone gave him the order for 30 litres of honey. Jean de Dieu wrote down 13 litres on the order slip. Upon delivery later that week, the customer was irate that all the honey he ordered was not delivered.

Scenario 4: At a farming site

Clarisse is a young girl participating in Huguka Dukore work readiness training. The class is given an assignment to have a work experience during the weekend. She went to a farmer to request an opportunity to help for a few days. The farmer was happy to give her the chance to work on the farm. The farmer asked her to bring a spade (Igitiyo), but because she was texting a message when he mentioned it, she thought he said a book

³ Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center.

(Igitabo). When she arrived the next day with a book, the farmer became annoyed and told her to go home.

3. Then, separate into small groups of three people. Re-enact the role play (with a positive outcome) using some of the listening strategies you know. Two people will be actors while one observes. Switch roles until all trainees have had a chance to play each role.
4. In small groups, discuss:
 - a. What is the difference between listening and hearing?
 - b. How do people listen to one another?
 - At home
 - At work
 - c. What factors influence one's listening skills? How is listening affected by one's culture, situation/place, age, sex, and other factors?
5. Share your responses in a large group discussion. Use the information provided in the **1.2 Key Facts: Difference between Hearing and Listening** and **1.3 Key Facts: Listening in Context**.

1.2 Key Facts: Difference between Hearing and Listening⁴

- **Hearing:** The natural ability or an inborn trait that allows us to recognize sound through the ears catching vibrations.
- **Listening:** A learned skill, in which we can receive sounds through ears, and transform them into meaningful messages.

Key Differences Between Hearing and Listening:

Hearing	Listening
Ability to perceive sounds, by receiving vibrations through ears	Something done consciously, that involves the analysis and understanding of the sounds you hear
Primary and continuous in nature followed by listening	Listening is temporary, one cannot continuously pay attention to something for long hours
Physiological, a bodily process	Psychological, a conscious act

⁴ Surbhi, S. (2016, July 20). Difference Between Hearing and Listening. <https://keydifferences.com/difference-between-hearing-and-listening.html>

A passive bodily process that does not involve the use of the brain	An active mental process, which involves the use of the brain to draw meaning from words and sentences
Involves receipt of the message through ears An inborn ability	Encompasses interpretation of the message received by ears A learned skill
We are not aware of the sounds that we receive	We are completely aware of what the speaker is saying
Involves the use of only one sense i.e. hearing (ears)	Can involve the use of more than one sense i.e. seeing (eyes), hearing (ears), touch etc. to understand the message completely and accurately
We are neither aware nor do we have any control over the sounds we hear	We are aware of what the other person is saying and so we listen to acquire knowledge and receive information
Does not require focus	Requires focus

1.3 Key Facts: Listening in Context⁵

There are three main factors that determine the context in which one is listening: culture, situation/place, age, and gender.

- 1. Cultural differences** between listeners and speakers can create barriers to effective communication. Cultural differences can include speakers' accents, vocabulary, and assumptions about shared information. Different cultures can also differ with respect to the roles of listeners and speakers in conversation.
- 2. Situation/place** of the conversation effect one's listening skills. Different listening techniques need to be employed in different situations such as in a classroom, at home, at work, at a party, or in an intimate conversation. For example, in a classroom one listens by writing down and recording the information while that form of listening would be inappropriate at a party.

Age and gender of both the speaker and the listener also are important to consider. In many cultures, it is respectful to listen quietly to one's elders and not impose too much of

⁵ Lumen. (n.d.). *Barriers to Listening*. <https://courses.lumenlearning.com/boundless-communications/chapter/barriers-to-listening/>

one's own ideas. Also, gender can play a role in listening and communication. Depending on the culture, men and women assume different roles during communication.



Application Activity:



Topic 1.1 Task 4:

1. Listen to different audio/video materials either on the phone or computer that will require you to apply the different listening strategies.
2. After listening, share with the class:
 - a. What did you listen to?
 - b. What was the information about?
 - c. What strategies did you use to listen effectively?
 - d. Did you use any different techniques based on the contexts?
3. Then, discuss as a class. At home or workplace:
 - a. How do people listen to another?
 - b. What strategies do they use to listen effectively?



Points to Remember

- Focus completely on the other person when you are listening, try to silence your own thoughts.
- You will learn more from listening than from talking.
- Everybody wants to be listened to.



Formative Assessment

Read the statements provided below and **CIRCLE ONLY ONE** response.

1. Listening includes responding to advice or requests.
 - a. True
 - b. False
2. Which of these is not involved in listening?
 - a. Remaining silent when the speaker is talking

- b. Making eye contact with the speaker
 - c. Looking at a phone
 - d. Responding to the speaker
3. Which of the following is **NOT** an effective listening strategy?
- a. Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)
 - b. Focus entire attention on what the speaker is saying
 - c. Ask questions for clarification when you do not understand something
 - d. Thinking about how you are going to respond until the person has finished speaking
4. Hearing differs from listening as
- a. Hearing is the ability to perceive sounds while listening involves the analysis and understanding of the sounds you hear
 - b. Hearing is continuous in nature while listening is temporary, one cannot continuously pay attention to something for long hours
 - c. Hearing is solely physiological, whereas listening is psychological (conscious) act
 - d. All the above
5. Cultural differences that affect listening include:
- a. Speakers' accents
 - b. Misunderstanding of vocabulary
 - c. Understanding of the role of the men and women
 - d. All the above
6. Effective communicators do not:
- a. Suspend judgments
 - b. Become aware of their own biases and stereotypes
 - c. Become distracted by mannerisms
 - d. Interrupt the speaker while speaking
7. Effective listening skills are the ability to actively understand information provided by the speaker, and display interest in the topic discussed.
- a. True
 - b. False

Topic 1.2: Using nonverbal communication

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe different forms of nonverbal communication	1. Demonstrate use of nonverbal communication	1. Empathetic
2. Explain ways of handling or managing nonverbal communication for effective listening	2. Handle nonverbal communication for effective listening	2. Observant
3. Describe the effects of nonverbal communication	3. Identify nonverbal communication from the perspective of the listener	3. Active and attentive



Getting Started: What do we know and where are we going?



Topic 1.2 Task 1:

1. What are some of the things that may show a person who is NOT listening/paying attention? Brainstorm your ideas out loud with the class.
2. Study the illustration provided, **Figure 1.1: Nonverbal communication**, and consider the following questions:
 - a. What do they see?
 - b. How does the illustration show the ways we give and receive information?
 - c. How does it relate to the learning outcome?
 - d. How does it relate to real life and the world of work?



Figure 1.1: Nonverbal communication

3. Share your responses with the rest of the class.
4. Turn to the Key Competencies table and review it together.



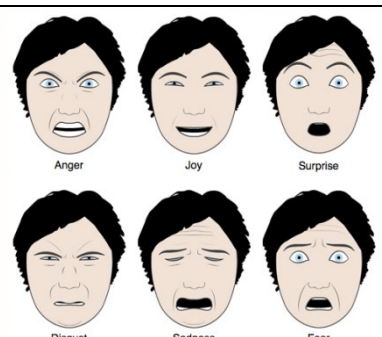
Problem Solving Activity:



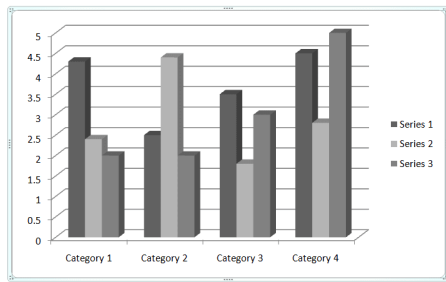
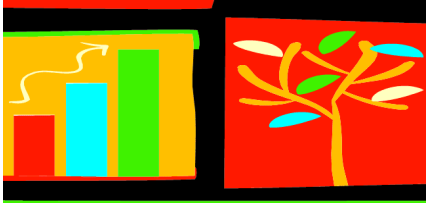
Topic 1.2 Task 2:

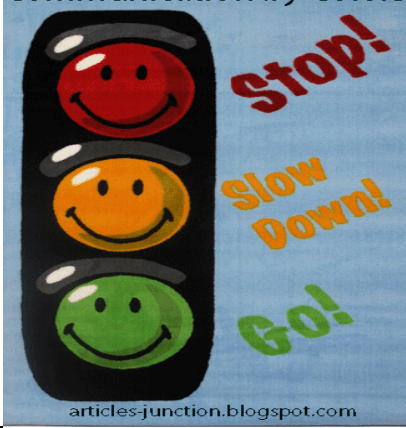
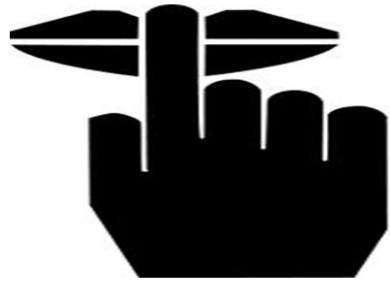
1. Separate into two groups by following the trainer's instructions. Stand in two parallel lines, with Group 1 facing Group 2.
2. With the person you are facing, think of and mention examples or forms of nonverbal communication that you know. Guess the nonverbal communication your partner demonstrates. After both of you have demonstrated, share with the class which forms you guessed correctly and which ones you didn't.
3. Consider the ways in which you use (especially in the workplace) each of the forms of nonverbal communication. Refer to **1.4 Key Facts: Types of Nonverbal Communication** for more information.

1.4 Key Facts: Types of Nonverbal Communication⁶

Form	Definition	Illustration
Facial Expressions	Communication of individual emotions by spontaneous facial expressions can convey, with or without words, the attitude and reaction of the communicants.	 Communication by Gestures  articles-junction.blogspot.com
Gestures	In face to face communication, gestures add and support oral communication. They supplement and intensify speech. They convey effectively what a speaker wants to convey by words.	Communication by Posture  articles-junction.blogspot.com
Posture	Posture means the position of the body. The way we stand, sit, and walk reflect our attitude, thoughts and feelings.	Communication by Proxemics  articles-junction.blogspot.com
Proxemics (Space language)	The way one reacts to space around them. Proxemics can depend on culture where touch may bother somebody from one country while others do not feel uncomfortable being close or in contact with others.	

⁶ Patil, S. (2013, August 13). *Different Types, Forms of Nonverbal Communication*. <http://articles-junction.blogspot.com/2013/08/different-types-forms-of-nonverbal.html>

Haptics (Touch language)	Only possible during face to face, personal communication, i.e. when at least two people are present. It is also a form of body language.	Communication by Touch  articles-junction.blogspot.com
Appearance (dress and grooming)	Communication through one's dress, grooming, makeup and appearance. One's dress and appearance is an expression of one's personality and what one wants to present. The clothes we wear and the way we groom our hair becomes an index to personality.	Communication by Dress and Grooming  articles-junction.blogspot.com
Signs and Symbols	Signs and signals are visual and nonverbal modes of communication.	Communication Through Signs and Symbols  articles-junction.blogspot.com
Charts, Maps and Graphs	These are visual nonverbal communication. They are pictorial representations of statistical and other kinds of information.	Communication by Charts, Maps and Graphs  articles-junction.blogspot.com
Posters	A kind of visual communication. Posters are used most extensively in advertising. Posters consist of pictures or photographs along with a slogan. Thus, it is a combination of verbal and nonverbal communication	Communication by Posters  Save our Forest articles-junction.blogspot.com

Colours	Different colours mean different things. Colours evoke different emotions and can signify different things.	Communication by Colors 
Silence	Just as expressions communicate, silence is also a form of nonverbal communication. Silence can mean one is listening or that one is completely disinterested. Pay close attention to the manner in which one is silent.	Communication by Silence 



Guided Practice Activity



Topic 1.2 Task 3:

1. In small groups, think of a role play to depict a form of nonverbal communication of your choice.
2. With your group, present the role play to the rest of the class.
3. After each group presents, discuss:
 - a. Describe the role play.
 - b. What form of nonverbal communication does it depict?
 - c. How does the form of nonverbal communication depicted affect listening?
 - d. How should one handle or manage various forms of nonverbal communication for effective listening?
4. Refer to **1.5 Key Facts: Managing nonverbal communication for effective listening** in their manuals for further information. As you read through, the trainer will demonstrate each of the techniques. You should also demonstrate each of the techniques yourself.

1.5 Key Facts:

Managing nonverbal communication for effective listening

Nonverbal communication is important in the workplace because it affects the work environment. What you communicate nonverbally can expose how you feel. If your nonverbal communications skills are poor, you may be communicating negativity and making your co-workers uncomfortable or undermining your message, showing lack of confidence. To improve your nonverbal skills, you must first identify the areas where you are lacking.

- **Maintain Eye Contact**

Establish eye contact when speaking to others. When you make direct eye contact, it shows the other party that you're interested in what he is saying. Likewise, it is important to maintain eye contact with the listener when you are the speaker.

- **Use Your Facial Expressions**

Your facial expressions convey your emotions. Facial expressions are typically universal, which means they convey the same message globally. A frowning person is usually upset. Offer a smile when talking to someone, as long as it is not inappropriate to the situation.

- **Be Considerate of Personal Space**

Pay attention to your proximity to others. Different cultures view proximity in various ways, so take notice if the person you're communicating with is uncomfortable.

- **Mind Your Posture**

Pay attention to your posture. Slouching shows that you are not interested in what a person is saying. Your body positioning is also important. Keep your posture open with shoulders facing the speaker, arms at your sides, and legs uncrossed.

- **Be Aware of Tones and Sounds**

Your tone of voice and the sounds are as important as the words you are saying. If you receive directions from a manager and immediately grunt, you are expressing reluctance. Speak clearly and fill your voice with assurance.



Application Activity



Topic 1.2 Task 4:

1. Study the illustrations of people in different workplaces/situations listening to instructions.

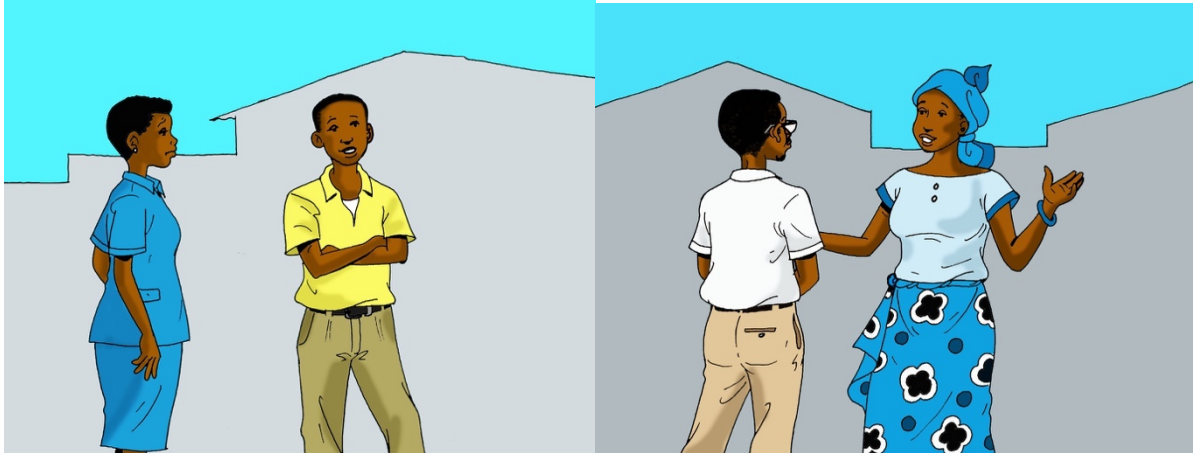


Figure 1.2: Interpreting nonverbal communication

2. Consider the following:
 - a. Describe what you see in the two illustrations.
 - b. Describe the forms of nonverbal communication you can see in the illustrations.
 - c. Describe whether the form of nonverbal communication is appropriate or inappropriate body language? Provide reasons for your answer.
3. Discuss as a class: What is the impact of appropriate or inappropriate body language on effective listening? Give examples of how appropriate or inappropriate body language affects listening.



Points to Remember

- Nonverbal communication is just as, if not more, powerful than verbal communication.
- While people can fake the words they say, it is much more difficult to fake nonverbal communication. For this reason, it is important to communicate honestly in every respect.



Formative Assessment

Respond the following using 5-10 complete sentences.

1. Your boss is giving you directions. Name five different ways you can effectively express nonverbal communication to show you are interested and engaged. Describe how you would employ each form of nonverbal communication.
2. What are some outcomes if you effectively communicate nonverbal communication to your boss?

Topic 1.3: Interpretation of verbal instructions

Key Competencies:

Knowledge	Skills	Attitudes
1. List different forms of verbal communication	1. Demonstrate effective receiving of verbal instructions	1. Open-minded
2. Describe strategies for receiving verbal instructions	2. Demonstrate correct interpretation of verbal instructions	2. Attentive
3. Describe strategies for interpreting verbal instructions	3. Perform tasks based by interpreting verbal instructions	3. Responsive

Getting Started: What do we know and where are we going?



Topic 1.3 Task 1:

1. The trainer will give you a piece of paper. You must draw a picture based on one of your peer's explanation. You are not allowed to ask questions or talk while drawing.
2. Once completed, compare your pictures with your classmates and discuss the following questions:
 - a. Why do the pictures look different when everybody was given the same instructions?
 - b. Were the instructions clear?
 - c. How would it have been different if you could look at the picture?
 - d. How would it have been different if you were allowed to ask questions?
 - e. What questions would you have asked for clarification?
 - f. How does it relate to the learning outcome? How might this activity apply to the workplace?

3. Guess what topic you think this activity relates to.
4. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 1.3 Task 2:

1. Read and think about the following statements:
 - a. What does it mean to *be present*?
 - b. Why is it important to be present when receiving verbal instructions?
 - c. What does it mean to be *open and connected* to those you are listening to?
 - d. How does being open and connected help in interpreting verbal instructions?
2. Think about the time you have had to receive verbal instructions from colleagues, customers, or supervisors.
 - a. What was it about?
 - b. Were you able to correctly interpret the instructions? Explain your answer
 - c. What strategies did you use to effectively receive and interpret the verbal instructions?
3. Based on the communication skills discussed so far in the previous learning outcomes, what do you think will be important to remember or do when you are receiving verbal instructions from colleagues, customers, a group of people, or your supervisors?



Guided Practice Activity



Topic 1.3 Task 3:

1. Consider the following workplace scenario.

Scenario: You are at an agrobusiness technical training learning how to process milk. The trainer is giving you verbal instructions and you have a notebook. Afterwards, you will be expected to process the milk yourself.

2. Explain how you will receive and follow the trainer's instructions. What strategies will you use?

3. Turn to **1.6 Key Facts: Strategies for receiving and interpreting verbal instructions effectively** and review the information together.

1.6 Key Facts:
Strategies to receiving and interpreting verbal instructions effectively⁷

- **Actively listen:** Try to listen intently, not just hear. When you actively listen, you can better understand what you need to do.
- **Reinforcement:** Reinforcement is the use of encouraging words alongside nonverbal gestures such as head nods, a warm facial expression and maintaining eye contact.
- **Questioning:** Questioning is an essential way of clarifying areas that are unclear or test your understanding.
- **Reflecting and clarifying:** Reflecting is the process of feeding back to another person your understanding of what has been said. Clarifying involves repeating back the essential message of what a person has just said.
- **Summarizing:** A summary is an overview of the main points or issues raised. Summarizing can also serve the same purpose as 'reflecting'.
- **Take notes:** Instead of trying to remember everything, write it down.
- **Respond with a good attitude:** Just as the person giving directions needs to speak respectfully, it's important to respond respectfully.
- **Before starting the task, make a checklist:** Whenever there is a job that requires multiple steps, try organizing a to-do list.



Application Activity



Topic 1.3 Task 4:

1. In small groups, read the following scenario:

Scenario: While working at a boutique, the owner checks in with you on the phone and provides you with some instructions. First, she gives you a list of supplies you need to

⁷ Skills You Need. (n.d.). *Verbal Communication Skills*. <https://www.skillsyouneed.com/ips/verbal-communication.html>

buy for the boutique. Next, she explains that you need to take inventory. Afterwards, she asks you how the business has been, and you respond that the number of customers has been declining. In response, she begins explaining to you how to better maintain and bring in customers.

2. With your group, discuss the following questions:
 - a. How would you listen to these instructions effectively?
 - b. What strategies would you use to make sure the message is completely understood?
 - c. What strategies would you use to make sure you do not forget the message?
 - d. How can you make sure all of the owner's demands are taken care of?
3. Share and compare your group's ideas with the rest of the class.



Points to Remember

- Be present while following instructions, breathe slowly and focus on what the other person is saying.
- Practise the strategies whenever you are receiving instructions. The more you practise effective listening while receiving instructions, the better you will be able to do so.



Formative Assessment

1. Identify 5 strategies to receive and interpret verbal instructions effectively. Briefly explain what each strategy looks like in your own words.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Role play the following scenario with a partner. Exhibit exceptional listening skills from the previous exercises.

Scenario: Your boss calls you into his office. He tells you that it is your turn to close the office and there are numerous tasks you must complete. He says you need to make sure you have accomplished the following before leaving. The tasks are to lock all of the doors and windows, turn off all of the lights, switch off the power outlets, and activate the alarm.

3. Check (✓) yes if you use the standard or no if you do not. Write a comment to explain.

Receiving and Interpreting Verbal Instructions Observation Form

Standards	Yes	No	Comments
Actively listened			
Asked questions for clarifications			
Used encouraging words alongside nonverbal gestures			
Paraphrased the message communicated in own words			
Summarized/made an overview of the main points or issues raised			
Took notes of instructions			
Checked things off to make sure he/she doesn't miss anything			
Responded with a good attitude			

Topic 1.4: Interpretation of written instructions

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe strategies of interpreting written and illustrated instructions	1. Apply strategies of interpreting written and illustrated instructions	1. Attentive
2. Explain different basic reading skills for interpreting written instructions	2. Use basic reading skills for interpreting written instructions	2. Proactive
3. Describe techniques for reading instructions	3. Effectively read written instructions	3. Perceptive

Getting Started: What do we know and where are we going?



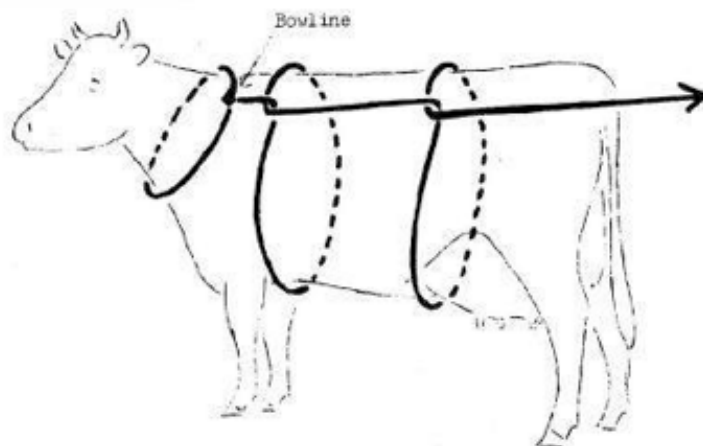
Topic 1.4 Task 1:

1. Observe the picture below. In pairs or small groups, discuss the following questions:
 - a. What do you see?
 - b. Can you interpret the instructions in the pictures?
 - c. What might happen if the instructions are not followed according to the picture?

Process for Restraining a Cow Using the Casting Method⁸

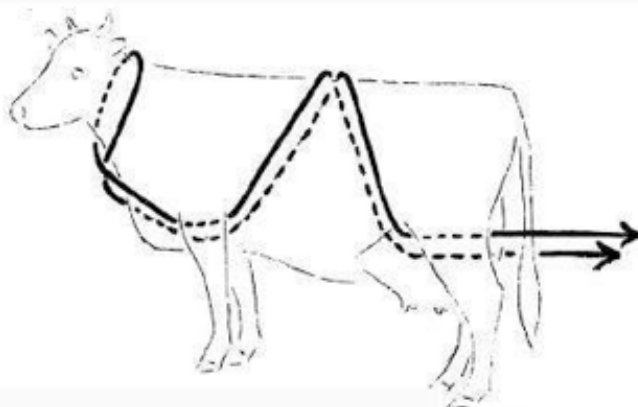
⁸ The Healing Vet. (2009, February). *How to Cast a Cow*. <https://thehealingvet.com/cast-cow/>

CASTING CATTLE REUFF'S METHOD



ALTERNATIVE METHOD

(Less danger of damage to udder, but otherwise less effective)



About 30 feet of rope required for either method

2. Share your responses with the rest of the class. There are no right or wrong answers.
3. What topic do you think this activity relates to?
4. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 1.4 Task 2:

1. Read the following directions for trimming a pig's teeth:

Procedure:

1. Restrain the piglet by grasping the head with one hand.
 2. Force the mouth open using fingers on the same hand near the back edges of the mouth. Be careful that you do not choke the piglet.
 3. Use sharp pliers taking care not to injure the gums. Hold the clippers as perpendicular as possible to the teeth
 4. Completely cut off the teeth as close to the gum as possible
 5. After clipping the teeth on one side turn the pig to give access to the teeth on the other side of the head.
 6. Clean the pliers with a disinfectant after working with each litter of piglets.
2. What techniques do you use while reading for instructions or directions?
 - a. Do you read each direction step by step?
 - b. Do you imagine the process?
 - c. Without looking at the directions, try to describe this process to another person.
 - d. What strategies would you use to remember the directions more clearly?
 3. Share your responses. Then, refer to **1.7 Key Facts: Strategies to interpret written instructions** and review them together.

1.7 Key Facts: Strategies to interpret written instructions

- Summarize the steps: Try to summarize each step into fewer words.
- Interpreting pictures or diagrams: Put the steps into your own words.
- Note-taking: Write your own observations and thoughts regarding each step.

When reading the instructions or directions:

- First skim through the instructions. This entails looking for keywords and details of importance.
- Try to interpret the instructions or directions using the strategies provided.
- Do each step, step-by-step. If you mess up or do not understand how to get to the next step, glance at the steps ahead and behind to get a better picture of the process.



Guided Practice Activity



Topic 1.4 Task 3:

1. Using the images provided, write an instruction for each step of the process for milking a cow.⁹ Write the instructions next to each of the images.

1.

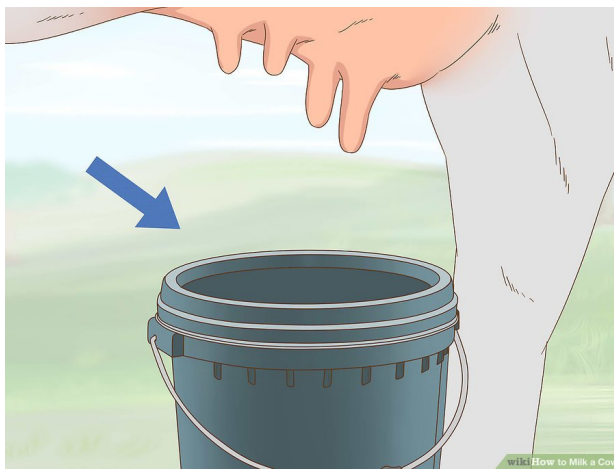


⁹ Corrigan, R. (2020). *How to Milk a Cow*. <https://www.wikihow.com/Milk-a-Cow>

2.



3.



4.



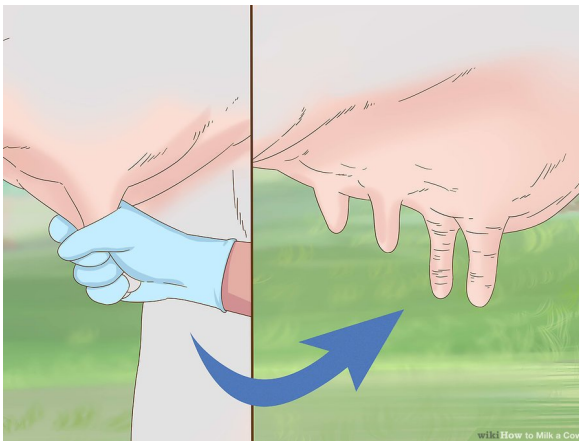
5.



6.



7.



2. Then, go through the steps together as a class.
3. Answer the following questions:
 - a. How did you interpret the visual directions?
 - b. What difficulties did you face?
 - c. What advice would you give somebody writing directions?



Application Activity



Topic 1.4 Task 4:

1. Below is a section of a contract extract to practise reading instructions or directions.

The consultants will provide capacity development to the trainers. The consultants will work under the supervision of the coordinators. The coordinator will collaborate with the consultants to ensure the training of trainers is delivered as planned, all materials are available at workshop venue and any challenges are documented. The workshop will involve 13 trainers and will be at Five to Five Hotel, Remera from March 20th to March 26th, 2019. The consultant will be paid for 7 full working days (from the March 20th – 26th, 2018). The consultants will be paid a lump sum of **30,000 Rwf** per day. The payment will be executed following the end of the work and a report approved by the supervisor. The consultant will also be given transport facilitation of **5,000 Rwf** per day of the consultancy.

2. After reading the extract, answer the following questions individually:
 - a. What do you think the contract is about?
 - b. What are the tasks for the consultant?
 - c. How many days will the consultant work?
 - d. What strategies did you use while reading to interpret the instructions in the extract?
3. Share your responses with the rest of the class and come to an agreement with your classmates.



Points to Remember

- Read all instructions carefully as soon as you receive them.
- Circle or highlight all portions of the assignment that you absolutely must know in advance.
- Start at the beginning. Don't skip ahead or you might forget to go back. Follow the instructions in the order they are written.



Formative Assessment

Interpret the following written directions on restraining a piglet for transportation.
Restraining a piglet by holding rear legs (for transportation):

1. At first, place the piglet in a room or pen where it is to be restrained.
2. After cornering piglets, grasp its hind leg firmly with one or both hands and lift it completely off the floor with its head down.
3. Catch the piglet by grasping a rear leg with one or both hands.
4. Quickly adjust your grip and hold the pig's back in front of your legs. The nose is directed towards the ground.
5. Lift the piglet bringing both the rear legs to about the height of your waist.

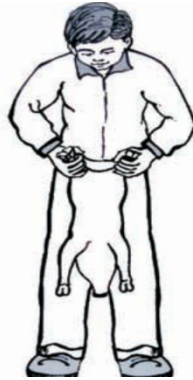


Figure: Restraining a piglet by holding its rear legs

Write answers to the following questions in complete sentences.

1. Which step does the figure above picture above depict?
2. What strategies did you use while reading the directions?
3. Try to simplify each step into a few words so that you can easily read the instructions and know what comes next.
4. Try to draw a simple picture of each step.



Self-Reflection

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify effective listening skills & strategies					
Assess own listening skills					
Model good listening skills					
Identify different nonverbal communication forms					
Demonstrate use of nonverbal communication					
Use nonverbal communication forms that promote effective communication					
Identify strategies to correctly receive verbal instructions					
Describe strategies for correctly interpreting verbal instructions					
Correctly Interpret verbal instructions to perform given tasks					
Identify strategies of interpreting written instructions					

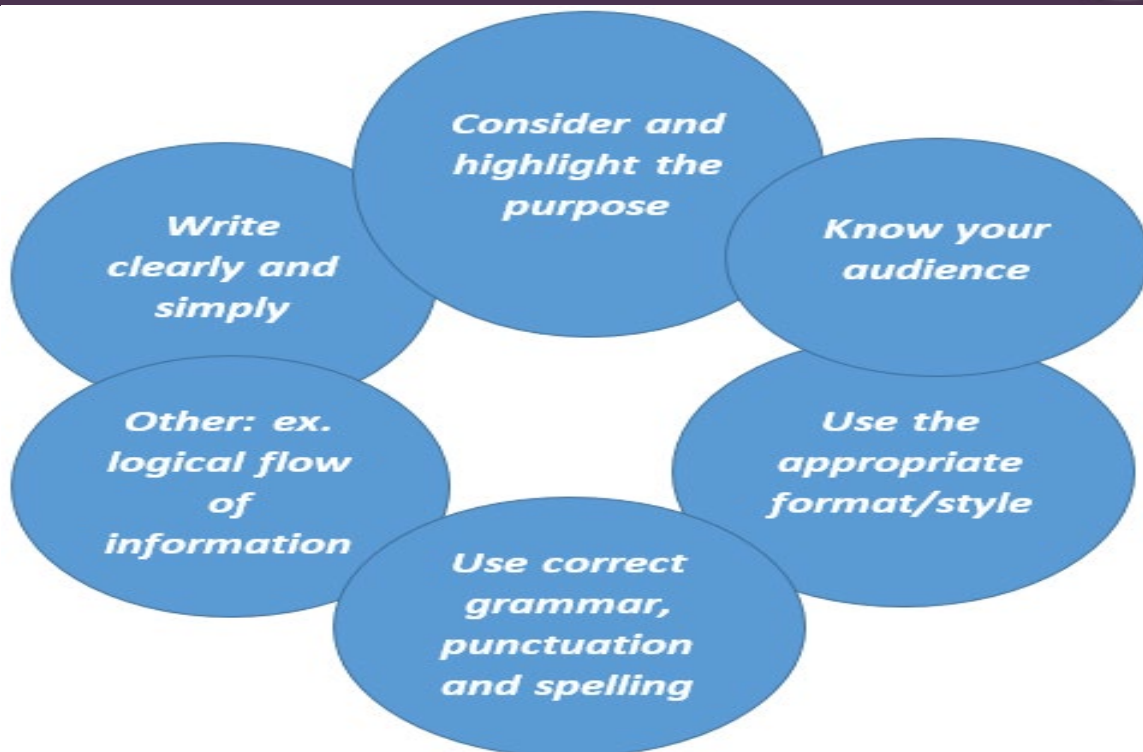
My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Apply basic reading skills for interpreting written instructions					
Effectively interpret written instructions					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement, with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

Unit 2: Writing and interpreting workplace documents



Topics

- 2.1** Identification of work-related documents
- 2.2** Identification of workplace documents formats
- 2.3** Writing workplace documents

Unit Summary:

This unit describes the knowledge, skills and attitude needed to write and interpret workplace documents. At the end of this unit, you will be able to identify work related documents, describe workplace documents formats, and write workplace documents.

Self-Assessment: Unit 2

1. Look at the Unit 2 illustration above. What do you observe? What do you think this unit will be about?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this self-assessment. It is for your own use during this course. Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this self-assessment again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Explain differences between business, informational and policies and procedural related documents					
Categorize workplace documents according to purpose					
List and define different kinds of workplace documents					
Identify different workplace document formats					
Correctly fill out a workplace document					
Write a workplace document that requires more detail and description					
Write workplace documents appropriate for a given situation					

Topic 2.1: Identification of work-related documents

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify types of basic work-related documents	1. Categorize different types of basic work-related documents	1. Analytical
2. Explain differences between different types of workplace documents	2. Address different situations using appropriate workplace documents	2. Attention to details
3. Explain the general uses of workplace documents	3. Use different workplace documents in different scenarios	3. Careful



Getting Started: What do we know and where are we going?



Topic 2.1 Task 1:

1. Think about and name any documents you know, and use in your daily activities such as:
 - a. In transport
 - b. Buying goods
 - c. Getting services (electricity, water, etc.)
 - d. In a restaurant
 - e. Meetings
2. Discuss as a class: How do you use the documents you listed above in your daily activities?
3. Are there some documents that are used in the workplace? If so, which are they? You may have realised that anywhere where people are exchanging money is a workplace. However, try to consider documents that are circulated only among the workers.
4. What topic do you think this activity relates to?
5. Turn to the Key Competencies table and review it together.

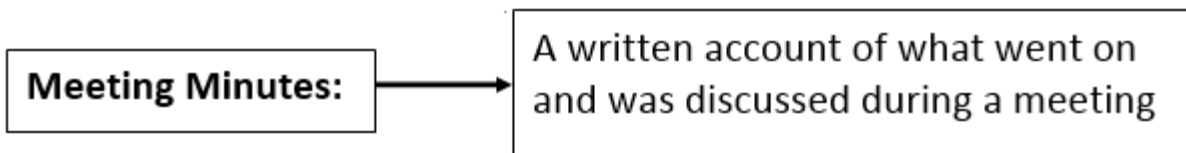


Problem Solving Activity



Topic 2.1 Task 2:

1. Provided in the table below are workplace documents and their detailed information. Read the workplace document on the left and match it with its correct definition, meaning or purpose on the right. For example:



Workplace Document	Definition, meaning or purpose
Agenda	Messages distributed by electronic means from one computer user to one or more recipients via a network.
User guide	A written acknowledgment of having received, or taken into one's possession, a specified amount of money, goods, etc.
Invoice	This is to be completed when an employee is requesting time off from work.
E-mail messages	Written or formal information notifying or warning about a fact.
Leave request forms	Detailed information on how something should be done or operated.
Contract	A list of matters to be discussed at a meeting or a list of aims or possible future achievements.
Receipt	Certifies the delivery of goods to the buyer.
Notice	A guide intended to give assistance to people using a certain product or operating within a certain system.
Delivery note	A legally binding agreement usually concerning employment, sales, or tenancy.
Work instructions	A list of things provided, or work done together with their cost, for payment at a later time.

2. Refer to the **2.1 Key Facts: Types of workplace documents** and use the information while reviewing the documents together.

2.1 Key Facts: Different workplace documents	
Document	Detailed information
Meeting Minutes	A written account of what went on and was discussed during a meeting.
Policy	A course or principle of action adopted or proposed by an organization or individual.
Regulation	A rule or directive made and maintained by an authority
Notice	Notification or warning of something
Costing sheet	A document that reflects the cost of the items and services required for a certain project or job.
Progress record (report)	Explains in detail how far you've gone towards the completion of a project
Work instructions	Detailed information on how something should be done or operated.
User guide	A guide intended to give assistance to people using a certain product or operating within a certain system.
Quotation/Estimate form	A formal statement setting out the estimated cost for a particular job or service.
Notice	Written or formal information notifying or warning about a fact.
Invoice	A list of things provided or work done together with their cost, for payment at a later time
Memo	A memo is a message you send to a large group of employees, like your entire department or everyone at the company. You might need to write a memo to inform staff of upcoming events, or broadcast internal changes
Circular (flier)	A kind of written announcement that is distributed to a large number of people to convey any commercial or non-commercial message at minimum time, costs and efforts.
E-mail messages	Messages distributed by electronic means from one computer user to one or more recipients via a network
Letter	A written form of communication from one party to another
Agenda	A list of matters to be discussed at a meeting or a list of aims or possible future achievements

Project report	This is used to document project successes, lessons learned and performance, in order to signal improvement in project delivery for the future
Purchase order	This is a document created by a buyer, indicating the details of the items they wish to purchase from a seller
Leave request forms	This is to be completed when an employee is requesting time off from work.
Receipt	A written acknowledgment of having received, or taken into one's possession, a specified amount of money, goods, etc
Contract	A legally binding agreement usually concerning employment, sales, or tenancy.
Accident and emergency	This is a set of instructions to follow in event of a workplace accident or emergency
Tools and equipment safe operating	Safe operating procedures for tools and equipment are developed in conjunction with the manufacturer's operating procedures
Best practice customer service	These outline the steps for answering customer enquiries, dealing with customer complaints and reviewing customer satisfaction.
Menu	An offering of a set of options often used in restaurants but also, for other goods and services.
Shift report	Written explanation of the events that passed during one's time at work. The report also includes a summary of the situation at the end of the shift, including items that others may need to deal with or be aware of.
Requisition form	Internal request by an employee to purchase an item. The request is sent to other individuals in the organization for approval.
Graphics	Visual images used to inform, illustrate, or entertain.
Signs	An object or image indicating something.
Quality assurance	These outline the checks required to ensure that expected quality levels are achieved and maintained throughout each stage of production.
Job application	A form you fill out if you want a job. You provide personal details and qualifications for the specific job.
Job time sheet	Where a worker records the time he/she has worked.



Guided Practice Activity



Topic 2.1 Task 3:

1. Analyse the workplace documents from **2.1 Key Facts: Types of workplace documents** and categorize them in one of the columns below. Be sure to give reasons to support your choices.

Business-Related Record Keeping	Procedural and Informational Documents	Forms of Communication

2. Share and verify your answers with the trainer.



Application Activity



Topic 2.1 Task 4:

1. Visit different workplaces, such as trading centre, home, hospital, store, restaurant, etc. with your small group. Your group must do the following and enter your findings in to the table given.
 - a. Identify various documents and their purpose in the places visited.
 - b. Ask for samples of those documents, if possible.

Workplace Visited		
Document	Category of Document	Purpose of Document

2. After completing this activity, share your group's findings with the rest of the class. Discuss:
 - a. Which places did you visit?
 - b. What documents do they use? And for what purpose? Trainees can show samples as they present the documents. If there are unknown or previously unmentioned documents, you can discuss these as a whole class and add them to the list.
 - c. Do all businesses use the same documents? Why? Why not?
 - d. Do you think it is important for businesses to keep those documents? Why?



Points to Remember

- Knowing the category of a document can help you know how to use it.
- Documents are very common in the workplace, so it is important to know how to identify them.



Formative Assessment

Interpret the following situations and identify the workplace document you would use in each situation.

Situation	Document
During a weekly meeting, your boss asks you to record the discussion and highlight the different important future plans and actions.	
Prior to being paid, but agreed in a contract, you install lighting and electricity in a client's house. To request payment, you send the client a document that provides a list of the materials and work along with their respective costs.	
To prevent people from crossing into a dangerous area of a construction zone, you create something to advise the people from crossing into this area.	
One of your sister's is going to get married next month. You want to attend the wedding, but it will require missing three days of work. You need to inform your boss and human resources that you wish to take time off.	
After selling the customer an item, they want proof of the item they purchased including the price and the details of the seller.	
A potential client wants you to build a large fence for their farm. You create a formal statement estimating the costs for the job.	
You contact an employer in Kigali, but you are in Gisenyi. He tells you to send him your CV and a brief explanation describing why you would be a good fit for the company.	
You want to begin selling sesame to a company in China. To do so, they want proof that at each stage of their production certain standards are met. Therefore, they send you a document outlining the checks required to assure a level of quality.	

Topic 2.2: Identification of workplace documents formats

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different workplace document templates/formats	1. Distinguish between different workplace formats	1. Attentive to details
2. List different parts of each workplace document	2. Fill out each part of a workplace document	2. Observant
3. Explain when different workplace formats can be applied	3. Appropriately address certain situations using different workplace documents	3. Capable



Getting Started: What do we know and where are we going?



Topic 2.2 Task 1:

1. Consider the documents from the previous topic, **Topic 2.1**. Write down the documents you observed when you visited a workplace in the table provided.
2. Reflect on the different parts of that document.:
 - a. Was there a title? A place for the date?
 - b. What was the content of the document? Did the document include costs?
 - c. How was the document formatted?
 - d. Include any other parts of the document you observed.

Document and category of document	Parts of the document/describe the document

3. Read the Key Competencies table together.



Problem Solving Activity



Topic 2.2 Task 2:

1. Separate into five groups. Try to find examples of the following workplace documents: work instructions, invoice form, job time sheet, estimate/quotation form, job application form. If you cannot find some of those documents, refer to the **2.2 Key Facts: Sample Workplace Document Formats**.

2. Your group will be assigned a type of document in analyse.

Group	Document
Group 1	Work instructions
Group 2	Invoice
Group 3	Job time sheet
Group 4	Estimate/Quotation form
Group 5	Job application form

3. Consider each part of the document.
 - a. How would you describe this part of the document?
 - b. Why does this part of the document exist?
 - c. What parts of the document don't you understand?
4. Turn to **2.2 Key Facts: Workplace Document Formats**.
5. Observe each of the sample workplace documents templates. Ask questions for clarification and discuss as a class.

2.2 Key Facts: Workplace Document Formats

1. Work Instructions (modify depending on work)

Work Name	
Work Date	
Person(s) Responsible	
Description of Work	
Objective	
Steps/Actions to Take to Complete	
Outcome of Work	

2. Invoice

Company Name/ Vendor	Company Address:	Date:	
Client Name:	Client Address:	Invoice Number:	
QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
		TOTAL DUE	

3. Job Time Sheet (weekly)

Employee Name and ID		Dates:
Day	Job Code or Description of Work	Hours Worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

4. Estimate/Quotation Form

Name of Enterprise		Reference number:	
Contact address:		Date of issue:	
Tel:			
Email:			
Customer Details:		Deliver to:	
Qty	Description	Price	
Total			
This quote will expire on			
Payment terms are 14 days from completion of work.			
Signed:		Date:	

5. Job Application Form

Desired Position		Date	
Name		Telephone Number	
Address		E-mail	
Date Available	Days Available	Full Time or Part Time	
Education			
Employment History			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			

6. Shift Report

Name	Date
Position	
Shift	
Shift Responsibilities	
Shift Notes	
Remaining Work and Pending Actions/Activities	

7. Receipt

Receipt Number	Company
Date	Company Address and Phone Number
Received From:	
Amount	
	Total
Received By:	
Notes:	

8. Purchase Order

Vendor		Ship to:		
Requisitioner	Ship via	Shipping Terms		
Item Number	Description	Quantity	Unit Price	Total
				Subtotal
				Tax
				Shipping
				Other
				Total
Special Comments				

9. Requisition Form

Vendor		Ship to:		
Requisitioner	Ship via	Shipping Terms		
Item Number	Quantity	Units	Description	
Requested by:				
Verified by:				
Approved by:				
Authorized by:				
Special Comments				

10. Menu

Menu			
Subtopic		Subtopic	
Item 1	Price 1	Item 3	Price 3
Item 2	Price 2	Item 4	Price 4

11. Contract (temporary)

Company Name		
Company Address		
Name of Service Provider		Date
Service Agreement Number		
Contact Information of Service Provider		Telephone Number
Complete Address		Fax
		Other
Description of Services to be Provided (Attach Additional Information as Needed)		
(Name) is temporarily hired as a (position) and he/she is responsible for:		
1. Task 1		
2. Task 2		
3. Task 3		
Schedule of Services	Commencement Date	End Date
Total Firm Fixed Price (Indicate Currency)		
By signing below, provider confirms:		
(1) Terms and Conditions		
Signature of Provider		Date
Executive Director of Organization		Date

12. Job Application Letter

Applicant Name Contact Information
Date Recipient Name Recipient Address Dear (Recipient Name), Explanation and request for job consideration. Sincerely, Applicant Name



Guided Practice Activity



Topic 2.2 Task 3:

1. With your group, walk through the following scenarios and fill out each document depending on the circumstance. Use your own personal information and preferences.

Scenario (Part 1): A garment factory, Super Shirts Inc., recently opened in your community. The company is calling for applications for different positions such as cleaner, security guard, tailor, and packager. Based on your past experience apply for one of the positions. Fill out the job application form.

Desired Position		Date	
Name		Telephone Number	
Address		E-mail	
Date Available	Days Available	Full Time or Part Time	
Education			
Employment History			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			
Company Name	Position	Dates of Employment	

Duties and Responsibilities		
Company Name	Position	Dates of Employment
Duties and Responsibilities		

Applicant Name Contact Information Date Recipient Name Recipient Address Dear (Recipient Name), Explanation and request for job consideration. Sincerely, Applicant Name
--

Scenario (Part 2): After a successful interview, the company decides to employ you. Congratulations! At the end of your first week at work you are required to fill out a timesheet. Record the hours you worked in the following timesheet.

Employee Name and ID		Dates:
Day	Job Code or Description of Work	Hours Worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Scenario (Part 3): After many months of good performance, your supervisor gives you a promotion. Now you are going to spend some of your time assisting finance. Super Shirts Inc. makes 200 shirts at 3,000 Rwf each, 100 shorts at 5,000 Rwf each, and 30 hats at 2,000 Rwf each for a school, Math Prep Academy, in Kigali. To receive payment for the clothes, fill out an invoice. Imagine and create some of the details.

Company Name/Vendor	Company Address:	Date:	
Client Name	Client Address:	Invoice Number:	
QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
		TOTAL DUE	

Scenario (Part 4): Next, your supervisor asks you to create a contract for a temporary janitor. Use the template and imagine some of the details.

Company Name	
Company Address	
Name of Service Provider	Date
Service Agreement Number	
Contact Information of Service Provider	Telephone Number
Complete Address	Fax
	Other
Description of Services to be Provided (Attach Additional Information as Needed)	
(Name) is temporarily hired as a (position) and he/she is responsible for:	
1. Task 1	

2. Task 2		
3. Task 3		
Schedule of Services	Commencement Date	End Date
Total Firm Fixed Price (Indicate Currency)		
By signing below, provider confirms:		
(1) Terms and Conditions		
Signature of Provider		Date
Executive Director of Organization		Date

Scenario (Part 5): Afterwards, you need to create a menu to show the different shirts and their prices. Use the template and imagine some of the different products, shirts and hats--two varieties of each. Make up some different prices.

Menu			
Subtopic		Subtopic	
Item 1	Price 1	Item 3	Price 3
Item 2	Price 2	Item 4	Price 4

Scenario (Part 6): To deliver these clothes, your company provides shipping. A client, Rwanda Green Co., orders 40 short sleeve shirts and 40 hats with a buckle strap. You find a shipping company, Kivu Ships Ltd. Create a requisition form to provide to your supervisor detailing the work.

Vendor		Ship to:		
Requisitioner	Ship via	Shipping Terms		
Item Number	Quantity	Units	Description	
Requested by:				
Verified by:				
Approved by:				
Authorized by:				
Special Comments				

Scenario (Part 7): Once the requisition form is approved by the execution director, you have to create a purchase order with the shipping company on the agreed prices for the shipping. They have agreed to ship the items for 5,000 Rwf per package for 5 packages tax included.

Vendor		Ship to:		
Requisitioner	Ship via	Shipping Terms		
Item Number	Description	Quantity	Unit Price	Total
				Subtotal
				Tax
				Shipping
				Other
				Total
Special Comments				

Scenario (Part 8): Once the shipping company has shipped the materials, they provide you with a receipt for their services. Create a receipt that could detail the purchase.

Receipt Number	Company
Date	Company Address and Phone Number
Received From:	
Amount	
	Total
Received By:	
Notes:	

4. Review your responses together and share any challenges you faced.



Application Activity



Topic 2.2 Task 4:

1. As a field visit activity, you must do the following with your group:
 - a. Visit different places around the school, such as a trading centre, home, hospital, or restaurant.
 - b. Identify various workplace documents formats used in the places visited.
 - c. If possible, ask for samples of those documents.

2. Upon returning to class, share your group's findings with the rest of the class and discuss:
 - a. Which places did you visit?
 - b. What workplace document formats do they use? And for what purpose?
 - c. Do all businesses use the same document formats? Why? Why not?
3. The next topic will require you to write the workplace documents identified.



Points to Remember

- Pay close attention when filling out workplace documents.
- A workplace is more efficient and organized when it uses documents.
- If you know how to use different documents, you will be given more responsibility at work.



Formative Assessment

Identify each of the workplace documents.

1. Name of document:

Name of Enterprise		Reference number:	
Contact address:		Date of issue:	
Tel:			
Email:			
Customer details:		Deliver to:	
Qty	Description	Price	
Total			
This quote will expire on			
Payment terms are 14 days from completion of work.			
Signed:		Date:	

2. Name of document:

Desired Position		Date	
Name		Telephone Number	
Address		E-mail	
Date Available	Days Available	Full Time or Part Time	
Employment History			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			
Company Name	Position	Dates of Employment	
Duties and Responsibilities			

3. Name of document:

Work Name	
Work Date	
Person(s) Responsible	
Description of Work	
Objective	
Steps/Actions to Take to Complete	
Outcome of Work	

4. Name of document:

Employee Name and ID		Dates:
Day	Job Code or Description of Work	Hours Worked
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Topic 2.3: Writing workplace documents

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify guidelines for writing different types of workplace documents	1. Practice writing workplace documents	1. Attention to details
2. Distinguish between workplace formats when writing documents	2. Write workplace documents using the right and appropriate format	2. Respectful
3. Choose appropriate workplace format to use	3. Write workplace documents appropriate for a given situation	3. Cautious



Getting Started: What do we know and where are we going?



Topic 2.3 Task 1:

1. The trainer will present two examples of workplace documents. Observe them closely.
2. Then, discuss as a class:
 - a. What differences do you see between the two documents?
 - b. What errors do you see in the poorly written document?
 - c. What makes the well written document well written?
3. Read the following statements and determine which one is written more clearly and simply.
 - a. The housekeeper will perform the following duties five days a week.
 - b. In a week, for five days, preform the following duties the housekeeper will.
4. The words and meanings are the same in both sentences, but one is clearer. What makes one of the phrases clearer than the other?
5. Read the Key Competencies table with a partner.



Problem Solving Activity



Topic 2.3 Task 2:

1. Read through the following two examples of job application provided.
2. Write a star (*) next to good writing and an x next to bad writing.

Example 1

Uwera Anita
PO Box 81 Huye

September 15, 2019

Mr. Vincent Kamanzi
Sweet Sewing Company
B.P. 2702
Kigali

Dear Mr. Kamanzi,

I am highly interested in a position as a seamstress at your workshop. Based on what I have learned from the posting in the local newspaper, I believe my background, skills, and qualifications will make a positive contribution to your workshop.

I recently graduated and I am certified as a TVET Level II tailor. During my training I interned in a workshop similar to Sweet Sewing. I learned how to work quickly while meeting high quality standards. In addition to gaining workplace experience, I became proficient in writing workplace documents, client care, teamwork and other skills that make a good employee.

I am ready to learn and prepared to do any task to get the job done. My current resume is included with this job application letter. I look forward to hearing back from you. Please feel free to ask any questions, and I would be glad to respond through phone or email.

Best regards,

Uwera Anita

Example 2

Uwera Anita
PO Box 81 Huye

September 15, 2019

Mr. Vincent Kamanzi
Sweet Sewing Company
B.P. 2702
Kigali

Hi Mr. Kamanzi,

I want to be a seamstress at your workshop. Will you give me one? I read your post in the newspaper and I think you should give me the job because I am a TVET Level II graduate and I know how to do the work. Just pay me on time and we have a deal, I will work for you.

You know, I can write workplace documents and communicating I am excellent at. Your workshop would be a good place for me to practice what I learned. A different workshop I worked at gave me a lot of experience.

Whenever you are ready to offer the job, just let me know and I will come in and start work. Your workshop would be really good for me. I would learn a lot and advance my career.

Thanks a lot,

Uwera Anita

3. Based on what you noticed in the letters, create a list of general considerations for writing basic workplace documents.
4. Refer to **2.3 Key Facts: Guidelines for writing different types of workplace documents** and review the information together. Suggest your own guidelines as well.

2.3 Key Facts:

Guidelines for writing different types of workplace documents¹⁰

General advice:

1. **Write clearly and simply:** Make sure your document is easy to understand! Try to use active voice when possible. For example, instead of saying “A story was written by her”, say “She wrote a story”. Put the subject, the one doing the action, first in the sentence.
2. **Consider and highlight the purpose:** The purpose of a business document is why you are writing it. It could be to explain or instruct, persuade or seek action, or show appreciation. The reader needs to know why you are writing. Be clear on the purpose!
3. **Know your audience:** Who is your audience and what do they need or want to know? People who typically might read workplace documents include customers, co-workers, supervisors, the general public
4. **Use the appropriate format / style:** Once you know your audience and the purpose, you decide on the format and style. You can be more relaxed when writing to a co-worker compared to when writing a supervisor or to a potential client you don’t know.
5. **Use correct grammar, punctuation and spelling:** Re-read and edit your document once you write it! If it is an important document, have a colleague check it too.

Add your own guidelines:

6.

7.

8.



Guided Practice Activity



Topic 2.3 Task 3:

1. With your group, write a job application letter to an imaginary (or real) job you are interested in. Consider the guidelines from **2.3 Key Facts**.
2. Once you have finished writing the letter, pass it to a different group. Critique a different group’s letter.

¹⁰ Education Development Center (2017). *Huguka Dukore Akazi Kanoze’s Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center.

Writing Skill	Write clearly and simply	Consider and highlight the purpose	Know your audience	Use the appropriate format / style	Use correct grammar, punctuation and spelling	Other: ex. logical flow of information
Mark with an ✓ or an ✗ as appropriate						

3. Finally, discuss the challenges you faced and how to address them as a class.



Application Activity



Topic 2.3 Task 4:

1. Using the feedback provided by your peers and the trainer, improve your job application letter so that it is ready to be presented to the large group.
2. Present your job application letter to the large group. Listen closely while other group's present their letters.



Points to Remember

- Follow the guidelines when writing a workplace document.
- Read through each document at least twice before submitting it or sharing it with others.



Formative Assessment

Your friend is applying to a new job as a mechanic in a nice garage. Review his job application letter and rewrite the letter to make it more acceptable for submission.

Daniel Gisa
KG 579 #48

September 15, 2019

Ms. Eline Rwagatare
Rubavu Fix-It
KG 229 #62
Kigali

Hi Mrs. Eline Rwagatare,

I have recently completed my TVET Level II certification in auto mechanics. I want to be a mechanic now and I thought you might be hiring.

To prove I am an effective worker, in my certification I learned how to write workplace documents, communicate effectively, and other skills. I will be an excellent team member as I know how to listen and communicate properly. I will show up to work on time and always communicate any issues in an appropriate manner.

I will make an excellent mechanic in your garage. Give me the job and you won't be disappointed. Out of the kindness of your heart please give me the job. I know you are a good woman and you are capable of helping somebody like me. I am patiently awaiting your response.

Until next time,

Daniel Gisa

Improved Version:



Self-Reflection

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Explain differences between business, informational and policies and procedural related documents					
Categorize workplace documents according to purpose					
List and define different kinds of workplace documents					
Identify different workplace document formats					
Correctly fill out a workplace document					
Write a workplace document that requires more detail and description					
Write workplace documents appropriate for a given situation					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement, with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

Unit 3: Providing clear and accurate information



As marketing requested it



As engineering designed it



As manufacturing produced it



As customer wanted it

Topics

- 3.1** Providing feedback to verbal and nonverbal communication
- 3.2** Organizing thoughts and information used in speaking
- 3.3** Expressing ideas in a clear, informed, and engaging manner
- 3.4** Providing written information
- 3.5** Submission of workplace documents

Unit Summary:

This unit describes the knowledge, skills, and attitudes needed to provide clear and accurate information. At the end of this unit, you will be able to provide feedback to verbal and nonverbal communication, organize thoughts and information used in speaking, express ideas in a clear, informed and engaging manner, provide written information and submit workplace documents.

Self-Assessment: Unit 3

1. Look at the Unit 3 illustration above. What do you observe? What do you think this unit will be about?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this self-assessment. It is for your own use during this course. Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this self-assessment again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify appropriate ways of providing positive feedback					
Demonstrate good attitude and behaviour in providing feedback					
Use appropriate body language while providing feedback					
Identify different speaking contexts					
Speak in different contexts					
Use practical ways of organizing one's thoughts while speaking					
Identify the tips in expressing oneself					
Express their ideas in a clear manner					
Chose appropriate tips for expressing oneself					
Describe keys points to consider when providing written information					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Describe some types of written communication documents					
Use key points when providing written information					
Describe different ways of submitting workplace documents					
Describe the different elements to consider while submitting workplace documents					
Submit workplace documents using the ways and channels					

Topic 3.1: Providing feedback to verbal and nonverbal communication

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify appropriate ways of providing positive feedback	1. Demonstrate good attitude and behaviour in providing feedback	1. Observant
2. Identify ways of providing feedback to verbal and nonverbal communication	2. Display appropriate body language when providing feedback	2. Empathetic
3. Explain how body language affects the way we provide feedback	3. Provide feedback to verbal and nonverbal communication	3. Analytical



Getting Started: What do we know and where are we going?



Topic 3.1 Task 1:

1. Watch while volunteers act out the following scenario:

You have just finished a presentation on increasing customers in your organization, and your manager approaches you in the hallway, shakes your hand, and says, "Great job!"

2. Discuss:
 - a. How would you feel in this situation?
 - b. Why?
 - c. Is it enough to say, "Great job"?
 - d. What else would you want your manager to say?

3. Watch while volunteer act out the following scenario:

You have just finished a presentation on increasing customers in your organization, and your manager approaches you in the hallway, annoyed, and says, "You sure messed up that presentation!"

4. Discuss:
 - a. How would you feel in this situation?
 - b. Why?
 - c. Is it enough to say, "You sure messed up that presentation"?
 - d. What else would you want your manager to say?
 - e. How do you wish the manager would have expressed himself or herself differently?

5. What topic do you think this activity relates to?

6. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 3.1 Task 2:

1. Think about and share what you did yesterday evening.
2. Volunteer to share your evening activities with the rest of the class.

3. After a couple of volunteers have presented, discuss what you observed. This can be done in small groups:
 - a. How would they feel if they were the first or second volunteer?
 - b. What was done well or poorly in the scenario?
 - c. How could the feedback be improved in scenario 2?
 - d. What were the difference in verbal communication?
 - e. What were the differences in nonverbal (body language) communication?
4. Share your group's responses with the large group.
5. Refer to **3.1 Key Facts: Ways of providing positive feedback** and review it together.

3.1 Key Facts: Ways of providing positive feedback

- How to demonstrate an encouraging attitude through your behaviour:
Verbally
 - Use polite language: Show respect and consideration for the other person.
 - Be honest: Express your true opinions and the reasons why think what you think.
 - Respectful: Keep the other person's feelings in mind. If you want to provide criticism, make sure it comes off in a constructive way. Start with the positive feedback then provide advice for improvement.
 - Flexible: Your feedback may not have been correct or constructive. Be ready to admit you are wrong.
 - Appreciate: Sincerely express your appreciation of the speaker for the good things they have done. Show appreciation even if it is only for the other person's efforts.
Nonverbally
 - Positive facial expressions: A smile makes a person smile! To provide the speaker with warmth and comfort, encourage them with a smile.
 - Eye contact: Looking the speaker in the eyes creates a feeling of connection and shows the speaker you are paying attention to what they are saying.
 - Posture: Keep your arms open, face the person, and position yourself so that you are engaged with the speaker.
Questioning¹¹
 - Be curious, not condemning. Focus on the problem, not the person.
 - As "W" questions - what, where, when, why, plus how.

¹¹ Duke. (n.d.). *Coaching/Feedback Communication Tips*. <https://hr.duke.edu/managers/performance-management/duhs/support-resources/communication-tips>

- Open up the opportunity for the other person to think.
- Probe deeper: Ask for examples, evidence, reasons. "In addition to that, is there anything else?" or "Suppose we..."



Guided Practice Activity



Topic 3.1 Task 3:

1. Read **Scenario 1: Farming Cooperative** and **Scenario 2: Bakery Cooperative** that requires members to give feedback for the cooperative to function effectively.¹²

Scenario 1: Farming Cooperative

A new season is yet to start and you are discussing tasks for each member of the cooperative from the beginning to end of the season. The president assigns tasks to members and there is a need to agree on who does the ploughing, planting seeds, applying fertilizers, irrigation, pruning, weeding, harvesting, storage, selling farm produce. You all need to discuss and agree on steps to be followed.

Scenario 2: Bakery Cooperative

A very large order for cakes and bread has been put in at a newly established bakery cooperative for an important function in town. There is a shortage of flour in the market, but the cooperative's success is dependent on serving this function well. A group of cooperative members comes together to discuss the issue and decide what to do.

2. Separate into two groups: actors/co-workers at the cooperatives and observers. The group of co-workers should form a circle in the middle and the observers should form a circle around them so they can watch.
3. As the actors perform the scenario, observers take notes on the following questions:
 - a. How would you give feedback to help the cooperative function effectively?
 - b. Is it easy to always give feedback? Explain.
 - c. What strategies would you use to give feedback?
4. Once the role play is over, debrief using the following questions:

Actors

 - a. What did it feel like to be in your role (read or describe role to group)?
 - b. How did you give feedback? Was it easy? Explain.

¹² Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center

- c. What strategies did you use to give feedback?

Observers

- a. What did you observe about the way the actors cooperated?
- b. In what ways were the co-workers providing feedback to one another?
- c. Did any of the actors act in a way that prevented progress?
- d. How could the cooperative have provided feedback more effectively?
- e. Provide an example of one of the actors that provided really constructive and helpful feedback.

Working collaboratively in a group requires people to be respectful and good listeners. They offer feedback without interrupting, ask the opinions of others and are accepting of differences. They stay focused and move the group towards accomplishing the tasks / goals of the group.



Application Activity



Topic 3.1 Task 4:

1. In small groups, you are going to do a field activity. Each group must:
 - a. Visit different places around the school (trading centre, home, hospital, restaurant, etc.).
 - b. Identify various ways people provide feedback in the form of verbal and nonverbal communication in the places visited.
2. After the visit, share your findings with the rest of the class. Use the following questions to guide the presentation:
 - a. Which places did you visit?
 - b. Did you observe anyone giving feedback through verbal communication? How was it done? Did it promote effective communication?
 - c. Did you observe anyone giving feedback through nonverbal communication? How was it done? Did it promote effective communication?
 - d. Do all people provide feedback in the same way at workplaces? Why? Why not?
3. Refer to **3.1 Key Facts: Ways of providing positive feedback** and see if you recognise any of the ways that you identified in the workplaces you visited.



Points to Remember

- Always remember that your feedback should not embarrass the other person or make the other person feel bad about it.
- State the feedback in such a manner that the person gets the message and is motivated to improve his/her performance and attitude.
- Always remember that you need to give your feedback in short time spans. If a person receives late feedback, it may be difficult for him/her to make the necessary modifications, or he/she may even forget the feedback over a period of time.



Formative Assessment

Share one of your goals with a partner. Then switch roles. When you are the listener, provide effective feedback. You will be assessed based on the checklist below.

Checklist	Score	
	Yes	No
Listener demonstrates good attitude and behaviour in providing feedback		
Language is polite		
Opinions are honest		
Feedback is presented with consideration of the other person's feelings		
Not strict in feedback but works with the speaker to find common ground		
Shows appreciate for the speaker		
Listener takes into account the importance of body language control while providing feedback		
Positive facial expressions, smiles and makes the speaker feel comfortable		
Eye contact is steady but not intimidating		
Posture shows open and interested		
Listener questions to create more effective feedback		
Asks relevant questions		
Questions are focused on probing deeper out of curiosity not condescension		

Topic 3.2: Organising thoughts and information used in speaking

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different speaking contexts	1. Speak in different contexts	1. Adaptable
2. Describe practical ways of organizing one's thoughts while speaking	2. Use practical ways of organizing one's thoughts while speaking	2. Flexible
3. Explain the importance of organizing your thoughts while speaking	3. Organize thoughts while speaking	3. Attention to details



Getting Started: What do we know and where are we going?



Topic 3.2 Task 1:

1. Brainstorm different situations and contexts where people need to speak effectively. Focus on those situations that are especially important in the workplace.
2. Act out these different situations and contexts. Consider:
 - a. What constitutes effective speaking?
 - b. What constitutes ineffective speaking?
3. What topic do you think this activity relates to?
4. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 3.2 Task 2:

1. In small groups, you are going to analyse a speaking context. Your trainer will assign you a group and a speaking context.

Group	Speaking Context
Group 1	Responding to someone's ideas (dialogue)
Group 2	Giving a presentation
Group 3	Speaking with a customer
Group 4	Making an announcement

2. Discuss your speaking context for five minutes. Use the following questions to guide you:
 - a. What should you do when preparing for speaking in a different context?
 - b. How would you systematically organize your thoughts for each of the different speaking contexts?
3. Present your findings and discuss as a class.
4. Turn to **3.2 Key Facts: Organizing thoughts and information for speaking** and review it together.

3.2 Key Facts:

Organizing thoughts and information for speaking¹³

As a speaker, your role is to tell others about your ideas and occasionally persuade them to take some action. Your audience will be more receptive to your efforts if you take the time to assemble your thoughts in a logical manner.

Benefits of well-organized speeches:

- **Easier to understand.** Your audience wants to know what your speech is about and the point you are trying to make. A well-organized speech helps them do so.
- **Easier to remember.** A well-organized speech enables the audience to better identify and remember the points you made.
- **More credible.** Speakers who take the time to carefully organize their presentations are perceived as more knowledgeable and believable than those who give rambling, disjointed speeches.
- **More enjoyable.** Audiences appreciate presentations that are thoughtfully crafted and lead them step by step from the beginning to the end.
- **Organizing your speech helps you, too.** When you plan the points you want to make and the order in which you want to present them, you will be less likely to forget anything and your presentation will be more effective.

¹³ Loft. (n.d.). *Organize Your Speech*. <https://loft.io/guide/speaking/organize-your-speech/>

Mapping out the speech:

- **Select your topic:** Your first step in creating your speech is to decide what to talk about.
- **Make an outline:** The next step is to logically assemble your ideas into a sequence that will help you achieve your objective. **You can follow any sequence below.**
 - **Chronological:** The topic is arranged by time.
 - **Spatial:** This type of speech follows a direction.
 - **Causal:** This type of speech shows cause/effect relationships.
 - **Comparative:** You compare and contrast different proposals or plans, usually to persuade the audience that one plan or proposal is better.
 - **Topical:** This speech splits the main topic into subtopics.
- **Problem-solution:** You present a problem that needs to be solved and a solution to that problem.
- **Develop the opening:** The opening should immediately catch the audience's attention and tell the audience what you will be talking about.
- **Draft the body:** The body is the main part of your speech and consists of the facts or ideas you want to present.
- **Conclusion:** The conclusion is your final opportunity to convey your message and main points in a manner that will help the audience remember them.
- **Pay attention to transitions:** Audiences need help in moving smoothly from one topic to another. Transitions helps the audience to follow the ideas being presented and to see the relationship of those ideas.

How to organize your thoughts and information while speaking

- Listen attentively and take notes while the other person is speaking. While you may not actually write down what the other person is saying, try to remember key points they made so that when you respond, it is clear you are addressing what they said.
- Think before delivering the message. Take pauses while you are speaking and consider what you are going to say before you speak.
- Adapt the ideas to the audience. Ask the audience for feedback and make sure what you are saying is of interest to the audience. Remember that the speech is not for you but for the listener.
- Master the message. The message needs to be clear and focused. If you stray off topic or try to talk about too many different things, the audience may get confused.



Guided Practice Activity



Topic 3.2 Task 3:

1. You will practice speaking in different contexts/situations in pairs. You will be assigned the speaking context to practice.
2. Use the **Organise thoughts and information assessment tool** below to assess your performance. You will also use this tool to assess other trainees' contexts/scenarios and provide constructive feedback.

Organise thoughts and information assessment tool

Speaking scenario:	
Speaking scenario criteria	Yes/No
The listener listened attentively and addressed the speaker's speech	
The speaker thought before delivering the message	
The speech was well mapped out	
The speaker adapted the speech according to the needs of the audience	
The message was clear and focused.	



Application Activity



Topic 3.2 Task 4:

1. In groups, you are going to do a field activity which will require each group to:
 - a. Visit different places around the school (trading centre, home, hospital, restaurant, etc.).
 - b. Identify different speaking scenarios in the workplace visited. The trainees should engage in dialogues and ask for information from different people.
 - c. Use the **Organise thoughts and information assessment tool**. Each group must assess whether in the workplace they organize thoughts and information while speaking. Inform the trainees to fill out the form after they speak with different people so as not to offend them.

Organise thoughts and information assessment tool

Workplace visited:	
Speaking situation:	
Speaking scenario criteria	Chose Yes/No
The listener listened attentively and addressed the speaker's speech	
The speaker thought before delivering the message	
The speech was well mapped out	
The speaker adapted the speech according to the needs of the audience	
The message was clear and focused.	
Comments	

Workplace visited:	
Speaking situation:	
Speaking scenario criteria	Chose Yes/No
The listener listened attentively and addressed the speaker's speech	
The speaker thought before delivering the message	
The speech was well mapped out	
The speaker adapted the speech according to the needs of the audience	
The message was clear and focused.	
Comments	

3. After the visit, share your findings with the rest of the class:
 - a. Which places did you visit?
 - b. What speaking scenarios did you observe?
 - c. What are some of the strategies used in the speaking scenario observed?
 - d. How did the people at the place you visited organize their thoughts and information while speaking?



Points to Remember

- Good speech organisation is essential if your audience is to follow and understand your presentation. Always take the time to put your ideas together in an orderly manner.
- Select an outline that is appropriate for your topic and allows your listeners to easily follow and understand your presentation.
- Make your message clear to the audience: the main points, sub points, and support materials should contribute to that message.
- Use appropriate transitional words, phrases, statements, or questions as you move from one idea to another.
- Create a strong opening and conclusion.



Formative Assessment

Go through the following scenario. The trainer will act as the customer.

Scenario:

After this training, what do you want to sell? Imagine your ideal product. If you don't have a clear enough idea of what you want to sell or make, imagine you are selling special breeds of peppers. A new client comes through the door. He asks you to present and explain your product. Present your product to the client explaining how you got started, the process of making the product, why your product is special and superior, and details of the product such as price, availability, and methods of delivery.

The trainer will assess you on the following criteria. You require three out of four of the criteria answered in the affirmative "Yes" to receive a passing score.

Speaking scenario criteria	Yes/No
The speaker thought before delivering the message	
The speech was well mapped out	
The speaker adapted the speech according to the needs of the audience	
The message was clear and focused.	

Topic 3.3: Expressing ideas in a clear, informed and engaging manner

Key Competencies:

Knowledge	Skills	Attitudes
1. List and describe different tips for expressing oneself	1. Display each of the tips for expressing oneself while speaking	1. Dynamic
2. Explain the importance of expressing your ideas in a clear manner	2. Express their ideas in a clear manner	2. Self-confident
3. Differentiate between clear, informed and engaging speech and speech that is unclear, uninformed and unengaging.	3. Assess speech and determine if it is clear, informed, and engaging	3. Analytical



Getting Started: What do we know and where are we going?



Topic 3.3 Task 1:

1. Listen as a volunteer gives a speech.
2. After the volunteer gives the speech on the topic, discuss the presentation using the questions below:
 - a. What was the topic?
 - b. Were the ideas expressed in a clear, informed, and engaging manner?
 - c. What should the person have done for you to understand what the topic was about?
3. Brainstorm some speeches you have seen. Perhaps the president or a local political figure addressing the people.
4. Discuss this speech using the following questions:
 - a. What was the topic?
 - b. Were the ideas expressed in a clear, informed and engaging manner?

- c. What should the person have done in order for you to understand what the topic was about?
5. What topic do you think this activity relates to?
6. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 3.3 Task 2:

1. In small groups, consider and respond to the following:
 - a. Think about someone whom you think can express ideas in a clear, informed and engaging manner. This person could be a family member, a teacher, a member of the community, or somebody you have seen on the television.
 - b. Why is this person's communication exceptional? What qualities distinguish the manner in which they express themselves?
 - c. Write down different adjectives on pieces of paper that describe the way this person expresses themselves then write the adjectives on the chalkboard.
 - d. Why is it important for one to express his/her ideas in a clear manner?
2. After ten minutes, present your group's findings. Note any repeated adjectives. Consider the most important qualities of an effective communicator.
3. Turn to **3.3 Key Facts: Tips for expressing ideas in a clear, informed, and engaging manner** and review the information together.

3.3 Key Facts:

Tips for expressing ideas in a clear, informed, and engaging manner

- **Develop self-confidence:** Trust in what you are saying and your ability to convey the message. If you don't think what you are saying is true or engaging, neither will the listener.
- **Consider different perspectives:** In order to be informed, it is important to consider and present differing viewpoints.
- **Communicate clearly and confidently:** Be assured of each thing you say. Additionally, there should be few questions regarding your point. Be concise.
- **Speak respectfully:** Do not put others down. Be polite and be considerate of other's points of view and ideas.

- **Control your emotions:** Pause before reacting so you can forgive the person first if they have attacked you. It is important to breathe deeply in between points and stay focused on the points you want to make. Control your emotions before your emotions control you.

Importance of expressing ideas in a clear and engaging manner¹⁴

- **The ability to inform, persuade, and direct.** Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known.
- **The ability to stand out from the rest.** The ability to stand before others and speak effectively.
- **The ability to benefit derivatively.** Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved.
- **Career enhancement.** Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing.
- **Personal satisfaction.** Speakers who have experienced a connection with an appreciative audience through a well-composed and well-delivered presentation often find a deep level of fulfilment that is seldom achieved in other forms of communication.



Guided Practice Activity



Topic 3.3 Task 3:

1. With a partner, practise the following scenario.

Scenario:

You are in a job interview and the interviewer asks you to explain what you would do if you were working for him and you find yourself overwhelmed with too much work. You know other people want this job and you want to keep the job. You don't want to disappoint your boss. Also, you are afraid of causing delays. What would you do in this situation?

2. Use the **Express ideas in a clear, informed, and engaging manner assessment tool** below to assess your performance.

¹⁴ Gillis, G. (2013, October 17). *The Importance of Speaking Skills*. <http://www.geraldgillis.com/importance-speaking-skills/>

Expressing ideas in a clear, informed, and engaging manner assessment tool

Speaking scenario criteria	Chose Yes/No
Had self-confidence	
Considered different perspectives	
Communicated clearly and confidently	
Spoke respectfully	
Controlled his/her emotion	
Gave main idea of what they wished to convey	
Made it a point to ask if the listener understood	
Conveyed the right tone for the conversation	

3. Switch roles that the speaker becomes the listener.



Application Activity



Topic 3.3 Task 4:

1. You are going to apply the tips for expressing one's ideas in a clear, informed, and engaging manner.
2. With your assigned team, you are going to have a class debate. **Team A** versus **Team C** and **Team B** versus **Team D**.
3. The two teams will debate whether or not Rwanda should switch their education system to be in English starting at P1. Kinyarwanda would still be taught as a subject, but it would not be the language of instruction for other subjects.
4. Teams A and B will argue yes, the education system should be completely switched to English. Teams C and D will argue no, the education system should not be completely switched to English.
5. Each team will be given five minutes to present their argument, then they will debate for ten minutes. Afterwards the teams will give their closing remarks for two minutes each.
6. Use the following rubric to assess how the other teams expressed their ideas in a clear, informed, an engaging manner.

Speaking rubric	
Speaking criteria	Yes/No
Had self-confidence	
Considered different perspectives	
Communicated clearly and confidently	
Spoke respectfully	
Controlled his/her emotion	
Gave main idea of what they wished to convey	
Made it a point to ask if the listener understood	
Conveyed the right tone for the conversation	



Points to Remember

In order to express your ideas in a clear, informed and in an engaging manner:

- Develop self-confidence
- Consider different perspectives
- Communicate clearly and confidently
- Speak respectfully
- Control your emotions



Formative Assessment

Consider the following scenario.

You are given a plot of land. Is it better to grow coffee or tea?

Present your response and allow the trainer or somebody else to assess you using the following rubric.

Speaking rubric	
Speaking criteria	Yes/No
Had self-confidence	
Considered different perspectives	
Communicated clearly and confidently	
Spoke respectfully	
Controlled his/her emotion	
Gave main idea of what they wished to convey	
Made it a point to ask if the listener understood	
Conveyed the right tone for the conversation	

Topic 3.4: Providing written information

Key Competencies:

Knowledge	Skills	Attitudes
1. Mention keys points to consider when providing written information	1. Describe keys points to consider when providing written information	1. Attentive to details
2. Mention some types of written communication documents	2. Create some types of written communication documents	2. Respectful
3. Describe the advantages and disadvantages of written information	3. Apply usage of written communication properly	3. Careful



Getting Started: What do we know and where are we going?



Topic 3.4 Task 1:

1. Brainstorm different situations when you had to provide information in written form.
 - a. What was the information?
 - b. Which document did you use?
 - c. Was it the best option? Why or why not?
2. Share your experiences with the class.
3. Consider any other written communication documents you have seen. Refer to **Topic 2.1** for review.
4. What topic do you think this activity relates to?
5. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 3.4 Task 2:

1. In small groups, come up with one type of written communication for the situation. A friend of yours has been asked to provide certain information at his/her workplace.
2. Each group will:
 - a. Consider a scenario in which this form of written communication is used.
 - b. Using this scenario, creatively create the communication document. Consider the profession you want to get into and the potential business you want to do.
3. Use a paper/flipchart paper to write your findings on. You have 10 minutes.
4. After, present your group's findings by putting your work either on a wall or where all groups can see it.
5. Through a gallery walk, move from one station/group's work to another. When the class reaches one station, the group whose work is at the station will present their findings to the rest.
6. Ask questions and add anything you feel is missing. Continue until all groups have been visited.
7. Then, turn to **3.4 Key Facts: Types of written communication documents** and **3.5 Key Facts: Keys points to consider when providing written information**. Review the information together.

3.4 Key Facts:

Types of written communication documents

Types of written communications that are used internally for business operations include:

- Memos
- Reports
- Bulletins
- Job descriptions
- Employee manuals
- Emails
- Instant messages (Skype, WhatsApp, text)

Types of written communications generally used with clients or other businesses include:

- Email
- Internet websites
- Letters
- Proposals
- Telegrams
- Faxes
- Postcards
- Contracts
- Advertisements
- Brochures
- News releases

3.5 Key Facts:

Keys points to consider when providing written information

- Keep it short and to the point
- Get the grammar right
- Use verbs correctly
- Make it easy and understandable



Guided Practice Activity



Topic 3.4 Task 3:

1. Still in small groups, each group is going to refer to the type of written communication you shared in the **Getting Started Activity** and answer the questions below:
 - a. What is the type of written communication document?
 - b. Identify the advantages of using such written communication document.
 - c. Identify the disadvantages of using such written communication document.

2. Use a paper/flipchart paper to write your findings on. You have 10 minutes to do the activity.
3. Afterwards, present your findings by putting your work either on a wall or where all groups can see it.
4. Through a gallery walk, move from one station/group's work to another. When the class reaches one station, the group whose work is at the station present their findings to the rest.
5. Ask questions and add anything you feel is missing. Continue until all groups have been visited.
6. After the presentations, turn to **3.6 Key Facts: Advantages and disadvantages of written information** and review the information together.

3.6 Key Facts:

Advantages and disadvantages of written information¹⁵

Advantages of written communication:

- **No need for personal contact** - you don't need to be face-to-face.
- **Saves money** - you can send an email instead of calling long distance.
- **Provides clear understanding** – written communication provides time to think out the message and provide a clear understanding of the topic.
- **Provides accurate and precise information** – writing allows the time to research a refine to ensure all points are accurate and precise.
- **Provides permanent record of information** – in the case you need to reference the information in the communication, the information is permanent and easily accessible.

Disadvantages of written communication:

- **Lack of instantaneous feedback** – the recipient might not reply right away.
- **Lack of secrecy** - once it's on paper, anyone can read it.
- **Costly** - have to spend money on paper or Internet service
- **Possibility of miscommunication** – written word is very easy to misinterpret.

¹⁵ Scalia, S. and Manker, A. (n.d.). *What is Written Communication in Business? – Definition, Types & Examples*. <https://study.com/academy/lesson/what-is-written-communication-in-business-definition-types-examples.html>



Application Activity



Topic 3.4 Task 4:

1. Go into your community and search for some pieces of written communication. You might start by looking for a newspaper, flyer, or letter somebody has written or a piece of written communication at the health centre. Take a picture or bring the piece of written communication back to class.
2. Use the rubric below to identify if the piece of written communication meets the following criteria.

Written Communication Document:	
Keys points to consider when providing written information	Yes/No
Clear	
Simple	
Easy and understandable	
Grammar is correct	
Used verbs correctly	



Points to Remember

- Written documents provide an opportunity to present a clear, informative message.
- Written documents are permanent, so it is important to make sure the message and presentation are exactly what you want to communicate.



Formative Assessment

1. In the space below, write an email according to the given scenario.

Scenario:

Write an email to a potential client, Mr. Valence Kabiza, informing him of your intent to begin supplying milk to his cheese factory. Explain the price of your milk and your capacities as a dairy.

2. Afterwards, pass your document to another trainee and have them use the rubric below to assess whether or not it is well written.

Written Communication Document:	
Keys points to consider when providing written information	Yes/No
Clear	
Simple	
Easy and understandable	
Grammar is correct	
Used verbs correctly	

Topic 3.5: Submitting workplace documents

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different ways of submitting workplace documents	1. Describe different ways of submitting workplace documents	1. Attentive
2. Explain the different elements to consider while submitting workplace documents	2. Describe the different elements to consider while submitting workplace documents	2. Respectful
3. Identify the channels of submitting workplace documents	3. Submit workplace documents using different channels	3. Resourceful

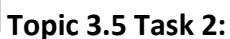


Getting Started: What do we know and where are we going?



Topic 3.5 Task 1:

1. Brainstorm different situations when you had to submit workplace documents.
2. Answer the questions below:
 - a. What was the document?
 - b. How did you submit it?
 - c. What elements did you consider while submitting the document?
3. What topic do you think this activity relates to?
4. Turn to the Key Competencies table and review it together.



- 3. Read and review 3.7 Key Facts together.**

TOTAL DUE

3.7 Key Facts

Ways to submit workplace documents:

- Online through email
- Hard copy in person
- Hard copy through courier services
- Electronically through fax
- Send documents via a delivery service or regular post
- Upload documents online then submitting them through email or an online portal is the fastest, safest and easiest way to get your documents to the workplace.

Different elements to consider while submitting workplace documents:

- To whom: the person the document is addressed to or will be submitted to
- When: the period of time, the urgency of the document to be submitted
- How: mode of submission/ channel of submission
- Follow up: follow up with the recipient of the document to make
- Filing: carefully file and store all workplace documents. If they are stored on a computer, create folders with labels to make it easy to retrieve the documents. Likewise, if the documents are hard copies, store them in labelled folders in a filing bin or shelf.



Guided Practice Activity



Topic 3.5 Task 3:

1. Read the scenario below about submitting workplace documents. Try to choose the correct method of submitting the workplace document.

Scenario:

You are a cooperative with a number of correspondences with different other businesses or even individuals. You want to submit a document to one of your clients, suppliers or other entities.

Choose one document from the list below and prepare for a simple role play on how your cooperative will submit the document.

Memos, Reports, Bulletins, Job descriptions, Employee manuals, Letters, Proposals

Telegrams, Faxes, Postcards, Contracts, Advertisements, Brochures, News releases

2. Respond to the following questions:
 - a. What is the document?
 - b. How do you intend to submit it?
 - c. What elements do you consider while submitting the document?
3. Provide the details listed in the rubric below.

Workplace document submission rubric

Workplace document submission checklist:	Information provided? Yes/No
Way of submission	
Elements considered while submitting	
To whom (person the document is addressed to or to be submitted to)	
When (the period of time, the urgency of the document to be submitted)	
How (mode of submission/ channel of submission)	
Follow up and filing	



Application Activity



Topic 3.5 Task 4:

1. With your group, visit different workplaces around your school such as trading centre, home, hospital, restaurant, etc.
2. Use the following questions and record the responses.
 - a. What workplace documents do they submit?
 - b. How do they submit workplace documents? Do they submit any of them online?
 - c. What are the different elements they consider while submitting the workplace documents?
 - d. Do they receive workplace documents? Which ones and how do they receive them?
3. After the visit, share your group's findings with the class.



Points to Remember

- The circumstances determine the way in which you submit a workplace document.
- Be sure to correctly file your workplace documents so you don't damage or lose them.
- Use the submitting workplace documents rubric to make sure you don't miss any details.



Formative Assessment

Read the following scenario then respond to the questions that follow.

Scenario:

You are working for a farm and a client from a restaurant asks for an estimate for purchasing 50 kilograms of peppers, 40 kilograms of Irish potatoes, 30 kilograms of corn, and 30 kilograms of tomatoes. Prepare the prices and submit an estimate to the client.

1. How do you submit the document?
2. What elements do you need to consider when submitting this document? Imagine and provide these details.
3. If you prepared a copy for yourself as well, how would you file it?



Self-Reflection

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Identify appropriate ways of providing positive feedback					
Demonstrate good attitude and behaviour in providing feedback					
Use appropriate body language while providing feedback					
Identify different speaking contexts					
Speak in different contexts					
Use practical ways of organizing one's thoughts while speaking					
Identify the tips in expressing oneself					
Express their ideas in a clear manner					
Chose appropriate tips for expressing oneself					
Describe keys points to consider when providing written information					

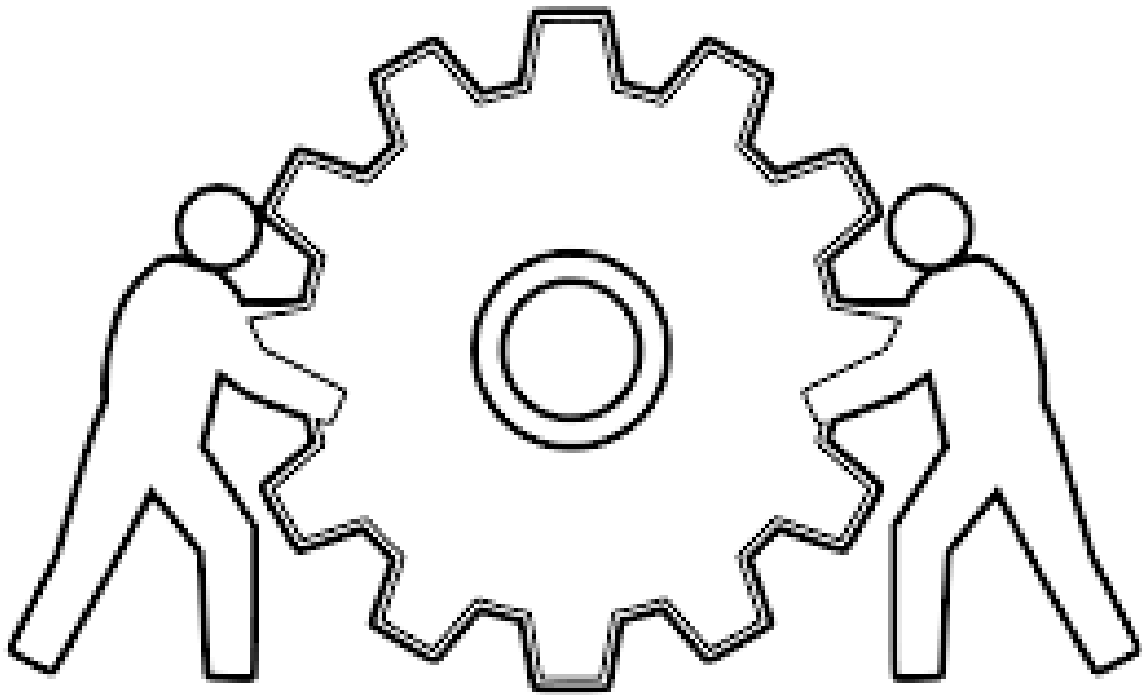
My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Describe some types of written communication documents					
Use key points when providing written information					
Describe different ways of submitting workplace documents					
Describe the different elements to consider while submitting workplace documents					
Submit workplace documents using the ways and channels					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement, with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

Unit 4: Cooperation and working as a team member



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¹⁶ <https://svgsilh.com/image/2207743.html>

Topics

By the end of the Learning Unit, trainees will be able to:

- 4.1** Working with others in given workplace situations
- 4.2** Cooperation with others to reach team objectives
- 4.3** Working with others to solve problems

Unit Summary

This unit describes the knowledge, skills, and attitudes needed to cooperate and work as a team member. At the end of this unit, you will be able to work with others in given workplace situations, cooperate with others to reach team objectives and work with others to solve problems.

Self-Assessment: Unit 4

1. Look at the Unit 4 illustration above. What do you observe? What do you think this unit will be about?
2. Fill in the self-assessment below.

There are no right or wrong ways to answer this self-assessment. It is for your own use during this course. Do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this self-assessment again.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Describe what makes up diversity in the workplace					
Describe strategies to handle differences in a group					
Embrace diversity in a group to enhance teamwork					
Describe the conditions for cooperation in the workplace					
Describe the characteristics of an effective and cooperative team member					
Cooperate and work effectively within a group					
Describe the types of problems encountered in the workplace					
Describe the basic steps for problem solving					
Solve problems at the workplace amicably					

Topic 4.1: Working with others in given workplace situations

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different types of diversity in the workplace	1. Embrace different types of diversity in the workplace	1. Accommodative
2. Identify strategies on how to handle differences in a group	2. Employ strategies to handle differences in a group	2. Team player
3. Explain the value of diversity in a group	3. Create plans for building teams despite differences amongst the members	3. Cooperative



Getting Started: What do we know and where are we going?



Topic 4.1 Task 1:

1. Read a statement from the table below and decided whether you **strongly agree**, **somewhat agree**, **somewhat disagree**, or **disagree strongly** with the statement.
2. Stand in the corner of the room that represents your response and give a reason. Remember that there are no right or wrong answers.

Statement	Choice	Reason
I believe respect is the most important value while working with others		
Everybody should have the same religion, ideas, and thinking style		
Only people with two parents can succeed		
People with different religions should not work in the same workplace		
Rich people should be treated better than poor people		

Only physically abled people should work in offices		
Only men can be good leaders		

3. What topic do you think this relates to?
4. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 4.1 Task 2:

1. Find another person and try to find at least five qualities that make you two different. These differences could include gender, family situation, age, religion, values, and any other difference you identify.
2. Brainstorm the ways in which people in a workplace might be different.
3. Share your responses with the rest of the class.
4. Read and analyse the statement: “We need to be accepting, respectful, and open to differences.”
 - a. What does this statement mean to you?
 - b. Why do “we need to be accepting, respectful and open to differences?” How does conflict arise?
 - c. What are some differences you cannot accept? Why can’t you accept them? Do they harm you?
 - d. Are one person’s values more important than another person’s values?
5. Refer to **4.1 Key Facts: Kinds of diversity in a workplace** in the Trainee Manual and review it together.

4.1 Key Facts:

Kinds of diversity in a workplace

- **Race and Ethnicity Diversity** in the workplace based on race and ethnicity are important factors to consider. People from diverse racial and ethnic backgrounds bring unique and varying perspectives to the workplace

- **Age and Generation.** While not all people of the same age group think the same way, there are some similarities that are defined by a person's age.
- **Gender and Gender Identity.** as one of the most visible types of diversity, having a workplace that is gender diverse isn't just about the number of women and men in the company.
- **Sexual Orientation.** Sexual orientation is about to whom a person is attracted. While it's a very personal matter, employees need to feel safe in expressing their sexual orientation with the people with whom they work without fear of discrimination.
- **Religious and Spiritual Beliefs.** There are thousands of religions and spiritual practices that employees may choose to observe.
- **Disability and Ability.** Some people think disabilities are only physical and related to mobility. However, employees can have disabilities that vary from vision and movement to thinking and learning.
- **Socioeconomic Status and Background.** Employees from different socioeconomic backgrounds likely have varying attitudes toward certain aspects of life, like money.
- **Thinking Style and Personality.** Working with people who think differently can lead to innovative ideas and effective teamwork.
- **Personal Life Experience.** While this is one of the most generic diversity categories, it is an important element to consider when hiring workers.



Guided Practice Activity



Topic 4.1 Task 3:

1. Have you ever participated in any task or problem that a group at work, home, or in the community has to work together to resolve? You are going to participate in an activity. Listen closely to the trainer's instructions on how to participate.
2. After you have successfully completed the activity together, discuss:
 - a. What was the initial reaction of the group?
 - b. How well did the group cope with this challenge?
 - c. What skills and strategies did it take to be successful as a group?

- d. What creative solutions were suggested and how were they received?
- e. When did the group really begin to cooperate to accomplish the task?
- f. What roles did different people play in the group? Did the group embrace diversity among group members? Did some people take on a leadership role?
- g. Was everyone involved in the activity?
- h. Did anyone feel left out of the activity? How did it feel?
- i. As a leader, how can you encourage group cooperation?
- j. What different strategies did the group use to deal with different people according to their personalities or other differences?
- k. What situations in life/work/home could you compare to the stick?

3. Turn to **4.2 Key Facts: Strategies to deal with different people according to their personalities or other differences at a workplace** and review them together.

4.2 Key Facts: Dealing with diversity at the workplace

Benefits of having a diverse workforce¹⁷:

- Diversity in the workplace makes your employees more receptive to trying out new things which is **key to creativity and innovation** at work.
- A diverse workforce helps increase your organization's adaptability in the market as it will be in a better position to understand what the consumer wants. This will lead to **better product decisions**.
- Diversity also helps your employees feel included and appreciated in addition to helping them become more loyal and feel like they belong. This helps with **employee retention**.
- Diversity provides an organization with a **broad mix of expertise and experience** in certain processes which encourages your employees to interact and learn from each other.
- Diversity encourages **open communication** that results from the interactions leading to improved teamwork and collaboration.
- Diversity increases morale within the workforce which not only leads to **increased productivity** but **greater employee satisfaction** as well.

¹⁷ Abreu, K. (2014, December 9). *The Myriad Benefits of Diversity in the Workplace*.
<https://www.entrepreneur.com/article/240550>

- A diverse workforce with a variety of skills and experiences (including cultural understanding and languages) allows your business to be able to **provide products** to customers from all over the globe.
- As a bonus for having a diverse workforce, your brand, both as an employer and as a seller, is perceived by job seekers and consumers to be **inclusive** – which it is.

Manage diversity in the workplace:

- **Listen.** Before judging a person, listen to what they have to say. Try to learn from others.
- **Build trust.** When people open up to you, acknowledge what they are saying. Also, when somebody opens up to you, do not share what they have said with others. People should be able to know that what they said stays between the two of you.
- **Empathise.** Try to put yourself in their shoes and imagine why others think or behave differently. The circumstances in which we are born and exist have a large influence on the way we think and behave.
- **Engage with respect and understanding.** Try to consider how your observations and actions make people feel. While you may think you are communicating in a straight-forward, honest manner, you may offend the other person.
- **Respect other people's experience and expertise.** Before you think you are right, consider the ways you might be wrong or have misperceived the situation. Other people may realize aspects of a situation or piece of work that you are unable to see.



Application Activity



Task 4.1 Task 4:

1. Come up with a plan to address the following challenge with your group.

Challenge:

You are managing a farm and the team is not cooperating well. The farmhands have stopped working because of conflicts amongst each other. They are of different religious backgrounds and they come from different regions. Also, they blame you for their problems because they say you treat them poorly and don't value them as workers.

Create a plan so that the farmhands work well together and so that the farmhands know you appreciate and respect them as workers.

2. Present your plan with your group. Ask for feedback and provide it to other groups.



Points to Remember

- Diversity in a group or workplace is a strength.
- Encourage diversity and allow people to express themselves fully to bring out their unique strengths.



Formative Assessment

Respond to the following questions by writing complete sentences.

1. Explain some different types of diversity in the workplace

2. Identify the different strategies you would use to deal or work with different people according to their personalities or other differences in a workplace.

Topic 4.2: Cooperation with others to reach team objectives

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the conditions for cooperation in the workplace	1. Describe the conditions for cooperation in the workplace	1. Accommodative
2. Identify the characteristics of an effective and cooperative team member	2. Describe the characteristics of an effective and cooperative team member	2. Team player
3. Identify factors that promote and derail effective teamwork	3. Cooperate and work effectively within a group	3. Cooperative



Getting Started: What do we know and where are we going?



Topic 4.2 Task 1:

1. Discuss as a class: When do you have to work as a team in your life right now?
 - a. Were people working together cooperatively and effectively?
 - b. What conditions allowed people to work cooperatively and effectively?
 - c. What conditions prevented people from working cooperatively and effectively?
 - d. What were the characteristics of those that worked effectively and cooperatively with others?
 - e. What were the characteristics of those that didn't work effectively and cooperatively with others?
2. What topic do you think this activity relates?
3. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 4.2 Task 2:

1. Try to make a list of:
 - a. Conditions necessary for cooperation to take place in a team
 - b. Practices and characteristics of an effective and cooperative team member.
2. Refer to **4.3 Key Facts: Cooperate with others to reach team objectives** and review the information together.
3. Compare your responses to the information in **4.3 Key Facts**.

4.3 Key Facts:

Cooperate with others to reach team objectives

Conditions for cooperation in the workplace:

- **Delegate tasks amongst members:** not everybody should always be working on the same task at once. If there is a lot of work to be done, people should work on different tasks at the same time.
- **Encourage complementary skills and knowledge among team members:** provide people with tasks that bring out their strengths. Additionally, put people together that have different strengths so that they can complement one another.
- **Promote conducive workplace environment for teams to work together:** ensure it is clear that people are to collaborate and not compete.
- **Encourage open communication among team members:** team members should not hesitate to communicate. Open dialogue and checking in with one another makes everybody feel supported.
- **A common purpose or goal:** all team members need to understand and accept the team's objectives.
- **Clear roles and tasks:** all team members should understand what is expected of them.
- **Decision making procedures:** all team members should know how decisions are made and in what ways problems are solved.
- **Trust among team members:** all team members should feel safe, included and supported.

Characteristics of an effective and cooperative team member:

- **Teamwork spirit:** ready and open to help and support others.
- **Positive attitude:** look for the good in everybody and their work.
- **Honest and straight forward:** make sure you do not lie or exaggerate the truth. Tell the truth as clearly and openly as you can.
- **Good communication skills:** pay attention to the other person and tell them what they need to know.
- **Open to new ideas:** new ideas may bring new opportunities.

**Guided Practice Activity****Topic 4.2 Task 3:****1. Read the following scenario carefully:**

Imagine you are working for a medium-sized farm. A supplier of onions comes to do business at the time of your harvest. He wants to buy two tons of onions, almost all of your supply, at 150% of the price you normally receive. Normally you harvest the onions with only one other worker but this time you will need to hire three more workers to harvest more quickly and supply him within the next few days. You will need to harvest, clean, and bag all of the onions. Finally, you will need to weigh the onions and make sure he receives the exact amount he has ordered.

b. Work in pairs to respond to the following questions:

- a. What is the goal for the team? How can you make the goal clear so that the workers understand what will happen if they do not accomplish the set task?
- b. Create a schedule for the work, approximating the time each task will take.
- c. Delegate the roles and tasks for each of the workers.
- d. How will you know who is the most capable of doing each job?
- e. How will you ensure people work well together and no conflicts slow down or stop the work?
- f. What can you do as a leader and team member to set a good example as an effective and cooperative team member?

c. Afterwards, discuss as a class.



Application Activity



Topic 4.2 Task 4:

1. Visit a workplace around your school such as a trading centre, home, hospital, restaurant, etc. Ask the manager and different team members the following questions and record their responses:
 - a. Name and type of workplace:
 - b. For the manager:
 - What do you do to create the conditions for cooperation in this workplace?
 - How do you set an example as an effective and cooperative team member?
 - What difficulties do you face in creating cooperation in your workplace?
 - How do you overcome these difficulties?
 - c. For the team member:
 - How do you create the conditions for cooperation at this workplace?
 - What do you do to be an effective and cooperative team member?
 - Do you ever have difficulties cooperating with the other team members?
 - How do you overcome these difficulties?
4. After your visit, share and compare your experiences with the rest of the class.



Points to Remember

- Exhibit the characteristics of an effective and cooperative team member before you criticize team members' manners.
- Creating the conditions for cooperation in the workplace can create effective and cooperative team members.



Formative Assessment

Read the following scenario, then make suggestions as to how the manager and the team members could function more effectively and cooperatively.

Scenario: You own a pasture with a lot of cattle. You have a certain quota of milk to provide every day to the nearby cheese factory. However, recently the workers on the farm have not been producing enough milk. They are not working together effectively and cooperatively. You have noticed that each worker does each task himself. They milk the cow then carry the milk to the factory. Moreover, some workers work faster than others and some are better at some tasks than others, such as milking the cow or carrying the milk. You

think this process could be more cooperative and efficient. Also, it doesn't seem as though the workers understand how much they need to produce and the pace at which they need to work. They also don't appear to communicate much with one another. When one worker needs help or is free to help, they don't request or provide support. They don't trust one another.

Propose better conditions that would encourage greater cooperation amongst the team members. How could these workers be better trained and organized so that they can produce the quota of milk each day?

Checklist	Score	
	Yes	No
Trainee outlines conditions that will improve cooperation in the workplace		
Proposes emphasis on working to meet quota/objective		
Tasks and responsibilities of workers are clear and sensible		
Proposes reasonable strategies for workers to communicate and support one another more openly		
The new conditions will cultivate greater positivity amongst the workers		
Proposes strategies to encourage more honesty and trust amongst workers		

Topic 4.3: Working with others to solve problems

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify types of problems encountered in the workplace	1. Describe the types of problems encountered in the workplace	1. Attention to details
2. Identify the basic steps for problem solving	2. Describe the basic steps for problem solving	2. Cooperative
3. Identify ways in which they can apply problem solving steps to problems they currently have going on in their lives	3. Solve problems at the workplace amicably	3. Good listener



Getting Started: What do we know and where are we going?



Topic 4.3 Task 1:

1. Listen to the trainer's instructions as he/she explains how to do an activity in which your challenge is to untangle yourselves.
2. After completing the activity, discuss:
 - a. How was the activity?
 - b. What process/plan did you use to undo the knot?
 - c. How did you arrive at the plan?
 - d. Did you have a leader? Several leaders? What was his/her role? How was leadership shared?
 - e. Did everyone play a role in solving the problem?
 - f. What behaviours, thoughts or process made it hard/easy to do it?
 - g. Did you ever feel like quitting? What kept you going?
 - h. As a leader, what actions might you use when a problem becomes complex / hard to solve?
 - i. If you were going to re-do the activity or a similar one, how long would it take you?
 - j. What would you do differently?

3. What topic do you think this activity relates to?
4. Turn to the Key Competencies table and review it together.



Problem Solving Activity



Topic 4.3 Task 2:

1. Brainstorm the general types of problems typically encountered in the workplace, based on your own experience or from what you have heard from others.
2. Then, read **4.4 Key Facts: Types of problems typically encountered in the workplace** and review them together.

4.4 Key Facts:

Types of problems typically encountered in the workplace

Conflict is inevitable in workplace settings, and conflicts can arise between co-workers, supervisors and subordinates or between employees and external stakeholders, such as customers, suppliers, and regulatory agencies.

Examples of conflict situations might include:

1. **Compensation and Benefits:** Matters relating to salary, pension, leave, health insurance and various other entitlements.
2. **Evaluative Relationship:** Matters between supervisors and supervisees relating to interpersonal differences, respect, treatment, communication, team climate and performance management.
3. **Peer and Colleague Relationships:** Matters between peers relating to interpersonal differences, respect, treatment, communication, team climate.
4. **Job and Career:** Matters relating to job application and selection processes, career progression and development, terms and conditions of contract, loan, transfer, rotation, retirement process, separation from service.
5. **Legal, Regulatory, Financial and Compliance:** Matters relating to harassment, discrimination, waste and abuse of funds, investigative and disciplinary processes, retaliation.
6. **Safety, Health, Wellbeing, Stress and Work/Life:** Matters relating to working conditions, general wellbeing and stress, accommodation for disability or health conditions and issues with health, safety and security.

- 7. Services/Administration:** Matters relating to responsiveness, timeliness, or administrative actions by sections providing services to staff (HR, pension fund, tax unit, etc.).
- 8. Organizational, Leadership and Management:** Matters relating to organizational climate, morale, culture, communication; changes in management, issues with leadership in the organization and management styles.
- 9. Values, Ethics and Standards:** Issues relating to workplace core values and code of ethics.

3. Now, in small groups, try to solve the following workplace problem:

Scenario: At the Restaurant

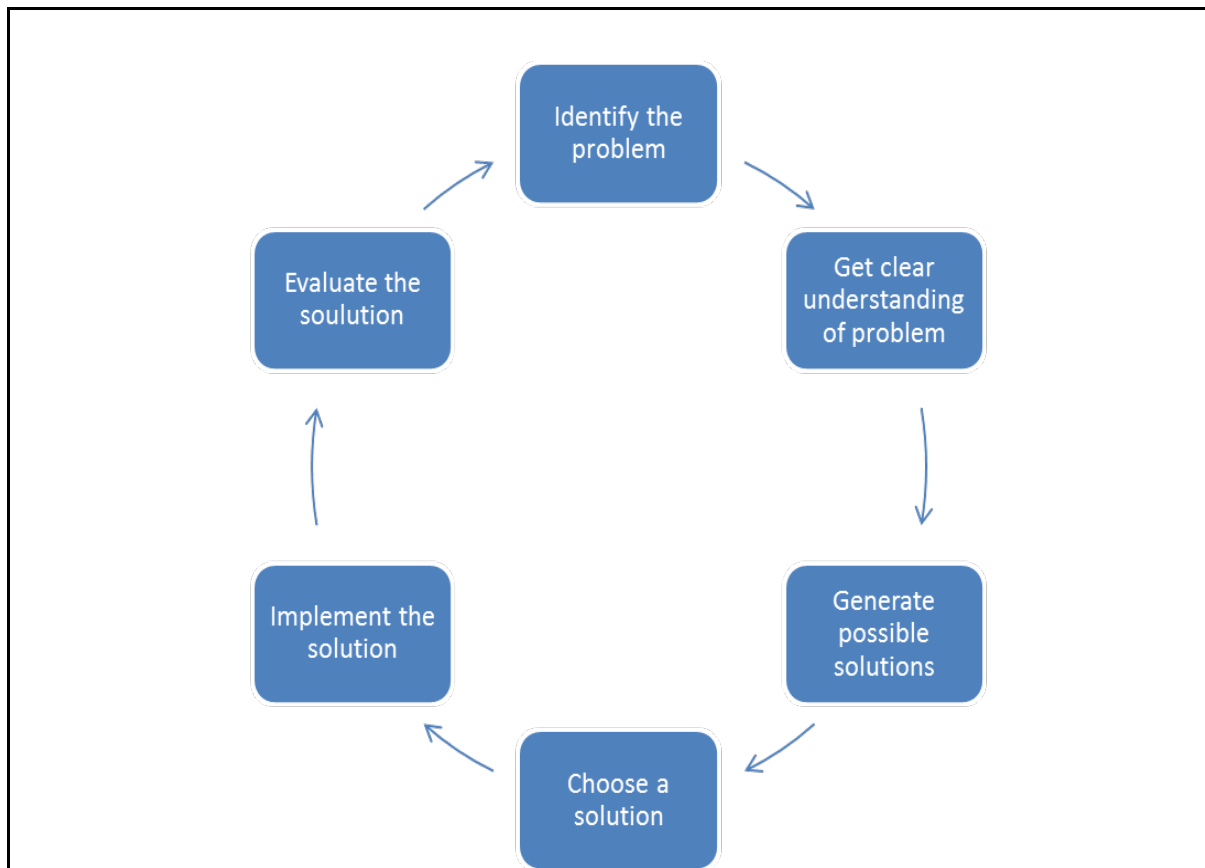
Kalinda is a young waiter at a local restaurant. One busy lunch time, an impatient customer was told it would take over 30 minutes to prepare his meal. The customer became angry and began insulting Kalinda. Kalinda tried to calm down the customer and assure him that his meal will be delicious. Help Kalinda solve the problem of the customer.

4. Share your group's responses and solutions to the problem.
5. Finally, review **4.5 Key Facts: Basic steps for problem solving** together.

**4.5 Key Facts:
Basic steps for problem solving¹⁸**

- 1. Define the problem:** Identify the problem by listening and keeping emotions and stereotypes/biases/judgements aside and state the problem.
- 2. Get more information about the problem:** Gather as many perspectives as you can.
- 3. Generate many ideas on how to solve the problem:** There is often more than one solution!
- 4. Choose a solution:** Should be acceptable for all parties involved.
- 5. Implement the solution:** Take action.
- 6. Evaluate the solution:** Has the problem been solved?

¹⁸ Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center.



Guided Practice Activity



Topic 4.3 Task 3:¹⁹

1. In small groups, you will practise applying the basic steps of problem solving.
2. The trainer will assign your group one of the following scenarios.
3. After your group discusses a solution to the problem, share with the class.

Scenario 1

Alice is the head of a child headed household. She has been raising her younger sisters. She has small part time jobs; she sells tomatoes and bananas and cleans houses. Alice is worried because she does not earn enough money to pay for rent and for school fees for her younger sisters. Help Alice solve her problem.

Scenario 2

¹⁹ Education Development Center (2017). *Huguka Dukore Akazi Kanoze's Work Ready Now! Trainer Manual and Participant Handbook, Module 2: Interpersonal Communication*. Waltham, MA: Education Development Center.

You work at a construction site. You notice that tools are disappearing from the worksite on a regular basis. What do you do?

Scenario 3

Two boys and three girls, all orphans of AIDS, live together. They are free from HIV. People do not want to go close to them or help them, as they fear they will contact HIV because the parents of the children died from AIDS. As a leader of the community, how will you handle this problem?

Scenario 4

Carine is a young woman working as a waitress at SMART hotel. One evening, she went to work at 7 pm for the night shift. She was well dressed wearing her uniform. She had a table of 3 men who were drinking beer and smoking. They called her to come serve them. One of them started touching her inappropriately, including her breasts and hips. He tried to kiss her. Nobody else was in the restaurant. If you were Carine what would you do at that time?



Application Activity



Topic 4.3 Task 4:

1. With your small group, do the following to complete the field activity:
 - a. Visit different places around the school (trading centre, home, hospital, restaurant, etc.).
 - b. Ask about how they solve problem in the workplace visited.
 - What type of problems do they usually face in the workplace?
 - Do they solve the problems as a team?
 - Do they follow any steps while solving the problems in the workplace? These steps might not be explicit, but are there general steps they take when solving a problem? Which ones?
2. After completing the activity, share your group's findings with the rest of the class.
 - a. What workplace problems did you observe in the workplaces visited?
 - b. Do they work together when solving problems? Explain.
 - c. Do they follow any steps while solving workplace problems?



Points to Remember

- Solving a problem needs to be methodical. If not, you might not have solved the problem, or you might have done a poor job solving it.

- Don't give up if you don't solve a problem the first time. It will be much more satisfying in the end if you accomplish what you started.



Formative Assessment

Read the scenario and respond.

You work at the recently established cassava processing factory in the community. You have noticed that the quality of the cassava cleaning has not been very good. In addition, many of your co-workers have not been showing up on time. Apply the different steps of problem solving and explain how you would solve the problem above.



Self-Reflection

1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, Skill or Attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Describe what makes up diversity in the workplace					
Describe strategies to handle differences in a group					
Embrace diversity in a group to enhance teamwork					
Describe the conditions for cooperation in the workplace					

My experience	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills, and attitudes					
Describe the characteristics of an effective and cooperative team member					
Cooperate and work effectively within a group					
Describe the types of problems encountered in the workplace					
Describe the basic steps for problem solving					
Solve problems at the workplace amicably					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement, with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

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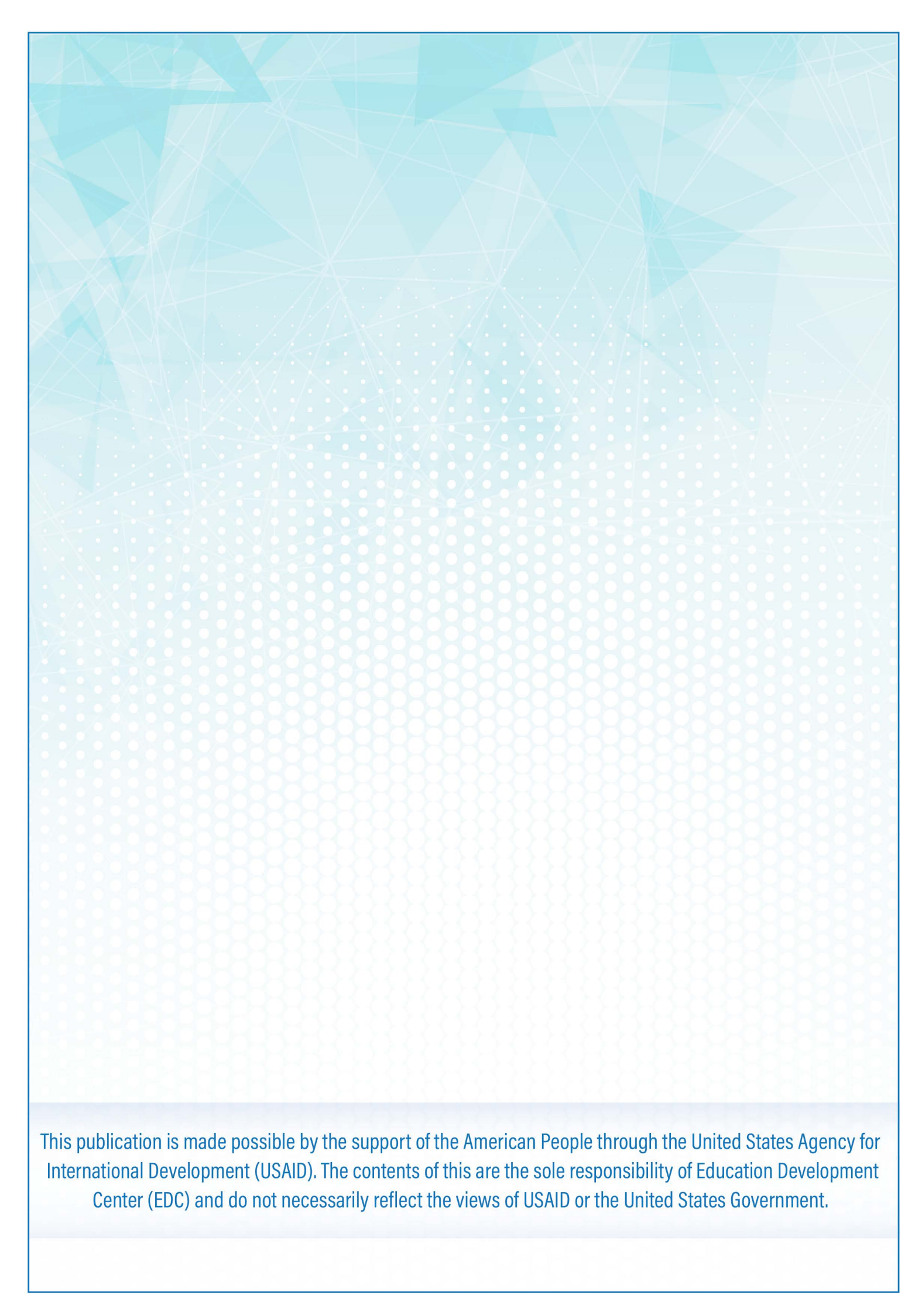
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This publication is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this are the sole responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.

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