



TVET LEVEL II



SOFT SKILLS

Basic
Communication
Skills

TRAINER 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

Production Team

Authoring and Review

Mr. Emmanuel Rwagasana
Mrs. Josiane Niyonshima
Mr. John Paul Kanyike

Conception, Adaptation, Review and Editing

Mr. Graham Davis
Mrs. Elizabeth Miller Pittman
Mr. Jean Marie Vianney Muhire
Ms. Kemi Adesunloro

Formatting, Graphics and Infographics

Mr. Albert Ngarambe
Mr. Simon Pierre Abayiringira

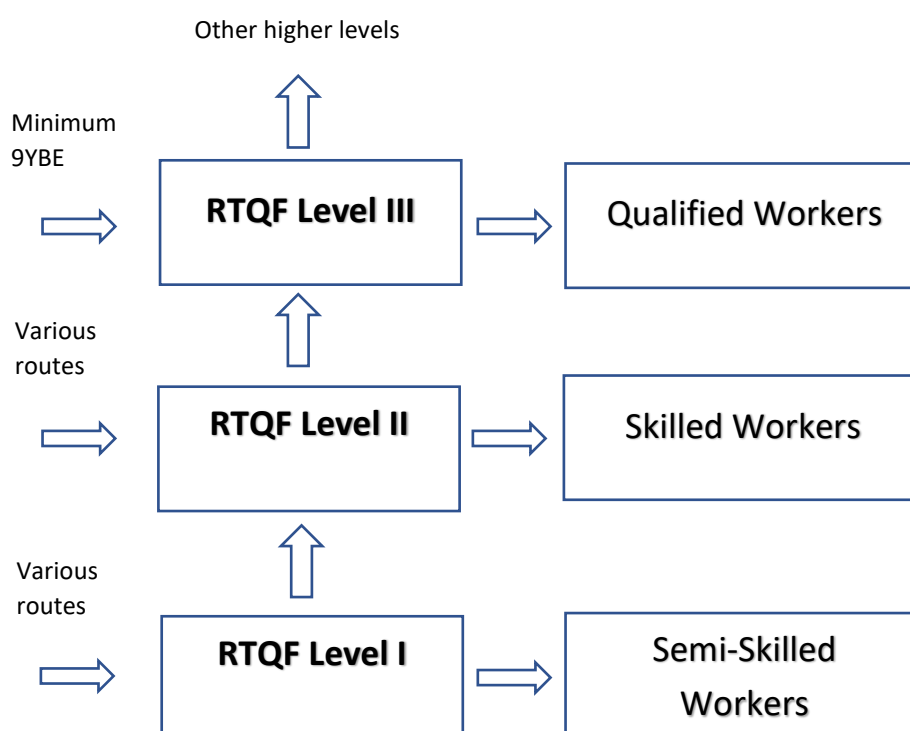
Technical Support

USAID Huguka Dukore Akazi Kanoze (HDAK) project
implemented by Education Development Center (EDC)

Introduction to RTQF Level II Training Modules

Background

Rwanda Polytechnic, with support of and in collaboration with USAID Huguka Dukore Akazi Kanoze, has developed RTQF TVET Level II programs that combine basic education, soft skills and vocational skills modules. Bridging the gap between Level I and Level III programmes, Level II aims to prepare learners who have a minimum education level of Primary 6 or equivalent to continue with their education or become skilled workers in the labour force.



Following the Workforce Development Authority (WDA) curriculum development process that involved experts from Rwanda Polytechnic, Rwanda Education Board, Ministry of Agriculture, technical vocational institutions, Education Development Center, Akazi Kanoze Access and other technical experts, training modules were developed in basic education, soft skills (work readiness) and, initially, agriculture. Additional vocational areas will be added over time. Trainees will be trained in all Basic Education and Soft Skills modules listed below, as well as in 6 - 8 modules that make up their chosen technical vocational programme.

Module Requirements:

Basic Education	Soft Skills	Vocational Skills
<ul style="list-style-type: none">EnglishKinyarwandaMathematics	<ul style="list-style-type: none">Basic Entrepreneurship SkillsICT EssentialsCommunication Skills	<ul style="list-style-type: none">Vocational programmes will have a set of 6 – 8 required technical modules.

- Integrated Science (Physics, Chemistry, Biology)

- Safety, Health and Sustainable Environment
- Personal Development and Career Guidance

E.g. Food Crop Production and Processing includes the following modules:

1. Food Crop Production
2. Small Scale Post-Harvest Operations
3. Growing Medium
4. Food Safety and Sanitation
5. Food Preservation and Storage
6. Flour Processing

Organization of the Training Manuals

For each module there is a Trainer Manual and a Trainee Manual. These manuals, based on the curricula for each subject, are divided into Learning Units, and each Learning Unit includes 3 – 5 Learning Outcomes. The learning outcomes make up the essential skills, knowledge and attitudes to be acquired by trainees. To make the Trainee Manual more user friendly, Unit and Topic are used respectively for Learning Unit and Learning Outcome. The number of hours per training module varies, ranging between 30 and 120 hours.





Teaching & Learning Methodology of RTQF Level II 2 TVET Materials

The teaching and learning methodology used in the materials is based in experiential and adult learning. Activities are designed to engage trainees, build upon what they know and learn and provide them with opportunities to build their skills in the classroom and in the workplace. More specifically, guiding principles in the development of the manuals include:

- ▶ Building on participants' knowledge, skills and experiences
- ▶ Facilitating a learning process through active engagement of participants rather than through lecturing
- ▶ Providing opportunities to practice – inquiry based and hands on practice, both in the classroom and workplace
- ▶ Using simple and clear language
- ▶ Connecting to the real world: use local resources and the environment for learning
- ▶ Promoting critical thinking through properly debriefing activities and asking questions that get learners to think, analyze, relate issues and topics to their own lives and come up with solutions

- ▶ Applying social inclusion principles: Finding ways to include all types of youth (and trainers) – males and females; different cultural/ethnic/religious backgrounds, people with disabilities (PWD); people with different types of health status ...
- ▶ Encouraging risk taking – promote questioning and being free to explore
- ▶ Promoting habits of mind that support life-long learning: curiosity and wonder, open mindedness, creativity

These principles are reflected in the layout and flow of activities in the manuals:

1. **Key Competencies:** Table found at the beginning of each Learning Outcome that describes the main knowledge, skills and attitudes to be gained by the end of the activities.
2. **Self-Assessment:** Conducted at the beginning and end of each Learning Unit to get a sense of trainees' knowledge and skills going into it and what they have gained by the end of the Learning Unit (and steps they need to take to further their understanding and skills).
3.  **Getting Started Activity:** Typically, a quick activity or questions to 1) give the trainer a sense of trainees' existing knowledge and skills; 2) spark the interest of trainees in the topic; 3) introduce the objectives and key competencies of the topic.
4.  **Problem Solving Activity:** A challenging activity to get trainees engaged and to learn through discovery instead of memorization of facts. A variety of teaching and learning methodologies are used, including individual and group work such as reading real life work-based scenarios and answering accompanying questions to activities such as identifying proper tools and equipment from the school workshop to conduct a certain activity. Following the sharing of responses, the trainer guides trainees through the content and processes being introduced.
5.  **Guided Practice Activity:** Building on the concepts and skills gained in the problem solving activity, the trainer guides trainees through practical examples.
6.  **Application Activity:** Consolidates trainees' knowledge and skills through a real life application of the topic in the classroom, community or workplace. Trainees are given more independence in applying what they have learned.

7. **Key Facts boxes:** Throughout the Trainee Manual, one will find Key Facts boxes. These contain the main information or content for a given Learning Outcome. They are there for the trainees' reference and are used throughout the different types of activities.



8. **Points to Remember:** List of the top key learning points or “take-aways” from the topic.



9. **Formative Assessment:** Questions and activities to assess trainees' level of understanding of the concepts introduced.



10. **Summative Assessment:** Based on the integrated, real life situation approach used in other TVET levels, this is done at the end of every module for agricultural modules and, with some variations, at the end of each Learning Unit for Basic Education and Soft Skills modules.



11. **Self-Reflection:** Trainees re-take the Self-Assessment given at the beginning of the Learning Unit and identify their strengths, challenges and actions to improve their level of competence.

The Trainer and Trainee Manuals are meant to be used in conjunction with each other and are well coordinated through the headings and labelling of activities. The trainer will always be able to refer trainees to specific activities by the coordinated numbering system. For instance, a specific exercise might be labelled Topic 1.2 Task 2. The Topic is the number of the Learning Outcome and the task is the specific exercise to be done. The Key Facts are also numbered for easy reference. These nor the Self-Assessment tables are in the Trainer's Manual so the trainer should have a copy of both manuals.

The Trainer's Manual includes answers (or guidelines to the trainer as appropriate) to Formative and Summative Assessments as well as to problems given throughout the activities. Summative Assessments are not included in the Trainee's Manual. These are meant to be used as a guide for those who will be developing a context-appropriate Summative Assessment at the end of the Module or Learning Unit. Basic Education and Soft Skills modules include Summative Assessments at the end of every Learning Unit while the technical modules include it only at the end of the module.

Lastly, there is a section in the Trainer's Manual for additional information to the trainer that includes either specific information or references to information that can help them deepen their understanding of the particular content.

BASIC COMMUNICATION SKILLS AT THE WORKPLACE

Learning Units	Learning Hours	Learning Outcomes
Learning Unit 1: Receive and interpret information at workplace	6	1.1 Demonstrate listening skills
		1.2 Use nonverbal communication
		1.3 Interpret verbal instructions
		1.4 Interpret written instructions in different workplace situations
Learning Unit 2: Write and interpret workplace documents	10	2.1 Identify work related documents
		2.2 Identify workplace documents formats
		2.3 Write workplace documents
Learning Unit 3: Provide clear and accurate information	10	3.1 Provide feedback to verbal and nonverbal communication
		3.2 Organize thoughts and information used in speaking
		3.3 Express ideas in a clear, informed and engaging manner
		3.4 Provide written information
		3.5 Submit workplace documents
Learning Unit 4: Cooperate and work as a team member	10	4.1 Work with others in given workplace situations
		4.2 Cooperate with others to reach team objectives
		4.3 Work with others to solve problems

Learning Unit 1: Receive and interpret information at workplace



Learning Outcomes








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

- 1.1** Demonstrate listening skills
- 1.2** Use nonverbal communication
- 1.3** Interpret verbal instructions
- 1.4** Interpret written instructions in different workplace situation

Learning Unit 1 Self-Assessment

- 1.** Ask trainees to look at unit 1 illustration in their Trainee Manuals and discuss what they observe. What topics do they think this unit will include based on the illustration? Allow time for some brainstorming. Afterwards, share the main topics with the trainees.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 1.1: Demonstrate listening skills

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none">a. Identify effective listen skills & strategiesb. Assess own listening skillsc. Model good listening skills
	Time Required: 1 hour
	Learning Methodology: Small group work, role play, large group discussion
	Materials Needed: <ul style="list-style-type: none">• Standard training materials: Flipchart paper, markers, scotch/masking tape• Information on an audio device: such as a phone, radio, or computer
	Preparation: <ul style="list-style-type: none"><input type="checkbox"/> Select an appropriate role play from the trainee book for trainees to use or create a new one that is more relevant to your context.<input type="checkbox"/> Write the role play on flipchart so all can see or make copies for each small group.<input type="checkbox"/> Before the activity begins, identify a few willing volunteers to take part in the role play, give them a copy of the description of the role play and brief them on what they will need to do.<input type="checkbox"/> Before the session begins, identify a few willing volunteers to share their experience regarding finding a job.<input type="checkbox"/> Identify a few volunteers that will demonstrate bad listening behaviour.
	Cross Cutting Issues: <ul style="list-style-type: none">✓ Peace and values education: Emphasise the importance of listening skills for peace.✓ Inclusivity: Demonstrate inclusiveness while allocating roles for the scenarios.✓ Gender: While allocating roles in groups, be considerate of gender balance.
	Prerequisites: <ul style="list-style-type: none">▶ None

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



Steps:



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



Topic 1.1 Task 1:

1. Ask trainees to think about the quotation below:

Listening open and actively¹

“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. Tell trainees to 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. Ask the trainees to pair up and discuss the proverb above among themselves. Have some pairs share their responses with the rest of the trainees.
4. After the discussion, ask the trainees what topic they think this activity relates to.

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

5. Introduce the learning outcome. Have trainees turn to the Key Competencies and review them together. Explain that this learning outcome/topic will focus on demonstrating listening skills.



Problem Solving Activity



Topic 1.1 Task 2:

1. Before the session begins, choose some volunteers and inform them that while one volunteer is sharing, they should interrupt the speaker, pretend to be talking on the phone, or move around. Then, ask one trainee/volunteer to share his/her experience about finding work with the class.
2. Stop the speaker after some time and, with the large group, discuss the questions below:

Ask 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?

Ask the class (this may be done as a large group discussion or in small groups which present their responses to the whole 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. The responses from the discussions may differ, but you can refer to **1.1 Key Facts: Effective Listening Skills** in the Trainee Manual and use the information while reviewing the questions together.



Guided Practice Activity



Topic 1.1 Task 3:

1. Explain to the trainees that they are going to observe a 3-minute role play of a workplace situation. Ask trainees to select a role play from **Scenarios for Listening Role Plays** in their book and conduct the role play using a few volunteers.
2. Discuss the role play by asking:
 - a. What happened in the role play?
 - b. Why did this situation arise?
 - c. Has anything like this situation happened to you before? What happened?
 - d. What strategies could have been used for active, responsive listening?
3. Divide trainees into small groups of three people. Tell the groups they are going to re-enact the role play (with a positive outcome) using some of the listening strategies they know. Two people will be actors while one observes.
4. Give the trainees 10 minutes to re-enact the role play and for the observer to give feedback. Switch roles until all trainees have had a chance to play each role.
5. In small groups, have trainees 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?
6. Let trainees share their 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** to harmonize their responses.



Application Activity



Topic 1.1 Task 4:

1. Provide trainees with different audio/video materials to practice listening. These materials could be on a phone or computer for trainees to listen. Choose materials that involve different contexts.
2. Tell trainees that they are going to listen to different materials, and they will have to apply different listening strategies.
3. After, have the various groups/trainees 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?
4. 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

Have trainees read the statements provided below and **CIRCLE ONLY ONE** response.
Answers are in bold.

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 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

Learning Outcome 1.2: Use nonverbal communication

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Identify different nonverbal communication forms Demonstrate use of nonverbal communication Use nonverbal communication forms that promote effective communication.
	<p>Time Required: 1 hour and 30 minutes</p>
	<p>Learning Methodology: Small group work, role play, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials: Flipchart paper, markers, scotch/masking tape Visual materials: Different pictures of people in different workplaces/situations listening to instructions
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare instructions for the role play for the trainees in advance. <input type="checkbox"/> Prepare different pictures of people in different workplaces/situations listening to instructions. One picture should show appropriate (attentive) body language while the other should show inappropriate (inattentive) body language.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Peace and values education: Be considerate of other people's feeling while using nonverbal communication ✓ Inclusivity: Use nonverbal communication forms that can be understood by people with all abilities.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ None

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



Steps:



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



Topic 1.2 Task 1:

1. Ask trainees to brainstorm out loud some of the things that may show a person is NOT listening/paying attention. Have them demonstrate the behaviour.
2. Have trainees team up in small groups and discuss **Figure 1.1: Nonverbal communication** the illustration in their handbooks among themselves. Ask trainees to 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?
3. Have some groups share their responses with the rest of the trainees.
4. After the discussion, ask trainees what topic they think this activity relates to.
5. Introduce the learning outcome and have trainees turn to the Key Competencies table. Explain that this learning outcome/topic will focus on how to use nonverbal communication.



Problem Solving Activity



Topic 1.2 Task 2:

1. Divide trainees into 2 groups by having them count 1, 2, 1, 2, and so on until every trainee has been assigned a number. Ask groups to stand in two parallel lines facing each other. Group 1 should face Group 2.
2. Working with the person they are facing, tell trainees to think of and demonstrate one form of nonverbal communication they know, such as gesturing. They should reflect on the previous learning outcome of demonstrating listening skills and think of new examples. After each pair has demonstrated, ask the trainees to guess the nonverbal communication form demonstrated. Ask the trainees to share some of the forms of nonverbal communication they guessed correctly and some of the forms they didn't guess correctly.
3. After all trainees have had a chance to demonstrate two different kinds of nonverbal communication, have them refer to the **1.4 Key Facts: Types of Nonverbal Communication** for more information. Ask trainees which forms they are unfamiliar with. Discuss them in detail. As you discuss each form, encourage trainees to provide examples of how to use these forms effectively at a workplace.



Guided Practice Activity



Topic 1.2 Task 3:

1. Put trainees in small groups. Inform each group that they are going to choose a form of nonverbal communication. Then tell the trainees to come up with a role play to depict the chosen form of nonverbal communication.
2. Have trainees express nonverbal communication such as yawning or acting disinterested while verbally expressing that they feel the opposite, such as by saying that they are very interested and have lots of energy. Ask the trainees which form of communication they find more convincing. Is the actor interested or not?
3. After the group presents, ask the other trainees:
 - a. What form of nonverbal communication was depicted in the role play?
 - b. How does the form of nonverbal communication depicted, affect listening?

- c. How should one handle or manage various forms of nonverbal communication for effective listening?
4. Refer trainees to the **1.5 Key Facts: Managing nonverbal communication for effective listening** in their manuals for further information. Read through and demonstrate each of the techniques. To ensure comprehension, ask the trainees to demonstrate each of the techniques.



Application Activity



Topic 1.2 Task 4:

1. Present trainees with **Figure 1.2: Interpreting nonverbal communication** in their manuals showing different workplaces/situations on listening to instructions. One picture should show appropriate (attentive) body language while the other should show inappropriate (inattentive) body language.

Note: You can do this as an individual, pair or small group activity.

2. Ask trainees to:
 - a. Describe what they see in the picture.
 - b. Describe the forms of nonverbal communication they can see in the picture.
 - c. Describe whether it is appropriate or inappropriate body language? Give reasons?
3. After the discussions, ask trainees to share their responses with the rest of the groups using the questions given.
4. After the presentations, facilitate a large group discussion on the impact of appropriate body language on effective listening. Trainees can use the pictures discussed earlier to give examples of how nonverbal communication 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?

Learning Outcome 1.3: Interpret verbal instructions



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify strategies to correctly receive verbal instructions
- b. Describe strategies for correctly interpreting verbal instructions
- c. Interpret verbal instructions to perform given tasks



Time Required: 1 hour and 30 minutes



Learning Methodology: Small group work, role play, large group discussion, group brainstorm



Materials Needed:

- **Standard training materials:** Flipchart paper, markers, scotch/masking tape
- **Activity materials:** A4 paper (enough for every trainee), pre-drawn picture



Preparation:

- ☐ Draw the picture for the **Getting Started Activity** in advance.



Cross Cutting Issues:

- ✓ **Peace and values education:** Integrate peace and values education into the importance of listening to instructions as a sign of respect and mutual understanding.



Prerequisites:

- ▶ None

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



Steps:



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



Topic 1.3 Task 1:

1. Give each trainee a piece of A4 paper and inform them that they are going to draw a picture by following oral directions. Have one trainee look at a pre-drawn picture. With his or her back to the group, he/she has to give instructions to the group on how to draw the picture. Trainees are not allowed to ask questions or talk. Start the task.
2. Tell trainees to compare their pictures and discuss the activity by asking the following questions. You can refer to possible responses provided.
 - a. Why do the pictures look different when everybody was given the same instructions?
Possible Answer: People interpreted the instructions differently; the instructions were not detailed enough.
 - b. Were the instructions clear?
 - c. How would it have been different if you could look at the picture?
Possible Answer: Could have seen what the picture and refer to it while drawing.
 - d. How would it have been different if you were allowed to ask questions?
Possible Answer: Could have asked questions for clarification, discussed process with people next to you.
 - 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?

Possible Answer: Overall, positive communication and listening are essential when giving and taking instructions. For some jobs, following step-by-step directions is pertinent, but in the case of working in an office, warehouse, restaurant, etc., learning how to provide direction properly and knowing how to take direction make for a smoother and more productive work environment.

3. After the discussion, ask trainees what topic they think this activity relates to.
4. Introduce the learning outcome and have trainees turn to the table of Key Competencies in their manuals. Review the key competences together. Explain that this learning outcome/topic will focus on receiving and interpreting verbal instructions.



Problem Solving Activity



Topic 1.3 Task 2:

1. Explain to trainees that they are going to focus on receiving and interpreting verbal instructions. Ask the trainees to think about the following statements:
 - a. What does it mean to *be present*?

Explain: Being present means paying complete attention to the moment, not being distracted by thoughts of the past, future, or thoughts outside of what is front of you.
 - 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. Ask trainees to think about the time they had to receive verbal instructions from colleagues, customers, or supervisors.
 - a. What were the instructions 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. Ask trainees, based on the communication skills discussed so far in the previous learning outcomes, what they think will be important to remember or do when they are receiving verbal instructions from colleagues, customers, a group of people, or their supervisors. Write their responses where they can be seen.



Guided Practice Activity



Topic 1.3 Task 3:

1. Write the following workplace scenario on the chalk/whiteboard or flipchart.

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. Tell the trainees to explain how they will receive and follow the trainer's instructions. Ask them what strategies they will use. While the trainees are responding, write the different strategies on the board.
3. Ask trainees to turn to **1.6 Key Facts: Strategies for receiving and interpreting verbal instructions effectively** in their manual and review together. Have them suggest other strategies if more came up.



Application Activity



Topic 1.3 Task 4:

1. Separate the trainees into small groups and tell them to read the following scenario with their groups.

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 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. After reading, tell the groups to 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. Ask groups to share out and compare their responses. Clarify any misunderstandings.



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

Complete the following tasks.

Suggested answers are in bold.

1. Identify 5 strategies for receiving and interpreting verbal instructions effectively.
Possible Answers: Listen actively, reinforcement, questioning, summarising, take notes
2. Have each of the trainees role play the following scenario with a partner. Tell them to 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. Use the **Receiving and Interpreting Verbal Instructions Observation Form** below to assess the trainees' performance.

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 s/he doesn't miss anything			
Responded with a good attitude			

Learning Outcome 1.4: Interpret written instructions



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify strategies of interpreting written instructions,
- b. Apply basic reading skills for interpreting written instructions,
- c. Effectively interpret written instructions.



Time Required: 2 hours



Learning Methodology: Small group work, role play, large group discussion, group brainstorm



Materials Needed:

- **Standard training materials:** Flipchart paper, markers, scotch/masking tape
- **Learning materials:** Samples of some written instructions, samples of diagrams, and samples of posters



Preparation:

- ☐ Prepare samples of learning materials in advance.



Cross Cutting Issues:

- ✓ **Standardization culture:** Trainees will be capable of creating instructions and directions to make standards.
- ✓ **Financial education:** While reading the contract, push the trainees to pay close attention to any commitments regarding money.



Prerequisites:

- ▶ None

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



Steps:



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



Topic 1.4 Task 1:

- 1.** Ask trainees to look at the illustration about restraining a cow in their manuals. You can use pairs or small groups.
 - 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?
- 2.** Ask pairs or small groups to share their responses to the rest of the class using the questions above. There are no right or wrong answers. The purpose is to check if they can interpret the instructions and to realize that people might interpret pictures (and written instructions) differently.
- 3.** After the discussion, ask trainees what topic they think this activity relates to. Show samples of written instructions, diagrams, and posters.
- 4.** Introduce the learning outcome and have trainees turn to the Key Competencies table in their manuals. Review it together. Explain that this learning outcome/topic will focus on interpreting written instructions.



Problem Solving Activity



Topic 1.4 Task 2:

1. Ask the trainees to read the following directions for trimming a pig's teeth. They may read them together in pairs.

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. Prompt the trainees with the following questions. 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. After sharing their responses, refer trainees to **1.7 Key Facts: Strategies to interpret written instructions** and review them together. Also refer to the list of techniques created earlier.



Guided Practice Activity



Topic 1.4 Task 3:

1. Pair up the trainees to write the directions for the images of the directions for milking a cow. Below is an example of the directions one could provide.²

² Corrigan, R. (2020). *How to Milk a Cow*. <https://www.wikihow.com/Milk-a-Cow>



1. Protect or lubricate your hands. Be clean so you do not contaminate the cow's udders with bacteria.



2. Rub each teat three to four times to remove the dirt or bacteria. Make sure not to put this debris in the bucket where you put the milk.



3. Place a bucket underneath the udder to catch the milk.



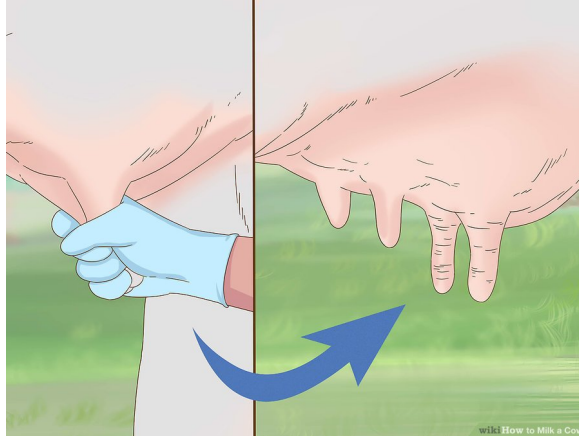
4. Sit or squat next to the cow's right side. Move very close to the cow.



5. Wrap your hand around two teats. Grip the teats so that your palm is filled by the teat.



6. Squeeze the teats. Make sure you squeeze from the base.



7. Once you have finished with one teat, switch to another teat.
2. Go around and check the trainee's work. Afterwards, go through the steps together.
3. Brief the trainees by asking:
 - 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. Inform trainees that they will practise reading instructions or directions. Direct each trainee with a section of a contract extract found in the Trainee Manual. This is an individual activity.
2. After reading the extract, they should answer the following questions:
 - 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. Ask trainees to share their responses. Read question by question as all trainees agree on the response.



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.

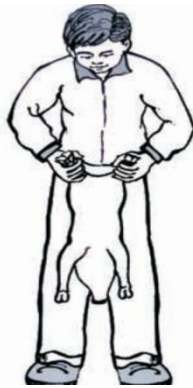


Figure: Restraining a piglet by holding its rear legs

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.



Summative Assessment

Jado works as a human relations officer at the local administrative unit, Akagari. His daily duties include receiving and interpreting information from visitors to the Akagari, his co-workers, and his supervisors. Some information is verbal, while other information is written.

What are some strategies for Jado to effectively address the following situations?

1. A visitor comes to the Akagari with many complaints about the service they are providing, but Jado's supervisor is not there to address them. How can Jado make the visitor feel listened to and assured that their needs will be taken care of using various forms of communication? How might this visitor be different than Jado's regular visitors and how can Jado consider and respect these differences?
2. Jado's co-worker is briefing Jado on a new project. How can Jado demonstrate interest in the new project through nonverbal communication? How can Jado ensure he receives and interprets the information effectively?
3. Jado's supervisor provides him with a lengthy written list of instructions for carrying out a new training. What are some strategies that Jado needs to be aware of when he is reading and executing the instructions?

Assessment guidelines for Learning Unit 1: Receive and interpret information at workplace **Instructions to the trainer:**

1. Provide a copy of scenario to the learners and ask each of learner to answer the related questions.
2. You can change the scenario according to the common understanding or present situation
3. Use the rubric provided below to check if trainees can Receive and Interpret information at workplace
4. The observation checklist is for each trainee
5. While trainees are carrying out the task, per the integrated situation above, tick appropriately as she/he moves further
6. Trainee requires four out of five "yes" ticks to pass the Unit

Checklist	Score	
	Yes	No
Indicator 1: Applies different tips while listening		
Mentions different verbal strategies for effective listening		
Mentions different means of nonverbal communication for effective listening		
Mentions differences that people may possess and means of respecting them		
Indicator 2: Receives and interprets information effectively		
When briefed, mentions different means for receiving and interpreting the information		
Mentions different strategies for reading and interpreting written instructions		
Observation		



Self-Reflection

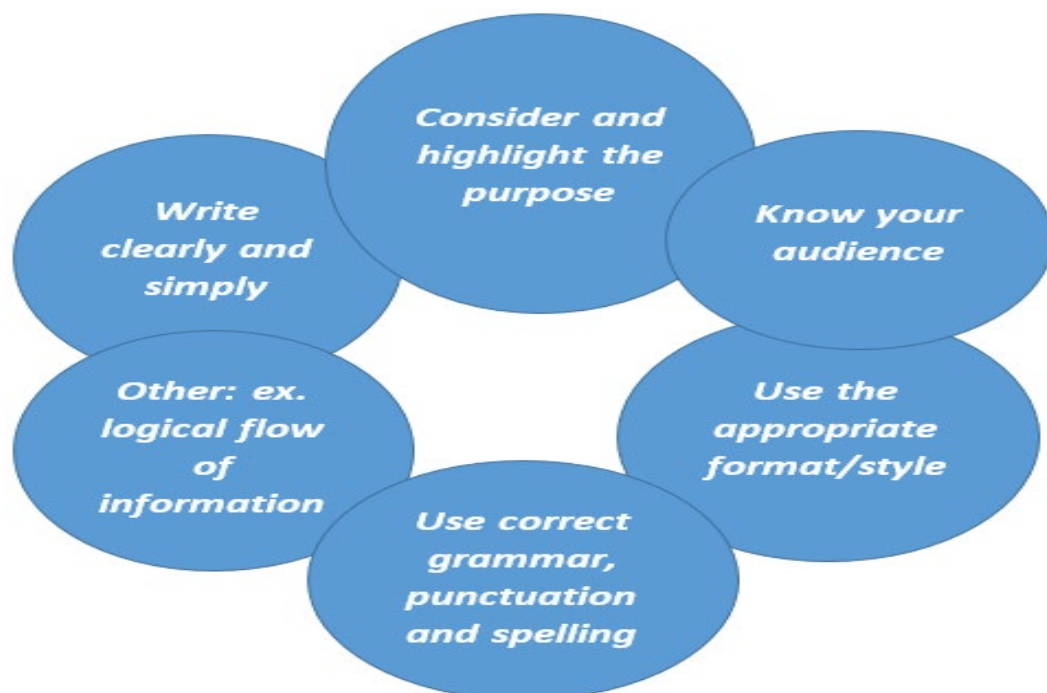
1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Further Information for the Trainer

1. <https://www.artofmanliness.com/articles/how-to-make-the-worlds-best-paper-airplanes/>

Learning Unit 2: Write and interpret workplace documents



Learning Outcomes








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

- 2.1** Identify work related documents
- 2.2** Identify workplace documents formats
- 2.3** Write workplace documents

Learning Unit 2 Self-Assessment

- 1.** Ask trainees to look at Unit 2 illustration in their Trainee Manuals and discuss what they observe. What topics do they think this unit will include based on the illustration? Allow time for some brainstorming. Afterwards, share the main topics with the trainees.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 2.1: Identify work related documents

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Explain differences between business, informational and policies and procedural related documentsClassify workplace documents according to purposeUse different workplace documents in different situations
	<p>Time Required: 3 hours</p>
	<p>Learning Methodology: Small group work, role play, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials: Flipchart paper, markers, scotch/masking tapeSamples: different workplace documents
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents as possible. You can also handwrite those that cannot be found in hard copy such as items that are internet-related (emails, WhatsApp, etc.)<input type="checkbox"/> Print off individually cut examples of workplace documents and their descriptions for the Guided Practice Activity.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Financial education: Emphasise the importance of workplace documents in managing money.✓ Inclusivity: Focus on inclusion while giving roles or while forming small groups.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ None

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



Steps:



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



Topic 2.1 Task 1:

- 1.** Ask the trainees to think about and name any documents they know and use in their daily activities such as:
 - a.** In transport
 - b.** Buying goods
 - c.** Getting services (electricity, water, etc.)
 - d.** In a restaurant
 - e.** Meetings
- 2.** On a chalkboard or flipchart where trainees can write, let each of them write one document they brainstormed.
- 3.** Ask a few trainees to share how some of the documents listed are used in their daily activities.
- 4.** Ask trainees whether there are some documents that are used in the workplace. If so, which are they? Explain to the trainees that anywhere where people are exchanging money is a workplace. However, try to consider documents that are circulated only among the workers.

5. After the discussion, ask trainees what topic they think this activity relates to.
6. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome/session will focus on identifying workplace related documents.



Problem Solving Activity



Topic 2.1 Task 2:

1. Before class, write on different papers the type of document, and on separate papers, write the detailed information about the document. Do this for all the workplace documents and detailed information. Mix them up. For example:

Meeting Minutes

A written account of what went on and was discussed during a meeting

2. Divide trainees into groups of 2 or 3, depending on the number of trainees in the class (you will need 10 groups in total). Give each group pieces of paper with either the document or the detailed information using the information provided in **2.1 Key Facts: Types of workplace documents**. Their task is to find their matches. Have them move around the room, reading each group's information until they find a match.
3. When all groups have found their matches, have them tape their pieces of paper together. Let each group show and read their matches out loud for others to see and hear. Ask if all agree on the matches. If not, work as a class to find the correct matches.
4. After the presentations and discussions, refer trainees to the **2.1 Key Facts: Types of workplace documents** in the Trainee Manual and use the information while reviewing the documents together.
5. Present as many examples as you can find to the trainees. Try to find these examples in the community, but if you can't find them, use the internet.

Answers:

Workplace Document	Definition, meaning or purpose

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



Guided Practice Activity



Topic 2.1 Task 3:

1. Provide samples of the workplace documents listed below, where possible, such as in corners or stations accessible to all trainees.
2. Form 3 groups of trainees (Group 1: Business-Related Record Keeping, Group 2: Procedural and Informational Documents, and Group 3: Forms of Communication) and inform them that in their groups they will:
 - a. Visit stations with different sample workplace document.
 - b. Identify the document on the stations.
 - c. Pick documents they think belongs to their group category.
 - d. Give reasons to support their choice in (c).
3. After all groups have finished picking documents that belong to their group category, let each group share their documents with the large group. Some groups may have similar

documents. Ask if all agree on the document and category. If not, find the document's category as a whole class.

Answers:

Business-Related Record Keeping	Procedural and Informational documents	Forms of Communication
Invoice	Work instructions	Memo
Receipt	User guide	Circular (flier)
Costing sheet	Leave request forms	E-mail messages
Quotation form	Notice	Agenda
Invoice	Meeting minutes	Signs
Project report	Contract	Notice
Purchase order	Accident and emergency	Graphics (also can be procedural and informational)
Requisition form	Tools and equipment safe operating	Letter
Progress record	Best practice customer service	
	Regulation	
	Quality assurance	
	Job time sheet	
	Policy	
	Shift report	



Application Activity



Topic 2.1 Task 4:

1. Form small groups of trainees. Inform them that they are going to do a field visit activity which will require each group to:
 - a. Visit different places (trading centre, home, store, hospital, restaurant, etc.).
 - b. Identify various documents and their purpose in the places visited.
 - c. Ask for samples of those documents, if possible.

Note: This activity can be done as a field activity during class or as an assignment for trainees to present in the next session.

2. When all groups are back, let each group share their findings with the rest of the class. Use the following questions to guide the presentation:
 - 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.

Answers are in bold.

Situation	Document
During a weekly meeting, your boss asks you to record the discussion and highlight the different important future plans and actions.	Meeting minutes
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.	Invoice
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.	Sign
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.	Leave request form

After selling the customer an item, they want proof of the item they purchased including the price and the details of the seller.	Receipt
A potential client wants you to build a large fence for their farm. You create a formal statement estimating the costs for the job.	Quotation form
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.	E-mail
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.	Quality assurance

Learning Outcome 2.2: Identify workplace documents formats

	Objectives: By the end of the learning outcome, trainees will be able to: <ol style="list-style-type: none"> Identify different workplace document formats Chose workplace document format according to purpose and situation
	Time Required: 3 hours
	Learning Methodology: Small group work, role play, large group discussion, group brainstorm
	Materials Needed: <ul style="list-style-type: none"> Samples: workplace documents
	Preparation: <ul style="list-style-type: none"> <input type="checkbox"/> Visit different workplaces and make copies of their documents, especially work instructions, invoice forms, job time sheets, estimate/quotation forms, and job application forms.
	Cross Cutting Issues: <ul style="list-style-type: none"> ✓ Standardisation culture: Emphasize the importance of respecting different document formats and standards when writing workplace documents ✓ Inclusivity: Focus on inclusion while giving roles or while forming small groups ✓ Environment and sustainability: Ensure the trainees are safe and environmentally conscious when visiting workplaces
	Prerequisites: <ul style="list-style-type: none"> ▶ None

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



Steps:



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



Topic 2.2 Task 1:

1. Ask the trainees to reflect on the documents from the previous topic, **Topic 2.1**. Ask them to fill out the table in their Trainee Manuals.
2. Prompt the trainees with the following questions:
 - 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.
3. Read the Key Competencies table together as a group.



Problem Solving Activity



Topic 2.2 Task 2:

1. Put trainees into five groups. Provide each group with one workplace document. Try to find real examples of each document. If you cannot find real examples of the documents, use the templates from **2.2 Key Facts: Workplace Document Formats**.

2. Give each group the document to work on as:

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. Give the groups 5 to 10 minutes to reflect on the different parts of the document. Have each group present their respective workplace document to the large group. The trainees should answer the following questions when considering the different parts 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. Ask trainees to turn to **2.2 Key Facts: Workplace Document Formats** in their manuals.
5. Review the information together. Answer any questions. Encourage and discuss any other different workplace document formats that trainees may suggest.
6. Explain that different workplaces may have different formats for various workplace documents, so one has to be aware of the format used before using/writing the document.



Guided Practice Activity



Topic 2.2 Task 3:

1. Separate the trainees into groups of two or three. Have them walk through the scenario detailed in their manuals. Many different scenarios are provided so choose the workplace documents that are most relevant for your trainees.
2. Tell the trainees to fill out the different workplace documents depending on each scenario. Provide the trainees with guidance and any additional details.
3. The documents have been filled out below as examples. The trainees should fill out the documents according to their 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 Packager		Date September 27, 2019	
Name Patience Kayumba		Telephone Number 07876757889	
Address Rwamagana, near church		E-mail patience899@gmail.com	
Date Available October 1, 2019	Days Available Monday, Tuesday, Wednesday, Friday, Saturday	Full Time or Part Time Full Time	
Education TVET Level 1 in Tourism and Hospitality			
Employment History			
Company Name Le Bon Address	Position Server	Dates of Employment February 2019 to present	
Duties and Responsibilities	Greet and attend to customers, record and place orders, clean tables, count money at end of day		
Company Name No name	Position Owner, operations and labour	Dates of Employment October 2017 to present	
Duties and Responsibilities	Maintaining a plot of Irish potatoes, grow Irish potatoes, sell Irish potatoes to vendors in Kigali, negotiate prices		
Company Name Local Moto Parts Store	Position Vendor	Dates of Employment June 2018 to July 2019	

Duties and Responsibilities	Responded to enquiries and requests for moto parts, operated the shop alone, reported sales to owner, maintained cash box for sales, facilitated payments through mobile money
------------------------------------	--

Patience Kayumba
 Rwamagana, near church
 Tel. 07876757889
 Email: patience899@gmail.com

September 27, 2019
 Odette Hazitayezu
 KG 6 Gisozi, Kigali

Dear Odette Hazitayezu,

I am highly interested in serving as a Packager at Super Shirts Inc. Based on the job advertisement, I believe my skills and past experiences would provide a solid contribution to Super Shirts.

My recent experience as a server have taught me work ethic and the importance of working as a team. My skills in working in a fast-paced environment, keeping up with the demands of the clients would serve well in the position as a packager. I am adept at taking orders and managing time and tasks to complete tasks to the satisfaction of my supervisors.

In the long term, I see myself applying the skills I learned in TVET Level II Tourism and Hospitality to Super Shirts. I want to perform more routine administrative tasks as well as create a stronger linkage between Super Shirts and the tourism industry.

Please feel free to ask any questions, and I would be glad to respond through phone or email. Thank you for your consideration.

Sincerely,
 Patrice Kayumba

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	Patience Kayumba, 90101	Dates: October 7-11, 2019
Day	Job Code or Description of Work	Hours Worked
Monday	Packager	9
Tuesday	Packager	7
Wednesday	Packager	9
Thursday	Packager	9
Friday	Packager	8
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 Super Shirts Inc.	Company Address: Rwamagana	Date: September 27, 2019	
Client Name Math Prep Academy	Client Address: KG 757 #48 Kigali	Invoice Number: 1910	
QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
200	Shirt	3,000	600,000
100	Shorts	5,000	500,000
30	Hat	2,000	60,000
		TOTAL DUE	1,160,000 Rwf

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 Super Shirts Inc.		
Company Address Rwamagana		
Name of Service Provider Ernest Mugarira		Date October 21, 019
Service Agreement Number	103	
Contact Information of Service Provider Complete Address Kigabira, Rwamagana		Telephone Number 0786494545 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: <ol style="list-style-type: none"> 1. Routine mopping and cleaning floors 2. Cleaning bathroom and replenishing supplies 3. Taking out the trash 		
Schedule of Services	Commencement Date	End Date
Total Firm Fixed Price (Indicate Currency): 20,000Rwf per week		
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 Shirts		Subtopic Hats	
Item 1: Short sleeve	Price 1: 4,000 Rwf	Item 3: Hat with Velcro strap	Price 3: 3,000 Rwf
Item 2: Long sleeve	Price 2: 6,000 Rwf	Item 4: Hat with buckle strap	Price 4: 4,000 Rwf

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	Kivu Ships	Ship to:	Rwanda Green Co.	
Requisitioner Patience Kayumba	Ship via Kivu Ships	Shipping Terms		
Item Number	Quantity 80 items	Units 8 packages	Description 40 short sleeve shirts and 40 hats to be packaged in 8 packages	
Requested by: Patience Kayumba				
Verified by: Valence Kamanzi				
Approved by: Ann-Marie Senzi				
Authorized by: Ann-Marie Senzi				
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	Kivu Ships	Ship to:	Rwanda Green Co.	
Requisitioner Kivu Ships	Ship via	Shipping Terms	Payment within 5 business days	
Item Number	Description	Quantity	Unit Price	Total
1	Packages	8	5,000 Rwf	40,000 Rwf
				Subtotal 40,000 Rwf

				Tax Included Shipping Included Other Total 40,000 Rwf
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 39334		Company Kivu Ships		
Date October 25, 2019		Company Address and Phone Number KG 8 Kacyiru, Kigali		
Received From: Nadine Kabanda				
Item Number	Description	Quantity	Unit Price	Total
1	Packages	8	5,000 Rwf	40,000 Rwf
Received By: Patience Kayumba				
Notes:				

4. Review the trainees' documents and discuss any challenges they faced together.



Application Activity



Topic 2.2 Task 4:

1. Form small groups of trainees. Inform them that they are going to do a field visit activity. Each group must:
 - 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.

Note: This activity can be done as a field activity or as an assignment for trainees to present the next session.

2. When all groups are back, ask each group to share their findings with the rest of the class. Use the following questions to guide the presentation:
 - a. Which places did you visit?
 - b. What workplace document formats do they use? And for what purpose?
Note: Trainees can show samples of workplace document formats as they present the documents. If there are different formats of documents not discussed before, you can discuss these as a whole class and add them on the list.
 - c. Do all businesses use the same document formats? Why? Why not?
3. After the presentations, remind trainees that the next topic will require them to write the workplace documents identified.



Points to Remember

- Pay close attention when filling out workplace documents.
- A workplace is more efficient and organised 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.

Answers are in bold.

1. Name of document: **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:

2. Name of document: Job Application Form

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 Instructions

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

4. Name of document: 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		

Learning Outcome 2.3: Write workplace documents



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Describe guidelines for writing different types of workplace documents
- b. Write and evaluate workplace documents



Time Required: 4 hours



Learning Methodology: Small group work, role play, large group discussion, group brainstorm



Materials Needed:

- **Standard training materials:** Flipchart paper, markers, scotch/masking tape



Preparation:

- ☐ Find two workplace documents, one that is well written and one that is poorly written, and bring them into class
- ☐ If you cannot find one well written and one poorly written workplace document, create them. You can use a job application letter format or any other workplace document format you wish. Make sure the writing is noticeably better in one document than the other.



Cross Cutting Issues:

- ✓ **Standardisation culture:** Emphasise the need to consider standards or format of documents while writing.
- ✓ **Inclusivity:** Focus on inclusion while giving roles or while forming small groups.



Prerequisites:

- ▶ Basic written English
- ▶ Basic written Kinyarwanda
- ▶ Identification of workplace documents formats

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



Steps:



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



Topic 2.3 Task 1:

1. Present two examples of workplace documents, one that is well written and another that is not. If you have a hard time finding poorly written workplace documents, use one of the trainee's versions from **Learning Outcome 2.2**. Be sure to ask the trainee if you can use their work to critique. Likewise, use a different trainee's well written workplace document as comparison.
2. Ask the trainees:
 - 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. Have a trainee read the following statements aloud 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. Ask the trainees what makes one of the phrases clearer than the other. Explain to the trainees that the words and meaning are the same in both sentences. However, the order of the words differs, making one sentence clearer than the other.

5. In pairs, have the trainees read the Key Competencies table.



Problem Solving Activity



Topic 2.3 Task 2:

1. Place the trainees in groups of three. Tell them to read through the two examples of job application letters. Explain to the trainees that a job application letter is a letter that accompanies a resume or CV to more thoroughly explain your interest in the work and why you are a qualified candidate for it.
2. Once the trainees have read through both of the job application letters, have them put a star (*) next to good writing and an x next to bad writing.
3. Instruct the trainees to create a list of general considerations for writing basic workplace documents. Try to create a consensus on the most important guidelines.
4. Refer trainees to **2.3 Key Facts: Guidelines for writing different types of workplace documents** and review the information together. Encourage the trainees to add guidelines of their own.



Guided Practice Activity



Topic 2.3 Task 3:

1. Divide the trainees into groups of three or four.
2. Tell each group to consider the guidelines they created and write a job application letter to an imaginary (or a real) job they are interested in.
3. Have each group pass their job application to another group. They will provide a critique based on the rubric in their manuals.
4. Walk around the room and provide critiques using the following table.

Writing Skill	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
1. Write clearly and simply						

2. Consider and highlight the purpose						
3. Know your audience						
4. Use the appropriate format / style						
5. Use correct grammar, punctuation and spelling						
6. Other: ex. logical flow of information						

5. After all the letters have been critiqued, discuss the challenges trainees faced and how to address them.



Application Activity



Topic 2.3 Task 4:

1. Using the feedback provided by other trainees, tell the trainees to fix their job application letters from the previous activity.
2. Once the trainees have fixed their letter, tell each group to nominate one member to present their letters to the class.



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



Summative Assessment

Walk through the following scenario with the trainees. Write the scenario and directions on the board. Have them answer the questions and complete the different tasks involved. Once they have completed, have them turn in their papers with their responses.

You are working for a farm that produces habanero peppers and beans. Your boss needs you to write up a couple of documents. Normally, other employees would deal with these documents, but they are all on holiday! He gives you a list of the following demands.

1. A vendor in Kigali bought 14 kilograms of habanero peppers at 5,000 Rwf per kg and 20 kilograms of beans for 2,000 Rwf per kg. Your boss demands that you write a document requesting payment. Write up the document. Label the category of the document.
2. It is near the end of the week and you need to submit how many hours you worked. You worked Monday from 8 am to 6 pm, Wednesday from 9 am to 4 pm, Thursday from 7 am to 8 pm and Saturday from 3 pm to 7 pm. Choose the appropriate document and create it for your boss. Label the category of the document.
3. Your boss wrote the following email to a client in Musanze. He is describing his products. Help your boss by revising the following document. Next, label the category of the document.

Subject: Rwamagana Habaneros and Beans Company
10/11/2019

Date:

Dear Mr. Alphonse Kabandana,

Thank you so so so much for contacting us. Yes, please let me provide you with more information regarding our products. I think one thing for you to know is that we provide very high quality habanero peppers and beans at an affordable price. Compared to our competitors, it's like 40% less than their prices. Also, we do not use any pesticides. Our products are actually completely organic. So what do you think?

Also, just so you know habanero peppers we sell for 5,000 Rwf per kilo and beans we sell for 2,000 per kilo. If you buy over 100 kilos of either thing we are gonna pay for the shipping.

For your time I thank you. Hope to do business with you.

Sincerely,

Mr. Frank Ndayisaba

CEO and owner of Rwamagana Habaneros and Beans Company

Assessment guidelines for Learning Unit 2: Write and interpret workplace documents

Instructions to the trainer:

1. Provide a copy of scenario to the learners and ask each of learner to answer the related questions.
2. You can change the scenario according to the common understanding or present situation.

3. Use the rubric provided below to check if trainees can Write and Interpret workplace documents.
4. The observation checklist is for each trainee.
5. While trainees are carrying out the task as per integrated situation above tick appropriately as she/he moves further.
6. A passing score consists of 6 out of 10 “yes” checks.

Checklist	Score	
	Yes	No
Indicator 1: Identifies the appropriate workplace document		
Identifies the first document as an invoice		
Identifies the second document as a timesheet		
Indicator 2: Categorizes documents correctly		
Categorizes the first document as a business-related record keeping document		
Categorizes the second document as a procedural and informational document		
Categorizes the third document as a form of communication		
Indicator 3: Uses correct workplace document formats		
Correctly formats the invoice		
Correctly formats the timesheet		
Indicator 4: Effectively writes the workplace document		
Rewrites the email so that the message is clear and simple		
Makes minimal errors in punctuation and spelling		
The purpose behind the email is clear		
Observation		



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee’s Manual to identify their areas of strength, areas for improvement and actions to take to improve regarding writing and interpreting workplace documents.

2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Learning Unit 3: Provide clear and accurate information



As marketing requested it



As engineering designed it



As manufacturing produced it



As customer wanted it

Learning Outcomes

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

- 3.1** Provide feedback to verbal and nonverbal communication
- 3.2** Organise thoughts and information used in speaking
- 3.3** Express ideas in a clear, informed, and engaging manner
- 3.4** Provide written information
- 3.5** Submit workplace documents

Learning Unit 3 Self-Assessment

- 1.** Ask trainees to look at the Unit 3 illustration in their Trainee Manuals and discuss what they observe. What topics do they think this unit will include based on the illustration? Allow time for some brainstorming. Afterwards, share the main topics with the trainees.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement, and actions to take. The self-assessment is not a test!

Learning Outcome 3.1: Provide feedback to verbal and nonverbal communication



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Identify appropriate ways of providing positive feedback
- b. Demonstrate good attitude and behaviour in providing feedback
- c. Use appropriate body language while providing feedback



Time Required: 2 hours



Learning Methodology: Small group work, role play, large group discussion



Materials Needed:

- **Standard training materials:** Flipchart paper, Markers, Scotch/Masking tape
- **Samples:** different workplace documents



Preparation:

- ❑ Before class, identify two volunteers to share their activities with the class. Inform them of the kind of feedback you will give to each of their work so that they are prepared.



Cross Cutting Issues:

- ✓ **Standardisation culture:** Emphasise the need to provide positive feedback for improvement in order to meet standards.
- ✓ **Peace and values education:** Emphasize the effect of appropriately providing feedback on promoting peace, values and harmony in society.



Prerequisites:

- ▶ Interpret written instructions

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

★Trainer Tip ★

A comment such as "Great job!" is good but does not prepare a student to repeat the performance in the future. Feedback, whether positive or negative, must be specific to have an effect on future performance. Likewise, a comment such as, "You sure messed up that presentation," does not offer helpful guidance either, because it does not tell you about your errors or what you need to change.



Steps:



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



Topic 3.1 Task 1:

1. Have the two 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. Ask the trainees:
 - 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?
4. Have the two 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, annoyed, and says, "You sure messed up that presentation!"

5. Ask the trainees:
 - 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?
6. Ask the trainees what topic they think this activity relates to.
7. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome will focus on strategies for providing feedback to verbal and nonverbal communication.



Problem Solving Activity



Topic 3.1 Task 2:

Note to Trainer: Before the class, identify two volunteers and explain this activity to them. One will elicit a positive response and the other will be met with a negative response.

★Trainer Tip ★

It is okay if there are more actors than the 8 defined roles. They can take on whatever personality or approach they want to in the group.

1. Inform trainees that they will each think and share with the class what they did yesterday evening.

2. When they have finished, let volunteers (the ones you identified before class) share their work to the rest of the group.
3. For the first volunteer, you should react positively:
 - a. Be encouraging and supportive.
 - b. Show that you are really interested to listen (nod head, face them, act engaged).
 - c. When finished presenting, thank him/her for the good work well done.
 - d. Talk about the strong areas in the manner in which he/she recounted their evening.
 - e. Give positive criticism explaining how the assignment could have been done better and tell them how much you look forward to the next time they present.
4. After the first presentation, ask if another volunteer wants to share. Note that normally after the first volunteer, most trainees will be willing to share given the positive feedback given to their colleague.
5. For the second volunteer react negatively:
 - a. Be discouraging and rude.
 - b. Show disinterest in his/her work.
 - c. When finished presenting, do not thank him/her. Immediately start negatively commenting on the presentation.
 - d. Only highlight their faults
6. After the second presentation, ask if there is another volunteer who want to share. Note that normally after the second volunteer, very few trainees will be willing to share given the way or negative feedback given to their colleague.
7. After both volunteers have presented, ask the whole class to discuss what they just 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?
8. Facilitate a large group discussion. Discuss question by question as each group gives its responses. Write the responses where they can be easily seen for further reference.
9. After the large group discussion, refer trainees to **3.1 Key Facts: Ways of providing positive feedback** and review it together as you compare with trainees' responses.



Guided Practice Activity



Topic 3.1 Task 3:

1. Choose **Scenario 1: Farming Cooperative** or **Scenario 2: Bakery Cooperative** from the trainee's manuals. Write both scenarios on the board before class.
2. Explain to trainees that they are going to participate in and observe members of a cooperative who have tasks to perform for their cooperative to function effectively. This will require them giving feedback. Half of the trainees will be actors in the group and the other half will be in a circle surrounding them, observing. Actors and observers should follow the instructions on the sheets they are given. See below, Trainer Tool: Cooperating with Other Roles.
3. Read the scenario out loud together.
4. Cut and distribute the roles found in **Trainer Tool: Cooperating with Other Roles** but ask trainees **not** to share them with anyone. Ask if there are any questions. Have the group of co-workers form a circle in the middle and ask the observers to form a circle around them so they can watch.
5. Allow the group to meet for 15 -20 minutes. The co-workers should act out their roles and the observers should take notes according to the questions on their sheets.
6. Once the role play is over, debrief the activity using the questions below:
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.
 - 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

Trainer Tool: Cooperating with Other Roles

Group leader: You are a strong leader who tries to speak clearly and listen effectively. You need to clearly explain the objectives to the group and keep the group on task. You are responsible for developing the plan.

Quiet/shy person: You have a lot of very good ideas, but you won't say anything or give feedback until someone asks you directly.

Domineering person: You want to take over the discussion and lead the group. You think you have all the answers and do not want to waste time having everybody share their ideas.

Disagreeable person: You have a negative attitude and are resistant towards all ideas.

Harmonious person: You always try to make people feel relaxed and are constantly trying to smooth things out between people who are disagreeing.

Encouraging person: You want to make sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation.

Ideas person: You get very excited in the group and love to brainstorm and share extravagant ideas that aren't always realistic.

Task master: You are always very organized and like to stay focused on the task at hand. You keep bringing the group back to the practical actions that need to be taken to accomplish the task.

Observers: Observe the person directly in front of you. What type of personality does this person have? Is he/she helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?



Application Activity



Topic 3.1 Task 4:

1. Form small groups of trainees. Inform them that they 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.

Note: This activity can be done as field activity or as an assignment for trainees to present the next session.

2. When all groups return, tell each group to share their 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. When trainees are done sharing their findings, ask them to refer to **3.1 Key Facts: Ways of providing positive feedback** and see if they recognise any of the ways that they identified in the workplaces they 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

Tell the trainees to act out the following scenario. Try to assess all of the trainees at once.








Scenario:

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.

Their partner should demonstrate good attitude, body language, and behaviour when giving feedback. Once one trainee shares their goals with the other trainee, have them provide feedback, then switch roles.

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		
Observation		

Learning Outcome 3.2: Organise thoughts and information used in speaking

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ul style="list-style-type: none"> a. Identify different speaking contexts b. Speak in different contexts c. Use practical ways of organizing one's thoughts while speaking
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, role play, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Standard training materials: Flipchart paper, markers, scotch/masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Before class, identify a volunteer who will share an example of a disorganized speech. The speech must be disorganized--covering so many topics, using different contexts, and not systematic.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Peace and values education: Be aware of different contexts while speaking. ✓ Gender: Consider gender balance while forming small groups.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ Providing feedback to verbal and nonverbal communication ▶ Basic written English ▶ Basic written Kinyarwanda

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



Steps:



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



Topic 3.2 Task 1:

1. Tell the trainees to brainstorm different situations and contexts where they need to speak effectively. After brainstorming, ensure the following contexts have been mentioned: responding to someone's ideas (dialogue), giving a presentation, making an announcement, and speaking with a customer.
2. Have two or more trainees act out each of the contexts or situations listed above. Ask the trainees to consider:
 - a. What constitutes effective speaking?
 - b. What constitutes ineffective speaking?
3. After the discussion, ask trainees what topic they think this activity relates to.
4. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome/session will focus on organizing thoughts and information used in speaking.



Problem Solving Activity



Topic 3.2 Task 2:

1. Divide trainees into four groups. Inform each group that they are going to analyse a speaking context and discuss what one should consider while speaking in that context.
2. Give each group the speaking context as below:

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

3. Give each group five minutes to discuss their speaking context. Tell the trainees that they will present their considerations afterwards. They can use the questions below to guide them:
 - a. What should a person do to prepare for the speaking context?
 - b. Organise systematically your thoughts for the speaking context.
4. After five minutes, have each group present their findings on the speaking context. One group will present, then have a large class discussion on the speaking context to see whether the group's thoughts were systematically organized and then have another group also present until all the four groups have presented.
5. Ask trainees to turn to **3.2 Key Facts: Organizing thoughts and information for speaking** in their manuals. Review **3.2 Key Facts** together. Answer any questions. Encourage trainees to add any other information that they feel is missing.



Guided Practice Activity



Topic 3.2 Task 3:

1. Inform trainees that they will practice different speaking situations. Remind trainees to refer to **3.2 Key Facts** as needed. Tell trainees to form pairs.
2. Count the pairs off 1 through 4 and assign each number one of the contexts: Responding to someone's ideas (dialogue), giving a presentation, making an announcement, and speaking with a customer.

3. Give each pair five minutes to practice their speaking scenario.
4. After five minutes, tell each pair to practice their speaking scenario. Have one pair present and use the **Organise thoughts and information assessment tool** below to assess the pair.

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.	

5. Have the trainees assess the other trainees' speaking context as well. Provide time for them to provide constructive feedback.



Application Activity



Topic 3.2 Task 4:

1. Form small groups of trainees. Inform them that they 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 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.	

Note: This activity can be done as a field activity or as an assignment for trainees to present at the next session.

2. When all groups have returned, let each group share their findings with the rest of the class. Use the following questions to guide the presentation:
 - 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

Each of the trainees will go through the following scenario. You, 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.








As the trainer, pose different questions to see if the trainee can adapt the message based on your feedback.

Fill out these criteria for judging whether or not the trainee can organise his/her thoughts and information while speaking. The trainee requires three out of four of the criteria answered in the affirmative "Yes" for the trainee 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.	

Learning Outcome 3.3: Express ideas in a clear, informed and engaging manner

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Identify the qualities and benefits of expressing oneself in a clear, informed, and engaged manner Express ideas in a clear, informed, and engaged manner Analyse whether or not ideas were expressed in a clear, informed, and engaged manner
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, role play, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Flipchart paper, markers, scotch/masking tape, pieces of paper
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If possible, identify parts of H.E. Paul Kagame's speech at 2019 Youth Connekt Summit to show to the class. <input type="checkbox"/> Find other examples of speeches online, some good and some bad, for the students to observe the differences.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender and inclusivity: Selected speeches are inclusive, gender equitable, and do not cause divisionism. ✓ Standardisation culture: Emphasise that ideas should be clearly organised in a standard way to be easily understood by listeners.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ Providing feedback to verbal and nonverbal communication so that trainees are respectful of other speakers. ▶ Organising thoughts and information used in speaking.

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



Steps:



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



Topic 3.3 Task 1:

1. Ask a volunteer to give a speech about any topic.
2. After the volunteer gives the speech on the topic, ask the rest of the trainees to 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. Tell the trainees to brainstorm some speeches they have seen. Perhaps the president or a local political figure addressing the people. If possible, show some parts of the speech of His Excellency, President Paul Kagame, at Youth Connekt Summit 2019:
<https://www.youtube.com/watch?v=DYHyqzcwps>
4. Ask the trainees the same questions again about this speech:
 - 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. After the discussion, ask trainees what topic they think this activity relates to.
 6. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome/session will focus on expressing ideas in a clear, informed, and engaging manner.



Problem Solving Activity



Topic 3.3 Task 2:

1. Divide trainees into small groups. Inform them that they are going to do an activity about expressing ideas in a clear, informed, and engaging manner.
2. Provide each group ten minutes to 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.
 - d. Why is it important for one to express his/her ideas in a clear manner?
3. After ten minutes, have each group present their findings. Pay close attention to the adjectives that repeat themselves. Ask the trainees to consider the most important qualities of an effective communicator.
4. Ask trainees to turn to **3.3 Key Facts: Tips for expressing ideas in a clear, informed, and engaging manner** in their manual. Review the information together. Answer any questions. Encourage trainees to add any other tips they feel are missing.



Guided Practice Activity



Topic 3.3 Task 3:

1. Inform trainees that they are to practise expressing their ideas in a clear, informed, and engaging manner. Remind trainees to refer to **3.3 Key Facts** as needed. Have trainees form pairs.
2. Trainees practice speaking with a partner based on the given 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?

3. Give each pair five minutes for each person to practice the scenario. While the person is explaining what they would do, the other person should use the rubric below to provide feedback to the speaker.

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

Speaking scenario 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	

4. Have the trainees switch roles so that the speaker becomes the listener.
5. Provide the trainees with guidance as to how to improve their speaking skills.



Application Activity



Topic 3.3 Task 4:

1. Inform trainees that they are going to apply the tips for expressing one's ideas in a clear, informed, and engaging manner. Form four small teams and name them **Team A, B, C and D**.
2. Inform the groups that they are going to have a class debate with **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. Write the debate topic on the chalkboard.
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. Remind the teams that as one pair of teams is debating, the other two teams will judge those speaking using the rubric below.

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	

7. After each debate, have the large group debrief on the how they expressed their ideas using the results from the rubric.



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

Have each trainee come to the front of the class to present their case regarding the following scenario.








Scenario:

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

Use the following rubric to note the trainees. They need at least six “Yes” marks to pass.

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	

Learning Outcome 3.4: Provide written information

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ul style="list-style-type: none">a. Describe key points to consider when providing written informationb. Describe some types of written communication documentsc. Weigh the advantages and disadvantages of written communication documentsd. Write a given communication document using the guidance provided
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, gallery walk, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">• Standard training materials: Flipchart paper, markers, scotch/masking tape• Samples: workplace documents
	<p>Preparation:</p> <ul style="list-style-type: none">❑ Before class, set up the workplace document “stations” around the room. Place samples at each station and put the agenda and minutes at the same station.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Financial education: Emphasise the importance of workplace documents in managing money.✓ Gender: Consider gender balance while forming small groups.✓ Standardisation culture: Be aware of the standard formats of different workplace documents.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Providing feedback to verbal and nonverbal communication▶ Organising thoughts and information used in speaking▶ Expressing one’s ideas in a clear, informed, and engaging manner

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



Steps:



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



Topic 3.4 Task 1:

1. Ask trainees to brainstorm different situations when they 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. As trainees share their experiences and write them on the flip chart/blackboard in front of the class.
3. Ask the trainees to consider any other written communication documents they have seen. You can also refer to **Topic 2.1**. Add these to the list on the blackboard/flip chart.
4. After the discussion, ask trainees what topic they think this activity relates to.
5. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome/session will focus on providing written information.



Problem Solving Activity



Topic 3.4 Task 2:

1. Put trainees into small groups. Inform each group that a friend of theirs has been asked to provide certain information at his/her workplace. Each group will come up with one type of written communication.
2. Each group will:
 - a. Consider a scenario in which this form of written communication is used
 - b. Using this scenario, the group will creatively create the communication document. They should consider the profession they want to get into and the potential business they want to do.
3. Give each group a paper/flipchart paper to write their findings on. Give each group 10 minutes.
4. After have all groups present their findings, tell the groups to put their work either on a wall or where all groups can see it.
5. Through a gallery walk, have the whole class 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. Allow other trainees to ask questions and add anything they feel is missing. Continue until all groups have been visited.
7. After, the presentations, ask trainees to turn to **3.4 Key Facts: Types of written communication documents** and **3.5 Key Facts: Keys points to consider when providing written information** in their manuals. Review the information together. Answer any questions. Encourage and discuss any other ideas trainees may suggest.



Guided Practice Activity



Topic 3.4 Task 3:

1. Still in small groups, inform trainees that each group is going to refer to the type of written communication they 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. Give each group a paper/flipchart paper to write their findings on. Give each group 10 minutes to do the activity.
3. Afterwards, have all groups present their findings. Tell all groups to put their work either on a wall or where all groups can see it.
4. Through a gallery walk, have the whole class 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. Allow other trainees to ask questions and add anything they feel is missing. Continue until all groups have been visited.
6. After the presentations, ask trainees to turn to **3.6 Key Facts: Advantages and disadvantages of written information** in their manuals. Review the information together. Answer any questions. Encourage and discuss any other ideas trainees may suggest.



Application Activity



Topic 3.4 Task 4:

1. Tell the trainees to go into the field and find examples of written communication. Tell them that they may start by looking for a newspaper, flyer, or letter somebody has written or a piece of written communication at the health centre. They can take a picture or bring the piece of written communication itself back to class.
2. In pairs, have the trainees work together to 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. The trainees will write a communication document that meets the criteria below. Have them try to write an email. The email is to a potential client, Mr. Valence Kabiza, informing him of their intent to begin supplying milk to his cheese factory. They will need to explain the price of their milk and their capacities as a dairy.
2. Inform trainees that their written communication documents will be assessed using the rubric below. Once they have finished writing the email, have them pass their email to another trainee 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 vocabulary correctly	

3. Let each individual or a few volunteers share their written communication documents with the whole class. After each volunteer has shared, have a debrief of the document referring to the rubric above.

Learning Outcome 3.5: Submit workplace documents

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ul style="list-style-type: none">a. Describe different ways of submitting workplace documentsb. Describe the different elements to consider while submitting workplace documentsc. Submit workplace documents using different channels
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Small group work, gallery walk, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">• Standard training materials: Flipchart paper, markers, scotch/masking tape• Samples: workplace documents
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Before class, set up the workplace document “stations” around the room. At each station, place samples and put agenda and minutes at the same station.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Financial education: Emphasise the importance of workplace documents in managing money.✓ Gender: Consider gender balance while forming small groups.✓ Standardisation culture: Be aware of the standard formats of different workplace documents.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Providing feedback to verbal and nonverbal communication▶ Organizing thoughts and information used in speaking▶ Expressing one’s ideas in a clear, informed, and engaging manner▶ Providing written information

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



Steps:



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



Topic 3.5 Task 1:

- 1.** Ask trainees to brainstorm different situations when they had to submit workplace documents.
- 2.** Tell trainees to 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.** As trainees share their experiences, write them where they are easily seen. Include the type of document, how they submitted it, and what they considered when submitting the document.
- 4.** After the discussion, ask trainees what topic they think this activity relates to.

5. Introduce the learning outcome and have trainees turn to the Key Competencies table and review it together. Explain that this learning outcome/session will focus on submitting workplace documents.



Problem Solving Activity



Topic 3.5 Task 2:

1. Explain the following to the trainees that while many entrepreneurs and small business owners submit workplace documents themselves, in larger organizations the majority of workplace documents are handled in the Human Resources or Operations Department. The most common method of submitting workplace documents is through an email.
2. Assist the trainees with the following tasks:
 - a. Practice sending an email to a friend or the trainer.
 - b. Write an invoice either by hand, on paper, or on the computer. You can use a situation that you might encounter in your work or trade. If you have difficulty thinking of the situation, imagine you are invoicing for different types of tea you delivered to the client. You can use the template provided.
 - c. If you write the invoice by hand, scan it onto a computer or take a nice clear picture and transfer it to your computer.
 - d. Send the invoice via email to a friend or to the trainer as if you are submitting it to a client.
3. Review **3.7 Key Facts** together. Answer any questions. Encourage and discuss any other ideas trainees may suggest.



Guided Practice Activity



Topic 3.5 Task 3:

1. Place the trainees into small groups. Inform each group that they are going practice different scenarios regarding the submission of workplace documents.
2. Give each group a scenario of the workplace document they are supposed to submit.

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

3. Tell trainees to 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?
4. Give each group 10 minutes to prepare. After 10 minutes, let all groups present their scenarios. After every group has presented, ask other trainees to give feedback on the group's presentation. Use the rubric below to assess the group presentation.

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. Form small groups of trainees. Inform them that they are going to do a field activity with their groups. They will visit different places around the school (trading centre, home, hospital, restaurant, etc.).
2. Tell them to retrieve information based on the following questions.
 - a. What workplace documents do they submit?
 - b. 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?

Note: This activity can be done as a field activity or as an assignment for trainees to present the next session.

3. When all groups have returned, tell each group to share their findings with the rest of 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?

Summative Assessment

Walk the trainees through the following scenario.

You are managing a farm and one of the farmhands has been making a lot of mistakes. They have left the tools and the animals out in the rain. Many of the cows fell ill and the tools became rusty. As a result, you need to explain the situation to the owner of the farm. You need to present him/her with the problem and possible solutions. Finally, the owner agrees to have a veterinarian come visit the animals to take care of them.

1. (As the trainer, act as the farmhand.) Provide the farmhand with feedback so he can improve.
2. (As the trainer, act as the owner of the farm.) Explain the problems and possible solutions to the owner.
3. Write a letter requesting a quotation/estimate from the veterinary hospital. Explain that the animals are sick from being cold and wet. Request the price for their services. How will you send the letter? By mail, scanned and faxed, or online? Why did you choose this way of sending the document?

Assessment Guidelines for Learning Unit 3: Write and interpret workplace documents

Instructions to the trainer:

1. Provide a copy of scenario to the learners and ask each of learner to answer the related questions.
2. You can change the scenario according to the common understanding or present situation
3. Use the rubric provided below to check if trainees can Write and Interpret workplace documents
4. The observation checklist is for each trainee
5. While trainees are carrying out the task as per integrated situation above tick appropriately as he/she moves further
6. A passing score consists of 4 out of 6 “yes” checks

Checklist	Score
-----------	-------

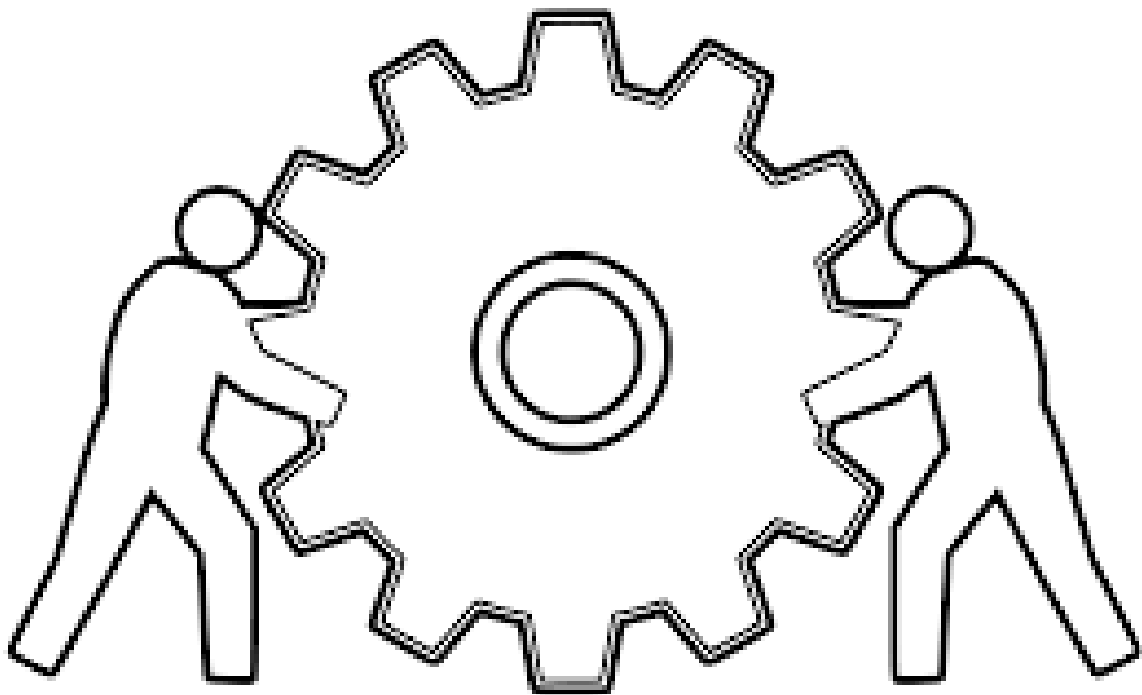
	Yes	No
Indicator 1: Effectively provides feedback		
Demonstrates good attitude and behaviour in providing feedback		
Effectively communicates positive body language		
Indicator 2: Clearly explains the issues and possible solutions		
Ideas and thoughts are expressed in a clear, informed, and engaged manner		
Solutions are well organized prior to presenting them to the owner		
Indicator 3: Document is well written and submitted correctly		
Document is clear, simple, and understandable		
Document is submitted in a way with reasonable justification, most likely either written in an email or scanned and sent		



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve regarding writing and interpreting workplace documents.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

Unit 4: Cooperation and working as a team member



3

³ <https://svgsilh.com/image/2207743.html>

Learning Outcomes








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

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

Learning Unit 4 Self-Assessment

- 1.** Ask trainees to look at the illustration of the learning unit above and in the Trainee Manuals and discuss what they see. What topics do they think this unit will include based on the picture? Allow time for some brainstorming and, after, share the main topics.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 4.1: Work with others in given workplace situations

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Describe what makes up diversity in the workplace Describe strategies to handle differences in a group Embrace diversity in a group to enhance teamwork
	<p>Time Required: 3 hours</p>
	<p>Learning Methodology: Small group work, role play, large group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials: Flipchart paper, markers, tape Other materials: 3-meter-long pipes/rods/sticks that are light in weight
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare signs on flipchart: Strongly Agree, Agree Somewhat, Disagree Somewhat, and Strongly Disagree. <input type="checkbox"/> Write a list of statements to say to the trainees. <input type="checkbox"/> Collect the 3-meter-long pipes/rods/sticks beforehand (one per group of 12).
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Peace and values education: Trainees will understand the importance of diversity and cooperation in promoting peace. ✓ Standardization culture: Regardless of people's differences, they all have to be treated at a certain standard of respect. ✓ Inclusivity: Managing and valuing diversity are at the core of inclusivity.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ None

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



Steps:



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



Topic 4.1 Task 1:

1. Hang up the signs in each corner of the room. Explain that you will read a statement and the trainees will go to the corner of the room that says **Strongly Agree, Somewhat Agree, Somewhat Disagree, or Strongly Disagree**, depending on their own view of the statement.
2. Statements should be prepared beforehand and can include values, beliefs, interests, abilities that diversity.

• I believe respect is the most important value while working others.	• I only want to work with Rwandans.
• Everybody should have the same religion, ideas, and thinking style.	• Only people with two parents can succeed.
• Only physically abled people should work in offices.	• People with different religions should not work in the same workplace.
• I am a hard worker.	• I like action movies.
• I am well organized.	• I like to play sports.
• Only men can be good leaders.	• Elders should always be the most respected.

• I want to start my own business.	• Rich people should be treated better than poor people
• I only want to be around people that have the same values and religion as me	• Everybody should be heard.

3. Read a statement and ask each trainee to move to the corner that reflects how they feel. You do not have to read all the statements. You can also think of other statements that relate to diversity.
4. When everyone has chosen a corner, ask them why they chose their responses.
5. **Emphasise that there are no right or wrong answers.** Everybody has their own opinions, feelings, interests and skills. Sometimes we have similarities with others and sometimes we have differences. We are all unique. Explain to the trainees that some people might not even value diversity as you do. However, it is important to help them understand the importance of diversity in a team.
6. After the discussion, ask trainees what topic they think this activity relates to.
7. Introduce the learning outcome and have trainees turn to the Key Competencies table and read what they will gain from the learning the outcome and review it together. Explain that this learning outcome/session will focus on working with others in given workplace situations.



Problem Solving Activity



Topic 4.1 Task 2:

1. Have the trainees turn to a partner and identify at least five ways in which they are different. These differences could include gender, family situation, age, religion, values, and any other difference they identify between each other.
2. With the same partner, tell trainees to brainstorm all the ways in which people in a workplace might be different. Give 2 minutes.
3. After two minutes, let pairs or volunteers share their responses.
4. After pairs have shared their responses, ask trainees to consider the statement: "We need to be accepting, respectful, and open to differences." Try to help the trainees think about accepting differences and combating divisionism. Ask them the following:

- 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. After the brainstorm and discussions, refer trainees to **4.1 Key Facts: Kinds of diversity in a workplace** in the Trainee Manuals and review it together.



Guided Practice Activity



Topic 4.1 Task 3:

1. Tell trainees that they are now going to get more practice working with others in given workplace situations. Divide them into groups of 6-8 people and have them line up in two rows facing each other.
2. Introduce the Helium Stick--a long, thin, lightweight rod/plastic pipe.
3. Ask trainees to point their index fingers and hold their arms out. Lay the Helium Stick/pipe down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.
4. Explain that the objective is to lower the Helium Stick to the ground. Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers.
5. Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin...
6. After each team has successfully lowered the stick to the ground, debrief:
 - 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?

Note to the trainer:

Usually, participant, learners, think this is going to be an easy activity but then find that despite the light weight of the rod, it is difficult to get it down to the ground! Everybody needs to communicate well, plan a strategy and then implement it. Cooperating and focusing on what each other is doing is the key to success in this activity. Usually people take on leadership roles at different points in the activity, depending on how it is going. The helium stick can represent any task or problem that a group at work, home or in the community has to work together to resolve. Leaders need to make sure that everybody is “on board” by engaging individuals directly, asking questions, asking for ideas, complimenting people when they have a good idea or take an action that helps the group, for example.

7. Ask trainees to 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. Encourage trainees to add any more ideas that may be missing.



Application Activity



Task 4.1 Task 4:

1. Place trainees in groups of three. They will need to create a plan, then present their plan to the class. They should draw upon their own, personal qualities, strengths, and weaknesses.
2. Present the following challenge to the trainees.

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.

3. Tell trainees to create a plan so that the farmhands work well together and so that the farmhands know you appreciate and respect them as workers.
4. Have each of the trainees present their plan. Ask the large group for feedback on the trainees' solution after each presentation. Provide feedback as well.



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

1. Explain the different types of diversity in the workplace.

Possible Answers:








- a. Race and Ethnicity. Diversity in the workplace based on race and ethnicity are important factors to consider.
- b. 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.
- c. 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.
- d. Sexual Orientation. Sexual orientation is about to whom a person is attracted.
- e. Religious and Spiritual Beliefs. There are multiple world religions and spiritual practices that employees may choose to observe.
- f. 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
- g. Socioeconomic Status and Background. Employees from different socioeconomic backgrounds likely have varying attitudes toward certain aspects of life, like money.
- h. Thinking Style and Personality. Working with people who think differently can lead to innovative ideas and effective teamwork.
- i. Personal Life Experience

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.

Possible Answers:

- a. Start with Hiring. Ensure your recruitment policies encourage and embrace diversity.
- b. Create inclusive policies and practices.
- c. Provide diversity training.
- d. Diversity training helps employees become self-aware which plays a critical role in helping them understand their own prejudices, stereotypes and cultural biases.
- e. Facilitate effective communication. Work to ensure that cultural and language barriers are overcome when communicating with your employees.
- f. Encourage interaction. Encourage your employees to collaborate with colleagues who are “different” from them.
- g. Listening
- h. Building trust
- i. Empathizing
- j. Engaging with respect and understand
- k. Respect other people’s experience and expertise

Learning Outcome 4.2: Cooperate with others to reach team objectives

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> 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
	<p>Time Required: 3 hours</p>
	<p>Learning Methodology: Small group work, role play, large group discussion, group brainstorm</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials: Flipchart paper, markers, tape, Activity materials: Blindfolds, long rope to make spider web, paints, pipes or 1/2 inch gutters, string for individuals to tie on wrists, eggs, 30 cm sticks, newspaper, scissors
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect the 3-meter-long pipes/rods/sticks beforehand (one per group of 12). <input type="checkbox"/> Get all activities ready, including the materials, and set up where necessary.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Peace and values education: Working together rather than against each other is essential to peace. ✓ Environment and sustainability: Working together as a team is better for sustainability. The trainees need to understand that everybody have their part to play in sustaining a health environment. ✓ Inclusivity: By working cooperatively as a team, the trainees will practise inclusivity.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ Work with others in given workplace situations

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. Ask the trainees the following questions. Encourage discussion and open communication. Create two columns, one to record the conditions that allowed people to work cooperatively and effectively, and another to record the conditions that prevented people from working cooperatively and effectively. Create two more columns, one to record the characteristics of team members that worked effectively and cooperatively with others, and another to record the characteristics of team members that didn't work effectively and cooperatively with others.
2. Ask the trainees: 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 team members that worked effectively and cooperatively with others?
 - e. What were the characteristics of team members that didn't work effectively and cooperatively with others?
3. Ask trainees what topic they think this activity relates to.
4. Turn to the Key Competencies table and review the information together.



Problem Solving Activity



Topic 4.2 Task 2:

1. As a large group, brainstorm a list of the following:
 - a. Conditions necessary for cooperation to take place in a team.
 - b. Practises 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. Tell trainees to compare the responses they brainstormed to the information in **4.3 Key Facts**.



Guided Practice Activity



Topic 4.2 Task 3:

1. Write the following scenario on the board.

Scenario:

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.

2. Then have the trainees work in pairs to respond to the questions that follow.
 - 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?

3. Afterwards, go through the questions as a large group.



Application Activity



Topic 4.2 Task 4:

1. Tell the trainees to visit a workplace around their school such as a trading centre, home, hospital, restaurant, etc. They should ask the manager and different team members the following questions and record their responses:
 - a. Name and type of workplace.
 - b. For the manager:
 - 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?
 - c. For the team member:
 - 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?
2. After the visits, ask trainees to share and compare their 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?

Use the rubric below to assess the trainee. A passing score is four out of five "yes" marks.

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		

Learning Unit 4.3: Work with others to solve problems

	Objectives: By the end of the learning outcome, trainees will be able to: <ul style="list-style-type: none">a. Describe the types of problems encountered in the workplaceb. Describe the basic steps for problem solvingc. Solve problems at the workplace amicably
	Time Required: 4 hours
	Learning Methodology: Small group work, role play, large group discussion, group brainstorm
	Materials Needed: <ul style="list-style-type: none">• Standard materials: Flipchart paper, markers, scotch/masking tape
	Preparation: <ul style="list-style-type: none"><input type="checkbox"/> Review the instructions to give to trainees and the debriefing questions
	Cross Cutting Issues: <ul style="list-style-type: none">✓ Peace and values education: Trainees will learn how to overcome problems that get in the way of peace.✓ Comprehensive sexuality education: In the scenario that deals with AIDS, teach about both sexual health and the importance of respecting those with diseases.✓ Financial education: In the scenario dealing with money difficulties, emphasize the importance of financial well-being and the means of attaining it.
	Prerequisites: <ul style="list-style-type: none">▶ None

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



Steps:



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



Topic 4.3 Task 1:

- 1.** Divide trainees into groups of 6-8 people (an even number) and have them stand in a circle. Trainees with rings that have sharp edges or engravings should remove them. Ask each person to put their left hand in the circle and hold someone else's hand, but not the person's next to them. Then they should do the same with the right hand, but they should hold on to a different person's hand.
- 2.** Tell the group their challenge is to untangle themselves to form a large circle. They cannot lose contact with the hands they are holding. They cannot let go of the hands they are holding. Tell them that you will give a maximum of 10 minutes. Let them begin!
- 3.** Debrief the activity by asking the following questions:
 - 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?

Note to the trainer: Often times trainees will start trying to undo themselves without talking about a plan first. After some time, somebody might take the lead and make suggestions that others will follow. Once they are communicating and working well together, the knot becomes easier to undo. As a leader of a problem-solving process, it is important to remain calm, break the problem into smaller tasks, assign people responsibilities, encourage creative thinking, be a good listener, re-assess the problem and encourage everybody to share their ideas. Often a group has more than one leader, each one coming in at different points of the problem-solving process depending on their strengths and skills.

- 4. After the debrief, ask trainees what topic they think this activity relates to.
- 5. Introduce the learning outcome and have trainees turn to the Key Competencies table in their manuals and review it together. Explain that this learning outcome/session will focus on working with others to solve problems.



Problem Solving Activity



Topic 4.3 Task 2:

- 1. In a large group, brainstorm the general types of problems that are typically encountered in the workplace based on trainees' own experiences or what they have heard. Record their responses where they can be easily seen for reference.
- 2. After the brainstorm, read **4.4 Key Facts: Types of problems typically encountered in the workplace** and review them together while also referring to the list recorded earlier.
- 3. Form four groups of trainees. All groups will be given a workplace problem to solve. They must write the steps they take down on paper to share with the group.
- 4. Provide each group with **Scenario: At the Restaurant** to discuss. Give them 10 minutes to discuss.

5. After the 10 minutes, let each group share with the rest of the class how they solved the problem as well as the steps they followed to solve the problem. Encourage other groups to ask questions.
6. After groups have shared, review **4.5 Key Facts: Basic steps for problem solving** together in the Trainee Manual.

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.



Guided Practice Activity



Topic 4.3 Task 3:

1. Tell trainees that they are going to practise applying the basic steps of problem solving to a few scenarios.
2. Divide them into small groups of 3-5 people and give them the scenarios in **Trainer Tool** and read through them together. Each group should go through the problem-solving steps for the scenario given to solve the problem.
3. Discuss the scenarios in the large group, with each group sharing their ideas.
4. Explain that after a solution is tried out, it is important to assess if it works. If not, another solution needs to be identified that is acceptable by all.

Trainer Tool: Scenarios for Problem Solving Steps⁴

⁴ 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.

Group 1: Scenario 1

Alice's parents have passed away and left her to raise her younger siblings. 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.

Group 2: Scenario 2

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

Group 3: Scenario 3

Two boys and three girls, all orphans from parents that died 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 contract HIV because the parents of the children died from AIDS. As a leader of the community, how will you handle this problem?

Group 4: 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 three 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. Form small groups of trainees. Inform them that they are going to do a field activity. Each group must:
 - 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 you usually face?
 - Do they solve the problems as a team? Explain
 - 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. When all groups have returned, let each group share their findings with the rest of the class. Use the following questions to guide the presentation:
 - 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.

Possible Answers:

- **Identification of the problem:** 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
- **Getting clear understanding of the problem:** What causes the quality of the cassava cleaning not to be very good? What causes many of your co-workers to not show up on time? Get more information about what the cause of the problem may be.
- **Generation of many ideas on how to solve the problem:** Brainstorm what can be done to improve the quality of cassava cleaning and to make sure your co-workers show up on time. You can work with people from the cassava cleaning and your co-workers.
- **Choosing a solution:** From the many solutions generated, chose a solution(s) you think will lead to improving the quality of cassava cleaning and helping your co-workers show up on time. Do this with people from the cassava cleaning and your co-workers.
- **Implementation of the solution:** Together with your co-workers, implement the solution(s) agreed upon.

- **Evaluation of the solution:** Together with your co-workers, evaluate whether the solution resulted in improving the quality of cassava cleaning and your co-workers showing up on time.



Summative Assessment

Read the case below and answer the questions that follow.

Keza is one of the leading members of the community youth association in a rural area. Following the illness of several community members, she decided it was necessary for

community members to have better access to potable water. During weekly youth association meetings, she shared her vision and got others interested in resolving the problem. Together, they researched different possibilities such as working with local government offices to mobilize resources to install a borehole (pipe drilled down to access clean water) and build a pump. During their association meetings, Keza always recognized the effort each individual was making. Additionally, she mobilized different people and put them to work on different tasks based on their strengths. Eventually the youth were able to mobilize the resources necessary to access clean water. The youth and the community members were all inspired by her commitment and hard work to realize her vision.

Required:

1. What type of diversity/differences do you think Keza faced in the community?
2. What strategies do you think Keza used to deal with different people in the community that promoted working with others to solve the problem?
3. What conditions do you think Keza had to meet that were necessary for cooperation to take place among the community members?
4. What individual characteristics do you think Keza exhibited in order to promote effectiveness and cooperation as a team member?
5. Describe some of the problems you think Keza faced while working with the youth association.
6. Briefly explain the steps that Keza might have used to solve a given problem in the community. You can give examples for every step where possible.

Assessment guidelines for Learning Unit 4: Cooperate and work as a team member

Instructions to the trainer:

1. Provide a copy of a scenario to the learners and ask each of learner to answer the related questions.
2. You can change the scenario according to the common understanding or present situation.
3. Use the rubric provided below to check if trainees cooperated and worked as a team member.
4. The observation checklist is for each trainee.
5. While trainees are carrying out the task as per integrated situation above, tick appropriately as he/she moves further
6. A passing score consists of at least 5 out of 7 items ticked “yes.”

Checklist	Score	
	Yes	No
Indicator 1: Diversity in the workplace		
Discusses different possible diversity amongst the youth association		

Mentions different strategies for uniting diverse personalities in the association		
Indicator 2: Cooperation and effective teamwork		
Explains conditions that Keza created for cooperation in the association		
Explains characteristics Keza demonstrated as an effective and cooperative team member		
Indicator 3: Problem solving		
Correctly identifies the type of problem the community faces		
Explains the steps Keza used to solve the problem		
Provides examples for each step of solving the problem		
Observation		

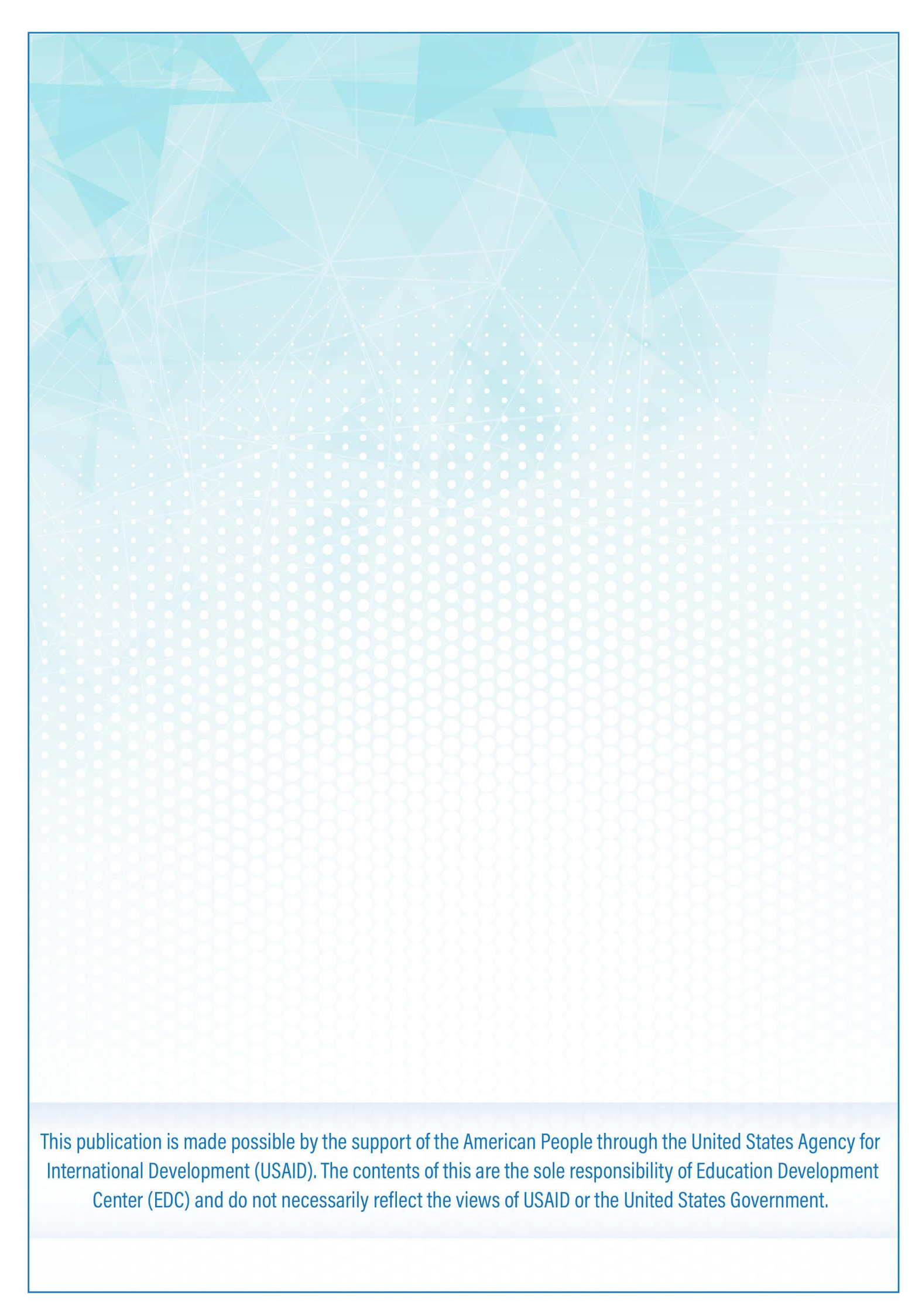


Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve regarding writing and interpreting workplace documents.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

REFERENCES

- Abreu, K. (2014, December 9). The Myriad Benefits of Diversity in the Workplace.
<https://www.entrepreneur.com/article/240550>
- Corrigan, R. (2020). How to Milk a Cow. <https://www.wikihow.com/Milk-a-Cow>
- Duke. (n.d.). Coaching/Feedback Communication Tips.
<https://hr.duke.edu/managers/performance-management/duhs/support-resources/communication-tips>
- 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.
- Gillis, G. (2013, October 17). The Importance of Speaking Skills.
<http://www.geraldgillis.com/importance-speaking-skills/>
- Loft. (n.d.). Organize Your Speech. <https://loft.io/guide/speaking/organize-your-speech/>
- Rozin, M. (n.d.). Are You Listening? <https://www.sourcematch.team/are-you-listening/>
- 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>
- Skills You Need. (n.d.). Verbal Communication Skills. <https://www.skillsyouneed.com/ips/verbal-communication.html>
- Surbhi, S. (2016, July 20). Difference Between Hearing and Listening.
<https://keydifferences.com/difference-between-hearing-and-listening.html>



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.

RWANDA POLYTECHNIC – RP



P. O. BOX 164 Kigali Rwanda



info@RP.gov.rw



www.RP.gov.rw