TVET CERTIFICATE III

CCWC301

WORKPLACE COMMUNICATION SKILLS

Communicate effectively at workplace

Competence

RTQF Level: 3

Credits: 3   **Learning hours: 30**

Sector: All

Sub-sector: All

Module Note Issue date: July, 2020

Purpose statement

This module describes the skills and knowledge required to communicate and get along well with others, in a variety of settings and for a range of purposes. The module will allow the participant to speak and listen actively and appropriately, one-on-one and in groups, to cooperate and work effectively within a group, to lead a team, to provide good customer service and write simple reports.

Elements of competence and performance criteria		
Learning Unit	**Performance Criteria**	**Page**
	1.1 Adequate application of listening strategies; 1.2 Clear and accurate information and instructions provision; adequate interpretation and follow up of instructions; 1.3 Proper demonstration of effective speaking skills	
	2.1 Effective cooperation with others to reach the same objectives; 2.2 Effective team leadership; 2.3 Proper Demonstration of problem solving and decision making skills	
	3.1 Proper explanation of good customer service and its principles; 3.2 Proper provision of quality services Effective communication with customers; 3.3 Proper conflict management of customers	
	4.1 Identification of types of reports; 4.2 Production of the relevant report; 4.3 Hand the report to the appropriate persons	

Learning Unit 1 – Listen and speak effectively.

Learning Outcome1.1: Apply effective listening skills & strategies.

- Use appropriate body language to show you are listening (eye contact; sit upright, nod head, etc.)
- You do not speak, but listen
- Listen to the speaker without interrupting
- Showing sensitivity to the talker and showing all due respect
- Displaying empathy with the person speaking
- Repeat what the speaker has said to make sure you have understood correctly
- Ask questions for clarification when you do not understand something
- Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.
- Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking
- Concentrating on what is being said rather than allowing yourself to drift off and thinking of something else
- Truly listen without thinking about how you are going to respond until the person has finished speaking
- Be aware of your own attitude and avoid being judgmental
- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.
- Paraphrase what the speaker says
- Smile and use other facial expressions.
- Make sure that your posture is open and interested.
- Encourage the speaker to continue with small verbal comments like yes, and "uh huh."
- Reflect on what has been said by paraphrasing. "What I'm hearing is...," and "Sounds like you are saying...," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say....", "Is this what you mean?"

- Summarize the speaker's comments periodically.

- Allow the speaker to finish each point before asking questions.

- Don't interrupt with counter arguments

- Be candid, open and honest in your response.

- Assert your opinions respectfully.

- Utilize questioning to sum up or clarify the situation.

- Treat the other person in a way that you think she would want to be treated

- Keep an open attitude so that you are free of bias, prejudice, or emotions that may complicate your experience.

- Approach speakers by giving them the same respect that you would hope someone gives you.

- Eliminate environmental distractions, including background noise.

- Be patient, especially if someone is having difficulty getting his or her point across or there is a language barrier.

- Work on ways to focus your attention and improve your attention span. Being able to pay attention.

Note: The Three Basic Skills of Listening: attitude, attention, and adjustment, play a key role in listening skills.

1. **Attitude:** Attitude is a mental position or feeling of emotion in regard to a fact or state. This has a lot to do with how you listen to someone speaking. In order to listen well, we have to approach the situation with an open mind. It is important to realize that what the person is saying is important, even if you have prior feelings about the topic that you are bringing to the table.

2. **Attention:** It only makes sense that to listen to what someone is saying you have to pay attention. But for many, that is easier said than done. Some people may have a short attention span and become easily distracted or bored, and others may have difficulty paying attention because they tend to daydream, have a hard time focusing, or even have difficulty hearing.

3. **Adjustment Ease:** Adjustment allows you to adapt to what is happening. The more you can adapt to where the speaker is taking the conversation, the better a listener you will be.

⬥ Putting It Together

When we apply the three basic skills of listening that we just learned about, we should find that we are right where we need to be in order to effectively listen. We should be at a point where we actively listen to and reflect on what we hear. At this point, you may be thinking that you want to have a better attitude, pay more attention, and be more flexible and adjusting, but you are not sure how to do that. This is common, as there are many barriers to listening.

Topic2: Modeling good listening skills

There are three basic listening models, each of which reflect upon the various ways that the person who is doing the listening may be feeling. You may use all three of these listening models at one point or another, depending upon whom you are listening to, what the conversation is about, and even what type of mood you are in.

Here are the three basic listening models:

1. Competitive or combative listening: This is the type of listening that is done when people want to push their own type of view or opinion rather than listen to someone else's. With this type of listening, we mostly are waiting to jump in and say something or point out flaws in what the other person is saying. We pretend that we are listening, when really we are formulating our own ideas and just waiting for the person to break so we can blurt them out. The downside is that we fail to actually take in what the other person is saying and have closed our minds, which is a barrier to good listening.

2. Passive, attentive listening: In this type of listening, we are genuinely interested in what the person is saying. At this point, we are not yet at the point of responding and being involved, but we understand the points that the speaker is trying to make. We may agree with what is being said, but we are doing so in a passive manner, rather than in a reflective one.

3. Active, reflective listening: This is the type of listening model that you want to use. In this model, you actively listen and understand what the other person is saying. Here, we listen to what the other person has to say before we try to interject what we would like to share. In this model, you restate or share back information with the speaker, showing that you are paying attention and actively involved.

⬥ Assess one's listening skills

Knowing how to listen is the cornerstone to effective communication. Students cannot be successful in school if listening skills are not developed and honed. Teachers can assess students' listening skills

by conducting a few simple activities. Record the results from the activities and develop an action plan addressing how to improve listening skills if needed.

Perform a listening/writing exercise. Provide each student with an activity sheet. Read directions aloud and ask the students to write down exactly what you say. For example, ask them to place a dot on the letter "i." Next ask them to write the word, Xerox in the spaces provided on the activity sheet. The idea is to have the students write and structure their paper according to your verbal directions.

Review and answer questions based on the activity. Ask students to show the class the answer for each verbal command to determine if directions were followed.

Furnish every student with a discussion activity sheet based on the first activity. Students will answer questions based on responses such as, "why do you think you responded incorrectly" or "does your response prove that directions may be ambiguous and need greater clarity?"

Conduct a group listening activity where students can observe each other's listening skills. Divide the group into two teams. Have one team form an inner circle and the other team form an outer circle around team one. Ask the inner circle group to discuss a topic of your choice such as "animals" or an upcoming dance.

While the inner group is chatting, ask the outer group analyze the inner group's listening skills. The outer group must rate each member of the inner group's listening skills from one being the lowest, "does not listen to speaker; absorbed in own thoughts" to five being the best, "shows by comments that he or she understands the feelings behind others' comments."

Rotate teams so the outer group becomes the inner group and the original inner group can do the rating. Assess this activity by measuring each student's involvement in the discussion. Use student-based ratings to assist you with your review.

Listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension. Important elements in all listening tests are

- The listening stimuli,
- The questions,
- The test environment.

The listening stimuli should represent typical oral language, and not consist of simply the oral reading of passages designed to be written material. The material should model the language that students might typically be expected to hear in the classroom, in various media, or in conversations. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting and relatively short. To ensure fairness, topics should be grounded in experience common to all students, irrespective of sex and geographic, socioeconomic, or racial/ethnic background.

In regard to questions, multiple-choice items should focus on the most important aspects of the passage not trivial details and should measure skills from a particular domain. Answers designated as correct should be derived from the passage, without reliance on the student's prior knowledge or experience. Questions and response choices should meet accepted psychometric standards for multiple-choice questions.

For test environment: Being able to express opinions is required on the speaking portion of most major English tests, especially for advanced learners. This is a higher-order skill that can enhance students' critical thinking capabilities. In addition, debates are fun activities where students can express their ideas and opinions on a number of topics and issues. So, why not use this as part of your listening assessment?

- **Pre-activity:** The teacher will present a topic, and discussion should be encouraged in order to activate background knowledge. This can be done through a short reading, quick video or even a slide presentation with pictures of vocabulary words that students should know for your main activity.
- **Activity:** Students will watch a short speech or presentation on the subject presented in the previous activity. Students are required to take notes that support their arguments.
- **Post-Activity:** Students will have five minutes to go over their notes and then present their opinion on the topic. After all students have spoken, give your learners the opportunity for rebuttals.

Tips
- Use your assessment to generate activities that will help students improve listening skills.
- Practice what you preach, evaluate your listening skills to ensure that you are an active listener.
- Get parents involved and share your assessment with student's guardians.

- If you're finding it particularly difficult to concentrate on what someone is saying, try repeating his or her words mentally as he says them. This will reinforce his message and help you to stay focused.

Learning Outcome 1.2: Give and receive instructions.

Topic1: Identifying command styles used in giving instructions

Commands are a type of sentence in which someone is being told to do something.

Command styles used in giving instructions can be:

- Giving Instructions/orders or directions. When giving and receiving instructions to someone to do something, you can use different ways basing on English grammar such as imperative form or some of modals verbs.

- The Command teaching style. It is for those students whose learning characteristics require formal instruction and a specific assignment for the practice to be appropriate for the student to master the objective. These students need to be directed as to what they will do during the class time allocated to the specific subject being studied

- Use sequencing words

- Use an introductory phrase to soften the order. Use respectful words such as "please" when giving orders.

- Be specific when giving instructions. Vague instructions such as, "Mop the floor," may not be sufficient. You may need to provide instructions such as, "Use hot water and the blue cleaner to mop the floor in the kitchen."

- Make yourself available to answer questions that employees might have, otherwise you risk the job being done incorrectly or not at all.

- Use a firm, confident tone of voice when giving orders especially to employees. If you give a directive, yet use a tone that is questioning or wavering, your directions may not be deemed important.

- Put your request in writing if it is complex. This helps to avoid confusion and can increase accurate follow-through.

Use English skills in giving clear and concise instructions

Here are some of the ways that you can use to give orders and instructions using English:

1. Use the imperative form

We use the imperative form to give orders, warnings and advice:

The following are examples:

- Be quiet!

- Take care!

- Listen!

- Sit down.

- Get me something to drink.

- Don't go!

- Do not walk on the grass.

2. Use an introductory phrase such as "please, let's or let us, would you mind, I'd like, I want you to…" to soften the order

Examples:

- Let's go now or let us go now, shall we?

- Let's take a break or let us take a break, shall we?

- Please let us go now

- Please listen to what I'm saying. (More polite than 'Listen to what I am saying.')

- I'd like you to file this correspondence for me.

- I want you to finish this by tomorrow.

3. Use a modal verb to turn the order into a request

Modal auxiliary verbs can make orders and instructions sound more polite. For example, 'Could you help me?' is more polite than 'Help me!'

More examples are given below.

- Could you make me some tea?

- Could you post this letter?

- Could you lend me 50 dollars, please?

- Could you bring me that file, please?

- Could you pick up the kids from school, please?

- Can you come here please?

- Can you do something for me?

- Can you do this for me?

- Can you wait a minute?

- Can you give me a lift?

- Can you fetch Mary from the airport?

- Will you keep quiet please?

- Would you wait here until I'm back?

Could is more polite than **can.** Both can and could are followed by a verb without to.

- Could you help me with this? (NOT could you to help me…?)

We often use an imperative in commands, and we also use **must**. They both sound very direct:

Examples:

- Stop talking now! You **must** do your homework

- Don't press that button! You **must** wear a coat. It's raining.

There are a number of ways of making commands sound more polite. We can add please at the end of what we say, or we can use a question form to make a command sound more like a request, or we can use I'd like you to + infinitive or I'd be grateful if you'd + infinitive without to:

Examples:

- Ask Max to sign this form and then send it off immediately **please**, Gwyn.

- **Will you** bring us the files on the Hanley case please, Maria?

- **I'd like you to bring** us four coffees at eleven when we take a break in the meeting.

- **I'd be grateful if you didn't tell** anyone about this.

4. Use of the present simple

In speaking, we often use the present simple when we are giving instructions and demonstrations, and we say like so meaning 'like this':

Example:

- **You fold** the A4 piece of paper **like so**. Then **you glue** some shapes onto this side and **sprinkle** some glitter on it **like so**.

5. Use sequencing words

You can use sequencing words to make instructions clear.

Firstly, make sure the appliance is disconnected.

Secondly, open the back with a screwdriver.

Then, carefully pull out the two black cables….

Topic2: Formulation of instructions

The following are steps:

1. **Understanding the task**
   - Gather the materials needed
   - Perform the task yourself.
   - Make a detailed outline
   - Define your audience
   - Draft a short introduction

2. **Writing your instructions**
   - Divide the task into steps. Each step should have a single action, not several. If you have more than one or two sentences per step, it probably can be broken up into smaller, less complex steps
   - Start each step with an action word. Every step you write should be actionable. Use verbs that show your readers exactly the action they must take to complete that step of the task
   - Follow a logical progression. Assume that your reader is going to jump right in and start working on the task as soon as they read the first step
   - Choose your words carefully. Use simple language that anyone can understand. In most cases you want to avoid any jargon or technical terms.
   - Use positive actions. Generally, it's better to tell your readers what they should do to complete the task, rather than what they shouldn't do
   - Write in second person. The pronoun "you" allows you to address your reader directly and can avoid confusion
   - Include alternatives. For some tasks, there will be more than one way to accomplish a step or group of steps. Provide the alternative along with the step so that the reader can choose how they want to complete the task
   - Use graphics where helpful. You may have heard the phrase "a picture is worth a thousand words." When it comes to writing clear instructions, sometimes a picture or diagram will make a particular action more understandable for your reader

3. **Testing your instructions**
   - Organize your instructions into parts. Some complicated tasks have more than one part. If you're writing instructions for a larger task that includes several smaller parts, separate them into separate sections
   - Try your instructions as written. If you can't follow your instructions as written, nobody else will be able to follow them either. Enlist friends to complete your instructions as well and let you know if they found anything confusing

- Edit your instructions carefully. Typos and grammatical errors can ruin otherwise clear writing, making your instructions hard to follow. Read through them backwards and forwards to make sure they're error-free

- Include a list of tools or supplies needed. Particularly if a task requires specific tools or materials, a list can be helpful for your readers. Put the list towards the beginning of your instructions so your reader can gather materials before they begin the task

- Provide warnings where appropriate. After testing your instructions, you may realize that there are hidden dangers you didn't address when you first wrote your instructions. Alert your readers to these dangers so they can take precautions

Note: when writing instructions, please

- Use short sentences and short paragraphs.

- Arrange your points in logical order.

- Make your statements specific.

- Use the imperative mood.

- Put the most important item in each sentence at the beginning.

- Say one thing in each sentence.

Strategies to ask questions for clarification

Asking for clarification shows that you're attentive and that you care enough to make sure you thoroughly understand what you've been told.

There are a few simple steps or strategies to follow when you're looking for further clarification:

- **Admit you need clarification:** Admitting you need more information makes the next step much easier for the person you ask. Don't be vague, simply state that you don't understand.

- **Don't blame the other person:** Own your confusion. Don't say anything that sounds accusatory. You'll get a much better response from, "Would you explain that to me again?" than "That was as clear as mud!"

- **Repeat what has been said:** If you need clear information you can repeat what said so as to see whether it is what said or not.

- **Be specific.** If there's a specific thing that's unclear to you, name it. Don't make the other person flail around trying to figure out what you do understand and what you don't.

Examples of asking for clarification:

There are all kinds of situations where you might need to ask clarifying questions. Let's take a look at some common cases that can come up in our work and personal lives and consider the best ways to respond.

- **When You Don't Understand Instructions**

If the instructions someone sends you are about as clear as furniture assembly instructions written in something other than your native language, you'll need to ask for help.

When someone asks you to re-explain a complicated task, your first inclination is probably to say, "Wait, what? You want me to explain the whole thing all over again?" This dynamic can create a frustrating feedback loop for both parties. To avoid that loop, start by explaining what you *do* understand and ask whether you have it right.

- **When You Want a Better Understanding of Someone's Position**

Sometimes we need clarification when we want to get a better handle on where others are coming from. Asking clarifying questions shows that you're actively listening and want to understand.

The best questions are open-ended. They allow the person to expand on the topic rather than giving a simple yes or no response.

Learning Outcome 1.3: Identify non-verbal communication signs and the impact on people's perceptions

Topic2: Applying non-verbal communication signs

Non-verbal communication is body language (movement and posture), facial expressions, eye contact, and hand shake, gestures, crossing your arms and sitting posture.

Types of Nonverbal Communication

- **Facial Expressions**: The look on a person's face is often the first thing we see, even before we hear what they have to say. they express happiness, sadness, anger, fear etc

- **Gestures**: Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

- **Paralinguistics**: This refers to vocal communication that is separate from actual language. It includes factors such as tone of voice, loudness, inflection, and pitch

- **Body language and Posture**: interpretation of defensive postures, arm-crossing, and leg-crossing convey a great deal of information.

- **Proxemics**: People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity

- **Eye gaze**: The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviours.

- **Haptics**: Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood.

- **Appearance**: Our choice of colour, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication.

- **Artifacts**: Objects and images are also tools that can be used to communicate nonverbally. On an online forum, for example, you might select an avatar to represent your identity online and to communicate information about who you are and the things you like.

Understand the importance of non-verbal communication

Nonverbal communication plays a significant role in our lives, as it can improve a person's ability to relate, engage, and establish meaningful interactions in everyday life. A better understanding of this type of communication may lead people to develop stronger relationships with others.

"*The most important thing in communication is hearing what isn't said*." (Peter F. Drucker)

Nonverbal communication describes the process of shared cues between people, which goes hand-in-hand with public speaking. This can include eye contact, frequency of glances, blink rate, gestures, facial expressions, postures, and more.

The presentation is, perhaps, the one mode of communication that has proved relevant through every technological innovation. Our decks get more glamorous, but it's still just you on stage, in front of an audience. Nonverbal signals can increase trust, clarity, and add interest to your presentation when yielded properly. Learning how to become more sensitive to body language and nonverbal cues will make you the best presenter you can be.

Nonverbal signals can place the verbal message in a context that provides a basis for how the message should be interpreted. In addition, nonverbal cues help you to clarify what the other person is trying to say by responding to their words with your nonverbal signals, suggests Ting-Toomey.

Non-verbal communication is often more subtle and more effective than verbal communication and can convey meaning better than words. For example, perhaps a smile conveys our feeling much easier than words. Silent speech is of great importance in human's daily interactions and it influences one's chances of failure or success in personal and professional social encounters.

Understand the impacts of non-verbal communication on how we give information and how we listen.

Nonverbal signals can help you gain an accurate reading of others' unspoken feelings and underlying messages, create feelings of trust through the transparency they create and demonstrate understanding and interest.

Your facial expressions, body posture, gestures, tone of voice and eye contact are a few ways in which you engage in nonverbal communication. Nonverbal communication can be used alone or alongside verbal communication. Either way, your nonverbal communication can affect the messages you send your relationships and your cultural interactions and help you negotiate through conversations.

- **Adding Value:** Nonverbal communication can add valuable information to the verbal messages that you are sending. Nonverbal signals can be used to complement, emphasize, substitute, and even contradict what you are saying through your verbal communication.

- **Intercultural Friction:** Cultural differences can cause nonverbal signals to create friction. The use of multiple nonverbal cues displayed with each message can create confusion, and factors of gender, personality, socioeconomic status and situation can cause the meaning behind the nonverbal signals to vary greatly. Nonverbal communication can be powerful, but when used among non-homogeneous groups the effects can cause confusion and miscommunication.

- **Effects on Relationships:** Nonverbal cues impact the quality of your relationships and, when used correctly, can improve your relationships. Nonverbal signals can help you gain an accurate reading of others' unspoken feelings and underlying messages, create feelings of trust through the transparency they create and demonstrate understanding and interest, reports. If used correctly, nonverbal communication can improve relationships with others, but if it's poorly used, your relationships may suffer through a loss of connections and trust.

- **Managing Conversation:** Lewicki, Barry, and Saunders, writing in "Essentials of Negotiation," describe attending behaviors as nonverbal communication techniques that affect how you connect with others. These behaviors allow others to know you are listening and help them to receive your message. Important attending behaviors include eye contact, body position and encouraging.

Body language has a positive impact on communication when it supports the verbal message, and when it signifies genuine interest and attention.

Body language is negative when there is no match between the verbal and non-verbal messages. In other words, the spoken message and the body language should say the same thing. If they don't, the result is negative, because the two different signals are confusing.

In most instances where there is a conflict between verbal and non-verbal communication, the body language is the one that people tend to take more notice of actions do indeed speak louder than words.

Learning Outcome 1.4: Demonstrate effective speaking skills

- Be clear, brief, concise – to the point

- Use examples to get and support your main point

- Remember your speaking goal

- Be polite / friendly

- Be honest

- Be respectful

- Relax

- Speak with confidence but not arrogance

- When you need to be direct, speak with respect

- Be flexible – check the mood and attitudes of others and adjust accordingly

- Don't worry about mistakes

- Avoid awkward fillers

- Be aware of body language (Pay attention to body language)- your own and that of others

- Plan appropriately.

- Think positively.

- Know your audience.

- Use shorter sentences as they are easier to process and understand.

- Use simpler words as they are also easier to understand.

Learning Unit 2: Cooperate and work as a team member

Learning Outcome 2.1: Effective cooperation with others to reach the same objective

An effective and cooperative team member …

- Interacts with and includes others in courteous, respectful and honest ways
- Is respectful of differences – in opinions, culture, ethnicity, …
- Provides opinions and ideas and seeks the opinions and ideas of others
- Negotiates and discusses ideas while being flexible to meet the goals of the group
- Performs identified tasks to meet goals of the group
- Listens without interrupting
- Offers ideas without interrupting
- Is aware of own emotions, thoughts and feelings and keeps them under control for the good of the group
- Moves the group towards resolving conflict (if it exists) so goals can be met
- Is honest and straightforward.
- Shares the Load.
- Is reliable and fair
- Complements Others' Skills
- Is a good communicator and persistent?
- has positive attitude and confident
- is able to multitask and adaptable
- Understands the industry

Learning Outcome 2.2: Effective team leadership

To help improve your leadership skills, here are examples of what makes a great or effective leader.

- **Determination:** A great leader has never-ending determination. He is the first one to initiate an idea and the last one to give up. It is because of a leader's determination that projects are completed.
- **Flexibility:** An effective leader can adapt to any situation. He sees the situation from many different angles and can adjust himself accordingly.
- **Resourcefulness:** Leaders don't always get what they want easily but they are creative. They think of ways to get what they want.

- **Creativity:** Thinking of effective ways of doing things that don't require a lot of time, effort or money.

- **Self-confidence:** People will follow a leader who believes in him or herself. This does not mean being arrogant; rather, it means trusting in yourself and your abilities.

- **Positive Attitude / Optimism**: A great leader has a positive outlook and tries to make the best out of everything.

- **Responsibility**: A great leader understands that whatever happens in his team (whether good or bad) is his responsibility. He does not take all the credit for work well done and does not blame others when there is failure.

- **Communication**: What makes a leader great or effective is his ability to communicate effectively with his team. A good leader understands that people don't understand messages in the exact same way; always confirming what s/he has said or has heard is understood.

- **Cooperation**: Your ability to get everyone working and pulling together is essential to your success. Leadership is the ability to get people to work for you because they want to.

- **Consistency / Reliability / Accountability**: A great leader is dependable, always does his/her best, takes action & delivers good results.

- **Patience**: A great leader is able to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed. Patience is enduring under difficult circumstances, exhibiting endurance when under strain, especially when faced with longer-term difficulties.

- **Objective**: A good leader does not take sides but is open to different opinions.

- **Perceptive**: A good leader has an awareness of the people s/he is leading.

- **Integrity:** Integrity is essential for the individual and the organization. It's especially important for top-level executives who are charting the organization's course and making countless other significant decisions.

- **Able to delegate:** Delegating is one of the core responsibilities of a leader, but it can be tricky to delegate effectively. The goal is to enable your direct reports, facilitate teamwork, provide autonomy, lead to better decision-making, and help your direct reports grow. In order to delegate well, you also need to build trust with your team.

- **Influence:** Being able to convince people through logical, emotional, or cooperative appeals is a component of being an inspiring, effective leader. Influence is quite different from manipulation, and it needs to be done authentically and transparently. It requires emotional intelligence and trust-building.

- **Courage:** Courage is a key skill for good leaders. Rather than avoiding problems or allowing conflicts to fester, courage enables leaders to step up and move things in the right direction.
- **Respect:** Rating people with respect on a daily basis are one of the most important things a leader can do. It will ease tensions and conflict, create trust, and improve effectiveness. Respect is more than the absence of disrespect, and it can be shown in many different ways.
- **Vision**: Good leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.
- **Planning Ahead**: A good leader knows what is up ahead. He has good judgment in predicting what may happen in the future and can make work decisions based on that.
- **Strategic Planning**: Great leaders are outstanding at strategic planning. It's another one of the more important leadership strengths.
- **Focus**: Leaders always focus on the needs of the company and the situation. Leaders focus on results, on what must be achieved by themselves, by others, and by the company. Great leaders focus on strengths, in them and in others.

Note: What makes a great leader? It is a mix of these mentioned above qualities. You don't necessarily have to possess all of them, but you should at least strive to develop many of them.

Topic2: Understand the different leadership styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader

The "**Consulting**" Leader:

- Gives the group a chance to influence the decision from the beginning.
- Presents the problem and relevant background information, then asks the members for their ideas on how to solve the problem.
- May offer a possible solution for the group members' reaction.
- Selects the solution the members regard as most promising.

The "**Joining**" Leader:

- Participates in the discussions as "just another" member agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions.
- Allows for individual recognition.
- To guide, not rule.

The "**transforming**" leader:

- identifies the needed change,

- creates a vision to guide the change through inspiration,

The "**Authoritarian**" Leader:

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells followers what they are to do.
- May or may not consider what the group will think or feel about the decision, but they clearly do not participate in the decision-making.
- Assigns roles.
- Relies primarily on his or her own judgment.

The "**Persuading**" leader:

- The leader makes the decisions without consulting the group. Instead of simply announcing the decision he or she attempts to persuade the group members to accept the decision.
- Describes how the decision fits everyone's interests.

The **"Democratic"** leader:

- Also known as participative leadership or shared leadership
- Both the team and leader participate in decision-making.
- Builds consensus through participation. It helps team members to feel that their input is valued

The **"Strategic"** leader:

- Used to influence members to work towards achieving the goals of the organisation.

The **"Laissez-faire"** leader:

- Used when team member skills and capabilities are high, and they can perform work without surveillance of a leader.
- Practices leaving decision-making and responsibilities to his teams

The **"Coaching"** leader:

- This is one of the most useful leadership styles in business.
- Leaders using this style coach team members for the future.

The **"Charismatic"** leader:

- Leaders with his style of leadership tend to have a likeable personality and are very persuasive.

The **"Visionary"** leader:

- The leader or organisation has a specific vision and the leader is tasked with guiding everyone towards reaching that vision.
- This style guides the team towards the accepted vision and works best when direction is needed.

There are many different leadership styles and each can be appropriate in certain contexts. The cornerstone of Leadership in Context is who, what, when and where you lead determines *how* you lead.

These contexts can be broken down:

- Self-Context
- One-to-One Context
- Team Context
- Organizational Context
- Alliance Context

1. Self-leadership context

To develop your self-leadership, you have to take into account not only what you're doing and what you need, but what your organization needs from you. Self-leadership is a constant balance between pushing yourself to be the best for you and pushing yourself to be the best for your team. As a self-leader, you'll come across these three choices at some point:

1. Do it your way.
2. Do it the organization's way.
3. Do it in a way that helps you and the organization grow and improve over time.

The key to having a solution and being successful in each of these situations is knowing when to implement one over the other. There are times when you'll need to do it your way and there are times when you'll need to do it the organization's way. Whichever you choose, know how to turn the situation into something to benefit your leadership ability.

2. One-to-One Context

When you're working on this context, think about placing emphasis on your leadership mindset and ensuring your efforts and actions are focused on teaching, encouraging, guiding and supporting the person you're talking to. Have focused one-to-one conversations, discuss goals, give feedback and recognition where it's deserved and motivate and establish trust to not only build your own One-to-One leadership but to build that person's Self-Leadership.

The One-to-One context is like dancing with the person you're talking to. It takes constant finesse to assess their needs and provide leadership style or skill to fit the needs of the moment. Through getting the steps of the dance right, you'll reach the end goal of developing the ability and energy to help the individual reach their goal.

The five key skills:

1. Initiate Effective Goals
2. Deliver Effective Feedback
3. Listen to Your People
4. Facilitate Problem Solving
5. Optimize Motivation

In order to master the One-to-One context, you must be able to connect each of these skills. By doing this, you're developing the individual's abilities and creating a life-long learning environment.

3. Team-context

Being a successful team leader depends on if you're working with a team mindset or group mindset. Leading high-impact teams involves how you organize the individual abilities of the team and use those abilities to set them up for success.

The most effective teams are comprised of different types of team members with the knowledge and capability to work together cohesively:

- Dominant — completes tasks, may overstep authority, like challenges
- Influencing — strong communication, motivational, people-oriented
- Steady — reliable, team player, traditional approach, slower paced, cautious
- Compliant — fact/data-oriented, detail-oriented, traditional approach, more passive

With a successful team leader at the forefront who understands the combined skills and talents of the individuals, reaching goals becomes a little easier. Team leadership is a great opportunity to help people with diverse skills, backgrounds, talents and passion come together for a common purpose to achieve organizational goals.

4. Organizational context

Leaders in the Organizational Context have the primary goal of shaping the environment for the people who think, feel and work in an organization. They cultivate an environment to develop the ability and energy of all the people in it. Leadership at this level should be sophisticated because you have more complex issues to handle.

As a leader in this context, you need to have the mindset of having equal responsibility of fostering the economic health of the organization and fostering the effectiveness and happiness of those working there. This requires a strong perspective from the head of the organization and each part of the strategy needs to support the rest.

Like with any other context, understanding what goes on to be successful comes with its challenges. Being an organizational leader requires a large understanding of what happens when something goes wrong, or right, in the lifecycle stages you're working with.

5. **Leading alliances context**

Once you have an understanding of what your role is as an individual leader, you can start to attempt to lead an alliance. There are two different types of alliances you may be faced with leading: internal and external. Internal alliances are formed between departments within your organization whereas external alliances are formed between your organization and another corporate entity.

Developing and maintaining alliances is what makes an organization run smoothly. If you don't have a good relationship with the company that ships your products, your customers are going to be unhappy. Leading an alliance and owning your leadership in an alliance can make all the difference. But, even if you think you're being a successful leader, alliances can still fail if you don't keep up with the most effective leadership practices. If they do, see if it's because of one of these factors:

- The strategic purpose was unclear.
- The leader failed to ensure compatibility.
- The alliance charter was not explicitly defined.

To help ensure you don't face any of these problems, it helps to know what challenges you'll face as an alliance leader. Accountability can be a big problem in alliances (especially external) because self-leadership plays a big role in getting things done. Holding yourself and the person at the other end accountable will help keep the relationship going.

When alliances are led properly, obstacles don't stand a chance and you'll have all the tools you need to nurture your organization. If you look at the major companies today, they wouldn't be where they are if they didn't have friends with other corporate entities.

✦ To lead a team efficiently

Here are some of the most powerful habits or strategies to use to steer team members to greatness:

- **Give them the freedom to use their talents:** The best leaders step aside and allow those on their team to do what they do best. Control leads to compliance, but autonomy leads to engagement.

- **Give them permission to make mistakes:** Make sure your people know it's better to fail than to be timid. If you are going to create great teams, coach those you lead that mistakes are part of the process and mistake has power to turn someone into something better than he or she was.

- **Guide them to work together toward a compelling vision:** Working toward a common vision is the beginning of progress for any team, and a sure sign that they're on the road to success.

- **Show up as the leader and develop leaders within:** As the leader, you'll find that your own habits ripple out to your team; so show up as a leader and lead by example. Make sure that what you say is congruent with what you do. Then take the next step by encouraging your team to step into their own leadership.

- **Give them what they need to be successful:** There's a simple way to find out what your team needs: ask them. You may not always be able to give them everything they want, but you can always work hard to make sure they have everything they need.

- **Create an environment of fun and enjoyment:** Everyone performs better when they are able to relax and are having a good time. Fun is the element that allows people to make it through the difficult tasks and overwhelming deadlines, and the best leaders know how to make it work without compromising the team's work ethic or commitment to excellence.

- **Model accountability and teach responsibility:** Be the kind of leader people can trust to follow through on everything you say. Great leaders know they need to develop a reputation of being true to their word. It tells others they can count on you and shows the kind of behavior you expect.

- **Be decisive and purposeful:** Decisions need to be made on a constant basis and thriving teams with great leaders know how to act decisively and with purpose. The best leaders have the confidence to stand alone, the courage to make tough decisions and the compassion to listen to the needs of others.

- **Don't underestimate the power of team member(s):**If you're not able to manage your distressing emotions, if you can't have empathy and have effective relationships then no matter how smart you are, you are not going to get very far with your team or leadership.

- **Teach them that everything is hard before it's easy:** Encourage your team to persist until something happens. Pushing people to their limitsis teaching them to always go further.

- **Give them something to learn and grow on.** The best teams, like the best leaders, are never stagnant. Build plenty of opportunities for your team members to learn and grow.

- **Show them fearlessness and encourage them to be brave:** As a leader, you need to show your team fearlessness and encourage them to be brave, to take chances, to go out on a limb. Great leaders coach and teach their team they are right there with them, not on the sidelines screaming and instilling fear but showing them fearlessness and encouraging bravery within them.

- **Earn their respect and give them yours:** The way to unleash greatness in your team is to both show them respect and give them reason to respect you. Mutual respect is critical to any team, so set an example by treating everyone you encounter with respect.

- **Admit that you don't have all the answers:** Transparency is important, and so is showing your human side. Let your team see that leadership doesn't mean having all the answers or pretending.

- **Create win-win situations.** The highest level of success comes not from beating others out but from creating win-win solutions. Everyone benefits from little gains along the way, and the more opportunities you create, the bigger the benefit.

- **Be agile and flexible:** Great leaders embrace agility and honor flexibility, because they know that things are constantly changing and flexibility is a fundamental requirement for leadership. Being an agile and flexible leader aligns with the need for your team to be collaborative and cooperative, and it aligns and empowers teams to hold those qualities.

- **Get personal as you are being professional:** Build a personal relationship with each member of your team. It doesn't have to be a close friendship, but recognition of people as fully developed human beings and not just team members who get the job done.

- **Be honest and encourage candor:** A great leader is honest; they encourage their teams to be transparent and speak with candor. Especially when things go wrong, it is important that everyone feel that they can speak with honesty.

- **Be accessible and available:** Part of being a leader involves being there for your team. If they have a question or need advice, make sure it's easy for them to access you.

- **Consistently praise them and always appreciate them:** If you want a great team, if you want happy people, you have to praise them and acknowledge them and praise them some more. When you let your team knows you're aware of what they can be and what they can become, that is when you can begin reaping the benefit of their growing greatness.

Learning Outcome 2.3: Proper Demonstration of problem solving and decision making skills

Toipc1: Outline characteristics of good solution

- **Depth**. A deep product or service has a robust set of features. It means you've anticipated what your customers will need as they move up the power curve, For example, Google is a one-stop source for your online needs, ranging from simple search to managing your e-mail, to analyzing your Web site. The selection is incredibly deep.

- **Intelligence**. An intelligent solution solves people's problems in smart ways. Smart solutions are the ones that look simple in retrospect, don't require a genius with an instruction manual to use them, and the benefits are easily quantified. In the computer world, the advent of the mouse for interface control and selection was such a product.

- **Completeness**. A complete solution provides a great experience that includes service, support, and a string of enhancements. For example, the Lexus experience is more than the steel, leather, glass, and rubber. After-sales support, comfort, accessories, and brand image are as much a part of owning a Lexus as the car itself.

- **Empowering ability**. An empowering solution enables you to do old things better and to do new things you couldn't do at all. It increases your confidence and your ability to control your life. This feeling of empowerment is the essence of why young people love their smart phones and often consider their phone an extension of themselves.

- **Elegance**. An elegant solution is not opulent, but embodies creativity and polish, and enhances the user experience. An elegant solution works with people. An inelegant solution fights people. It looks right. It feels right. It works right. And it doesn't make more work for you. This may be hard to define, but you know it when you see it.

==Topic2: Understand the steps of problem solving to work and community related problems==

Here are eight steps for an effective problem-solving process:

Step 1: Define the problem

- What is the problem?
- How did you discover the problem?
- When did the problem start and how long has this problem been going on?
- Is there enough data available to contain the problem and prevent it from getting passed to the next process step? If yes, contain the problem.

Step 2: Clarify the problem

- What data is available or needed to help clarify, or fully understand the problem?
- Is it a top priority to resolve the problem at this point in time?
- Are additional resources required to clarify the problem? If yes, elevate the problem to your leader to help locate the right resources and form a team.
- Consider a Lean Event (Do-it, Burst, RPI, Project).
- ·Ensure the problem is contained and does not get passed to the next process step.

Step 3: Define the goals

- What is your end goal or desired future state?
- What will you accomplish if you fix this problem?

- What is the desired timeline for solving this problem?

Step 4: Identify root cause of the problem

- Identify possible causes of the problem.
- Prioritize possible root causes of the problem.
- What information or data is there to validate the root cause?

Step 5: Develop action plan

- Generate a list of actions required to address the root cause and prevent problem from getting to others.
- Assign an owner and timeline to each action.
- Status actions to ensure completion.

Step 6: Execute action plan

- Implement action plan to address the root cause.
- Verify actions are completed.

Step 7: Evaluate the results

- Monitor and Collect Data.
- Did you meet your goals defined in step 3? If not, repeat the 8-Step Process.
- Were there any unforeseen consequences?
- If problem is resolved, remove activities that were added previously to contain the problem.

Step 8: Continuously improve

- Look for additional opportunities to implement solution.
- Ensure problem will not come back and communicate lessons learned.
- If needed, repeat the 8-Step Problem Solving Process to drive further improvements.

Briefly, steps of problem solving are: define the problem, get more information about the problem, generate many ideas on how to solve the problem, choose a solution, implement the solution and evaluate the solution as the chart below illustrates them:
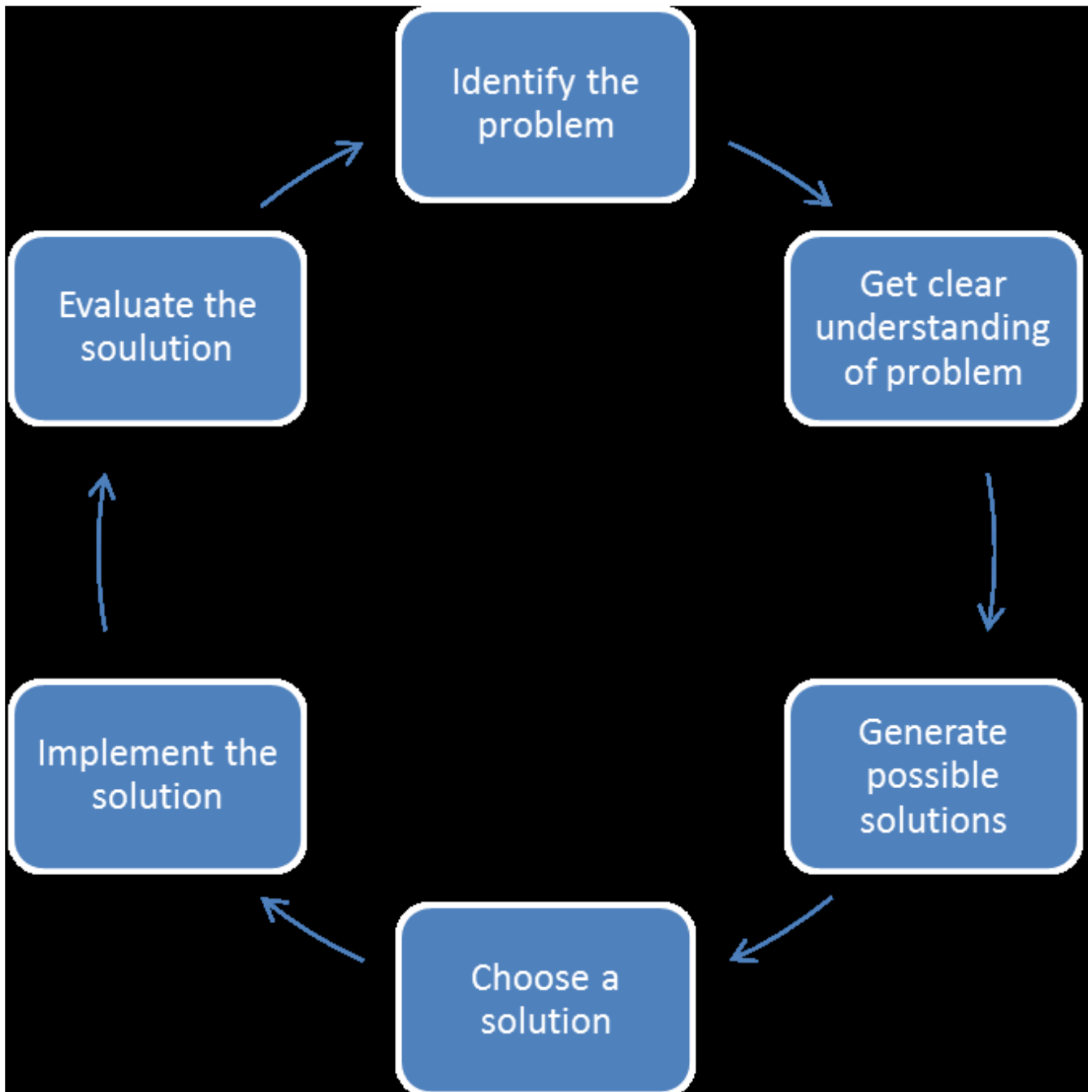
Problem Solving Tips:

- Often there is more than one solution to a problem. Be open to different possibilities!

- Your experiences, culture and background will influence the solutions you think of.

- Avoid making assumptions.

- Never give up!

- Be prepared to listen openly to different points of view.

- Focus on the solution you want, not on things that cannot be changed.

- Remember to use your good listening, speaking and cooperation skills when problem solving with others

A. The following communication improves problem solving:

- State your problem and interests. Acknowledge others' problems and interests. Avoid name calling and answering a complaint with another complaint.

- Listen to the other parties and know their interests. Ask "why," "why not", "what if" questions to better understand. Use silence to demonstrate you are willing to listen or to help move the other side into a position to listen more effectively to you.

- Offer an apology when appropriate.

- Stay in the present and the future.

- Stick to the present topic.

- Look for areas of agreement.

- Set the time for the next discussion and take a time out if the discussion deteriorates.

- Use mutual restating until a party who continues to feel misunderstood feels understood appropriately.

- State requests for change in behavioral terms. Don't ask for changes in attitude or feeling just to be different.

- Consistently express verbal and body messages. If negative feelings must be expressed, only use words. Show confidence in the process, relax, use good eye contact and show interest.

B. Nonverbal communication is important in problem solving:

- This includes facial expression, movement and gestures, the tone with which the message is conveyed such as confidence, desperation, anger or condescension, flexibility etc

- The actual meaning of words and any supporting information.

C. Listen to each other and still have differences: These characteristics apply:

- Listen to understand.

- Accept that what the other person is saying is true for him/her.

- Respect the others' feelings.

- Repeat for clarification.

- Find a point of agreement.

- State or restate your own opinion.

- Acknowledge another's statements and state, "I will give it serious consideration before I take further action."

D. When you receive feedback:

- Listen carefully and repeat what you heard.

- Ask to fully understand.

- Say thank you and state that you will consider their comments before taking further action.

- Seriously reflect on what you heard before taking further action.

E. When you give feedback:

- Separate the behavior from the person.

- Be specific and factual about behaviors.

- Avoid value judgments and demands for a change in attitude or emotion.

- Describe how you feel.

- Describe how this affected you.

- Be sensitive and respectful.

- Present this feedback as a gift, and then leave it behind.

Note: Communication is a great tool for problem solving because:

- It alleviates anger

- It surfaces issues

- It deepens relationships

- It helps solve problems

Learning Unit 3: Apply customer care

Learning Outcome 3.1: Demonstrate the understanding of the importance of good customer care

Topic1: Define customer service

Customer service is the direct one-on-one interaction between a consumer making a purchase and a representative of the company that is selling it. It is the assistance provided by a business or a company and its employees to the people who use or buy its products and services.

Customer service is the process of ensuring customer satisfaction with a product or service. Often, customer service takes place while performing a transaction for the customer, such as making a sale or returning an item. Customer service can take the form of an in person interaction, a phone call, self-service systems, or by other means. Customer service is an extremely important part of maintaining on-going client relationships that are key to continuing revenue. Customer service is therefore, the act of taking care of the customer's needs by providing and delivering professional, helpful, high quality service and assistance before, during, and after the customer's requirements are met.

Topic2: Understand the levels of customer service

There are basically six levels of customer service:

- **Criminal/poor service**: Criminal service is really bad. It's service that violates even minimum expectations, the kind of service that customers remember never to use again, and are angry enough to call you and complain about.

- **Basic/mediocre service**: Basic service is disappointing. It's the point of frustration that can turn into anger but when it's over the customer is not disappointed enough to complain. However, he will tell his friends, and will remember not to call for that kind of service again.

- **Expected/mediocre service**: Expected service is nothing special. It's the average, the usual, the norm. The customer might come back, but only if no better options exist.

- **Desired service**: Desired service is what customers hope for and prefer. They'll do business with your organization again because you do things for them just the way they like it.

- **Surprising/exceptional service**: Surprising service is something special, like an unexpected gift. It gives customers more than they expected. This makes you an organization that customers enjoy and will come back to again and again.

- **Unbelievable/exceptional service**: Unbelievable service is astonishingly fantastic. This is the level of service customers can't forget, the legendary treatment they will tell all their friends about.

Note: Most customers (68%) stop doing business with a company due to rudeness or indifference. You strive for exceptional service!

- **Understand customer care principles**

  - The customer is boss!

  - Never argue with customer

  - Do not confront a customer

  - Always be respectful and listen to the needs of the customer.

- **Understand the importance of customer care**

Customer service is important to the business because it retains customers and extracts more value from them. By providing top-notch customer service, businesses recoup customer acquisition costs and cultivate a loyal following that refers customers, serves as case studies, and provides testimonials and reviews. Therefore, the following sums up the importance of customer service:

1. Customer service represents your brand image, mission, and values

2. Happy customers will refer others.

3. Good customer service encourages customers to remain loyal

4. Customers are willing to pay more to companies who offer better customer service

5. Customer service grows customer lifetime value

6. Proactive customer service creates marketing opportunities

7. Excellent customer service is a competitive advantage

8. Revenue increases with good customer service.

9. Happy customers build a better reputation

10. Retention correlates to customer satisfaction

11. Marketing spend lessens with more customer advocates

12. Valued customer service unites goals and processes

13. Business longevity relies on satisfied customers

Briefly, customer service is important because it can help to:

- Increase customer loyalty

- Increase the amount of money each customer spends with your business

- Increase how often a customer buys from you

- Generate positive word-of-mouth about your business

Topic3: Understand the impact or effect of customer service

Good customer service will have these **positive effects**:

a) You will keep your customers and your customers will recommend you to others

b) You will stand out from your competitors

c) It makes the workplace more enjoyable so staff stay

d) It shows your customers they are important

e) Customers will enjoy visiting you and will buy more

f) Customer service if done right will create word of mouth advertising

g) It is the cheapest form of positive advertising.

Bad customer service will have these **negative effects**:

a) Bad reputation

b) Loss of confidence and trust

c) Ends relationships

d) Bad reference for career

e) Loss of a job

Learning Outcome 3.2: Provide exceptional quality service

Topic1: Understand the basic customer needs

A customer needs to feel:

- Welcome

- Understood

- Important

- Comfortable

- **Understand service to meet basic customer needs**

To make a customer feel:

1. Welcome:

- Be friendly

- Greet customer

- Introduce yourself

- Use a positive tone of voice

- Smile / lighten up

2. Understood:

- Listen carefully

- Repeat or rephrase to make things clearer

3. Important:

- Refer to customer by name

- Show interest in clients' need

- Ask open-ended questions to understand customer's needs
- Thank customer for coming

4. Comfortable:

- Use open body language
- Show concern

Perception is how we see, hear or understand a situation. No two people see a situation exactly the same! A customer does NOT always think the way you do. S/he may therefore not see a situation the way you do. Always check to see what the customer is thinking. Never make assumptions!

Customer perception is defined as a marketing concept that encompasses a customer's impression, awareness and/or consciousness about a company or its offerings. To put it simply, customer perception is what your customers and potential customers think of your organization. This perception directly impacts the attraction of new customers and the capacity to maintain good relationships with current customers. Customer perception is an individual's appreciation of a product or service provided or marketed to him. This term can be seen as a process that starts when the consumer or potential consumer receives information about a product and ends when he builds an opinion or judgment of it.

✦ Meeting and exceeding expectations

Make sure you know your customer's attitudes, beliefs, ideas & feelings. Try to see things the way your customer does. This will help you meet & exceed his expectations.

Be Proactive:

Proactive behavior takes 0 percent skill and 100 percent effort and it's the top way to learn new things and stand out.

Consistently Positive Attitude:

Do you have a consistently positive attitude? You may be stressed about your personal life, but your work life shouldn't pay the consequences. It absolutely takes skill to be able to "fake it" some days when you are not feeling the best, but people who overachieve are able to not let one aspect of their life negatively affect another.

Build Effective Relationships:

By being proactive and having a consistently positive attitude, any worker at any level will build effective relationships. Make it a point to not only discuss the importance of being good at the "book smarts" portion of the job, but stress the relationship building aspect. As we will discuss in the next section, relationship building is crucial to becoming a memorable employee.

Be Memorable

The biggest reason most employees stay in the middle 80 percent of the performance bell curve is they don't understand what exceeding expectations means. It is ASSUMED that you are going to be good and competent at your job that's not exceeding expectations. Doing your job allows you to keep your job, not get promoted. Most employees, especially young professionals, struggle to understand that. To exceed expectations, you not only have to be proactive and great at the little things, but you need to make yourself seen.

Prove your worth everyday

Here are seven additional ways to describe how to stand out on a job:

1. **Be a Problem Solver—**Don't just identify problems, come up with solutions
2. **Work Hard & Smart—**What are things that you can work on that really matter to your supervisor and organization?
3. **Make Your Boss's Life Easy—**Offer to take over aspects of their job that they might not enjoy, and stand out doing them!
4. **Understand the Whole Organization—Not Just Your Role—**Understand the "whole" including the competition and how other departments work together
5. **Make Sure You Over-Deliver—**Look for opportunities to work on projects from start to finish and overachieve on every task
6. **Project the Right Image—**Develop a reputation for being trustworthy and look to raise your visibility
7. **Get a Mentor—**Mentors can help you learn and push you out of your comfort zone.

Quality first, Speed second

We all like our issues to be resolved efficiently when contacting a company, but what makes us use them again and again? There is only one answer. The quality of the service!

According to RightNow's Customer Experience Impact study, at 82% the top reason customers would stop using a business was rude and incompetent staff. This was 18% more than their issue not being resolved swiftly.

Why do customers leave a company

Customer believes you don't care about them	68%
Customer is dissatisfied with your service	14%
Customer pursuaded to go to a competitor	9%
Customer gets a friend to provide a service	5%
Customer moves away	3%
Customer dies	1%

Advice: Remove time as a measure of quality and concentrate on getting your service right. Don't ever make a customer feel rushed.

Connect with Your Customers

Now you have a little more time. What do you do with it? In 2020, it's no longer enough to be friendly and efficient in solving customer inquiries. You have to connect with them too.

Go the Extra Mile

Think about the best customer experience you have ever had. Imagine it involved a company or representative doing far more than what was expected of them. Customer service today is not about telling people how great you are and giving figures to prove it. It's about creating memorable experiences that do the talking for you.

All you need to remember is to:

- Take your time
- Connect with the customer
- Do more than they would expect

Final Message

To conclude, preach these five things:

1. Dominate "the little things"

2. Build positive relationships

3. Demonstrate professional communication skills

4. Show consistency with your attitude

5. be proactive

Find out from customers how they liked your service and what can be done to make it better.

1. Provide proactive live chat support

Live chat can address many issues. For example, it can help customers who are unable to locate the items they seek, or answer questions about availability, payment, shipping, etc.

Chat support can help a company get closer to its customers by better understanding their needs and challenges. It also helps identify patterns if there are any recurring issues and helps find long-term solutions for those issues.

2. Get feedback on live chat session

This feedback can include basic questions about whether the chat experience was helpful. This helps you rate the effectiveness of your chat-support personnel. In the case of an unsatisfactory response, prompt action can help you win the customer's trust.

3. Provide dedicated customer feedback forms on your site

Provide at least a dedicated feedback email. If there are any complaints, customers can communicate their grievances through this email. This remains one of the most effective methods of generating feedback. You can take this one step further by providing a dedicated feedback form, placed prominently on your website. As a best practice, the forms should include all relevant questions related to feedback, but should not be too long.

4. Measure your customer service performance

The aim of this survey is to determine whether the resolution is in accordance with the customer's expectations.Such surveys work well when there are only a few questions. A simple option is to provide your customers the option to rate their experience.

5. Call your customers regularly

Calling customers is a highly personalized way to seek customer feedback. This method is proactive, and generates the best responses.

The advantage of this method is that you get firsthand feedback, straight from the customer. Moreover, hearing your customer's voice and tone provides an opportunity to sense their satisfaction.

6. Use email surveys for new customers

One of the best parts about email surveys is that you can seek information on the entire shopping experience, from search to shipment. It is a must for new shoppers.

The survey could seek customer feedback on the following aspects:

- Motivation for choosing the store, price, availability, free shipping, order in search engine ranking, etc.

- Method used to find the store, search engine, customer referral, social media site, comparison site, blog post, local listing, other online ads, etc.
- Feedback on product/service quality, price, availability, others.
- Overall service experience website navigation, ease-of-use, availability, customer service experience, delivery time, quality of communication, and other suggestions for improvement.

7. Monitor social channels

Social media sites such as Facebook, Twitter, LinkedIn, etc. can be an invaluable resource for customer feedback.

A variety of tools are available that help in "social listening", or gathering conversations on social media about a brand. Some tools even help monitor the social presence of your competitors.

Just as other methods do, social listening provides a great opportunity for you to improve user experience and quickly respond to any issue that might arise.

Time plays a very important role in handling complaints on social media, as negative comments spread rapidly. This makes it vital that you address the issue promptly, and try to ease the customer's angst

8. Ask for feedback on order confirmation page

Your order confirmation page is ideal for seeking feedback about a customer's experience. Questions should address whether customers faced any difficulties and reaching the desired product/category, whether they were happy with the options available, etc. Questions should be multiple-choice, and should be kept as brief as possible. Along with multiple-choice questions, it's important to have a general text box for other comments.

9. Use polls

Polls can be an effective way of seeking feedback due to their user-friendliness. You can conduct polls on your website, via newsletter, or through emails.

Polls play an important role in identifying trends which can help you make business decisions. For example, before a holiday season, a poll can reveal trends on what customers are likely to buy, which helps in stocking.

10. Create an online community

Creating a forum or community on your website or on a social network can generate excellent feedback. This method is easy to implement, but requires continuous monitoring and a full-time moderator. It can also provide some excellent feedback and new ideas.

11. Display positive customer feedback

Displaying customer feedback on your website has numerous advantages. First, it serves as motivation and recognition for the customers who have shared feedback, and makes them feel more valued. Another key advantage is that it encourages other customers to provide feedback, because they see that it will not go unattended.

12. Humanize your online store

Most e-commerce sites end up looking the same, and they look rather impersonal. To solve this problem, ecommerce site owners need to give their site a personal, "human" touch.

This not only improves conversions, but also increases feedback, since customers feel they are talking to a real person and not a website.One way to do this is to increase the personality element on the website. Companies can choose either a real person or a fictional character to symbolize the brand

13. Ask feedback in return for a prize or gift

Typically, it is very difficult to generate positive feedback. The customer is more likely to send feedback after an unpleasant experience. You can solve this problem can by giving out gifts to customers for sending feedback. Gifts can include free shipping, discounts on future purchases, free samples, gift cards, contests, etc. The prize should be valuable for the customer rather than a cross-sell tactic.

14. In-app feedback

In-app customer feedback gives you insight into how your customers actually use your product.

It works by letting you identify certain segments of users, like "users last visit more than seven days", then enables you to send push notifications and engage in conversation with them.

15. Ask feedback right after purchase

If you want to get feedback about the purchase experience on your site, you have the best chances probably right after the purchase.

Learning Outcome 3.3: Communicate effectively with customers by telephone and face to face

Topic1: Apply telephone tips

Communicating by phone is an important part of customer service. You may use the phone to:

- Give information about the organization,
- Schedule an appointment,
- Answer a question,
- Take an order,
- Give directions on how to get to your site,

- Refer someone to a health care agency, or

- Handle a complaint.

The following are telephone tips but they can also be used for when you talk to someone face-to-face:

- Be ready. Have pencil or pen and paper ready.

- Answer promptly. Answer within 2 to 4 rings.

- Be friendly.

- Be polite. Use "please", "thank you" and "you're welcome."

- Identify yourself. Say your agency's name first, and then your name.

- Repeat the caller's name. Saying the caller's name helps her/him pay attention to what you say.

- Listen carefully. Make sure you understand what the caller is saying.

- Give the caller your full attention. If you need to deal with something during a phone call, ask the caller if s/he can wait.

- Don't guess at answers. If you are not certain about information tell the caller, you will find out and call back.

Topic2: Recording a telephone message

When taking messages over the phone, write down:

- the caller's name,

- the caller's telephone number,

- the date and time,

- what the caller needs,

- Any additional information, and your name or initials.

Make sure the message is accurate. Repeat information such as phone numbers, spelling of a name, or addresses back to the caller.

Learning Outcome 3.4: Handle conflict with difficult customers

Topic1: Define conflict, conflict resolution/management

Conflict is a serious disagreement or argument between people. The basis of conflict may vary but it is always a part of society.

Resolving conflict means finding a way to take care of the problem that everyone can agree to.**Conflict management** is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting.Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Conflict

resolution is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict and retribution.

♣ Understand steps of conflict management with difficult customers

To handle conflicts, you may to follow the steps listed below.

1. Stay calm and listen:

- Think before you talk and control yourself.

2. Deal with the person's feelings first:

- Listen to the person's whole story.
- Do not interrupt.
- Put yourself in the person's place.
- Use words such as "I see" or "I can understand how you must feel."
- Do not become defensive.

3. Ask questions:

- Ask if it's okay to get more information. Use words as "Do you mind if I ask you a few questions to help me understand what happened?"
- Ask open-ended questions (questions that cannot be answered with "yes", "no" or short answers) to get more information.
- Ask closed-ended questions (questions that can be answered with "yes", "no" or short answers) to make sure what you heard is right.

4. Give feedback:

- Restate what you think the participant is thinking in your own words. For example, "It sounds like you were very disappointed with the way your appointment went."

5. Summarize the problem:

- Describe what you think the problem is.
- Describe the person's concern.
- Check to see if you have described the person's situation accurately.

6. Deal with the problem:

- Find out what the person wants. Use words such as, "What would you like us to do?"
- Suggest alternatives. If you cannot do what the person wants, offer other ideas.
- Try to reach a realistic compromise. If you cannot resolve the problem, find someone who can help you.
- If the problem was caused by the agency admit the error and apologize.
- Agree on a solution and begin working on it.

Learning Unit 4: Write and submit a report

Learning Outcome 4.1: Identify types of reports required

Reports are actual documents that inform by summarizing and analysing a particular situation, issue, or facts and then make recommendations to the group or person asking for the report.

Types of Business Reports:

There are many different types of reports, depending on the business' needs and situation. Here are some of the most common:

1. Informational Reports

Informational report is when you want objective information on something. It presents non-biased facts without explaining the reasons and the possible outcomes of a situation. It is the ideal business report for learning things such as the number of employees, the role each of them plays in the company, or the departments the employees work in.

2. Analytical Report

This type of business report is usually required when trying to make an important decision. An analytical report analyzes the company's situation, presenting relevant information, explanations, and conclusions. It helps the company to make good decisions going forward.

3. Research Report

This is the most comprehensive type of reports required which considers trying something new, such as going into a new geographical area or offering a new product. A team of specialists or researchers are given a topic and asked to find all the relevant statistics and details obtained from an informational report, followed by a detailed analysis of the data found in the analytical report. The conclusion of the research report will be based on the available data obtained from the analytical and informational reports.

4. Explanatory Report

This report is required when you want to explain a topic or situation so that everyone can understand it. For example, you can write it to explain the research you've conducted. Along with the table showing the results, you should include the reason for the research, sample sizes, methodology, etc. After explaining the results, you should briefly summarize the findings.

5. Progress Report

You want this report to show how things are going at the moment. A progress report isn't based on analysis or tons of research. Instead, they are an update for the person who needs it. One example of

this could be a weekly report disclosing the progress made throughout the week and what tasks you're looking to work on in the upcoming week; a monthly report, an annual report etc.

Learning Outcome 4.2 Produce the relevant report

The basic steps for writing reports are outlined below:

Step 1: Decide on the 'Terms of Reference'

To decide on the terms of reference for your report, read your instructions and any other information you've been given about the report and determine what the purpose of the report is. Is it to inform others so that they become interested in the work? Or is it a presentation of the results of the work done to people such as your supervisor, sponsor, assessor, etc.? Think about the purpose of the report:

- What is it about?
- What exactly is needed?
- Why is it needed?
- When do I need to do it?
- Who is it for, or who is it aimed at?

Step 2: Decide on the procedure

This means planning your investigation or research, and how you'll write the report. Ask yourself:

- What information do I need?
- Do I need to do any background reading?
- What articles or documents do I need?
- Do I need to contact the library for assistance?
- Do I need to interview or observe people?
- Do I have to record data?
- How will I go about this?

Step 3: Find the information

The next step is to find the information you need for your report. To do this you may need to read written material, observe people or activities, and/or talk to people.Make sure the information you find is relevant and appropriate. Check the assessment requirements and guidelines and the marking schedule to make sure you're on the right track. Collect the information needed.

Step 4: Decide on the structure

Reports generally have a similar structure, but some details may differ. How they differ usually depends on:

- The type of report: if it is a research report, laboratory report, business report, investigative report, etc.
- How formal the report has to be.
- The length of the report.

Arrange your information in a logical way and take care the structure is well balanced.

Step 5: Draft the first part of your report

Once you have your structure, write down the headings and start to fill these in with the information you have gathered so far. Write in the language of your reader; try not to make any spelling mistakes and if writing on a computer, use the spell-check; make sure the layout is well organised. By now you should be able to draft the terms of reference, procedure and findings, and start to work out what will go in the report's appendix.

Findings: they are result of your reading, observations, interviews and investigation. They form the basis of your report. Depending on the type of report you are writing, you may also wish to include photos, tables or graphs to make your report more readable and/or easier to follow.

Appendices: As you are writing your draft decide what information will go in the appendix.

Step 6: Analyze your findings and draw conclusions

The conclusion is where you analyse your findings and interpret what you have found. To do this, read through your findings and ask yourself:

- What have I found?
- What's significant or important about my findings?
- What do my findings suggest?

Conclusion may describe how the information you collected explains why the situation occurred, what this means for the organisation, and what will happen if the situation continues (or doesn't continue). Don't include any new information in the conclusion.

Step 7: Make recommendations

Recommendations are what you think the solution to the problem is and/or what you think should happen next. To help you decide what to recommend:

- Reread your findings and conclusions.
- Think about what you want the person who asked for the report should to do or not do; what actions should they carry out?
- Check that your recommendations are practical and are based logically on your conclusions.
- Ensure you include enough detail for the reader to know what needs to be done and who should do it.

Your recommendations should be written as a numbered list, and ordered from most to least important.

Step 8: Draft the executive summary and table of contents

Some reports require an executive summary and/or list of contents. Even though these two sections come near the beginning of the report you won't be able to do them until you have finished it, and have your structure and recommendations finalized.An executive summary is usually about 100 words long. It tells the readers what the report is about, and summarizes the recommendations.

Step 9: Compile a reference list

This is a list of all the sources you've referred to in the report and uses APA referencing.

Step 10: Revise your draft report

It is always important to revise your work. Things you need to check include:

- If you have done what you were asked to do. Check the assignment question, the instructions/guidelines and the marking schedule to make sure.

- That the required sections are included, and are in the correct order.

- That your information is accurate, with no gaps.

- If your argument is logical. Does the information you present support your conclusions and recommendations?

- That all terms, symbols and abbreviations used have been explained.

- That any diagrams, tables, graphs and illustrations are numbered and labelled.

- That the formatting is correct, including your numbering, headings, are consistent throughout the report.

- That the report reads well, and your writing is as clear and effective as possible.

You might need to prepare several drafts before you are satisfied. If possible, get someone else to check your report.

<mark>Topic2: Understand different sections of a report</mark>

Reports provide factual information about a topic and often include recommendations based on what was experienced or observed. Examples include work done reports, internship reports, etc.…

Depending on the type of report, the structure can include:

- A title/cover page.

- Table of content

- Executive summary/Abstract/overview/executive summary

- An introduction.

- Body

- Recommendations.

- Conclusions.

- References/Bibliography.

- Appendices.

- Signature

Note: The sections, of a report usually have headings and subheadings, which are usually numbered

1. Title/cover page:

It is otherwise called as heading of the report. The title page also called cover page contains the details below:

- The full name of the project/institution or company

- The title of report

- The name and address of the reporter

- The name and address of the receiver

- The names of the other group members if they are

- The date and place of submission of a report

2. Table of content

It is desirable to give the table of contents at the beginning of the report. It gives full view of the report. One can know the full contents of the report briefly by reading the table of contents. Moreover, the reader can turn the required page number to study the specified heading very easily. It means that the table of contents has not only contents but also include page number of heading and sub-heading of the report.

3. Executive summary

Executive summary or abstract or overview is not a part of the body of the report itself. Rather, the abstract is a brief summary of the report contents that is often separately circulated so potential readers can decide whether to read the report. The abstract should very concisely summarize the whole report: why it was written, what was discovered or developed, and what is claimed to be the significance of the effort.An abstract or summary gives overall view of the report briefly. There is no hard and fast rules to be followed in writing an abstract or summary. But, it is generally agreed that 300 words to 500 words are used for writing an abstract or summary. The executive summary does not include figures or tables, and only the most significant numerical values or results should be given

4. Introduction

Introduction is the first part of any type of report. It contains the following information:

- Authorization of the report and terms of reference.

- Brief history and background of the subject matter of the report.

- Scope of the study of the report which contains the details of the list of areas to be covered in the report within the subject matter.

- Limitations and qualifications of the report.

- Methodology used to collect both primary and secondary data. The list of sources of secondary data should be provided for the reliability of the report.

- Definitions of special terms and symbols if desirable.

- Clear statement of the problem posed by the project, and why the problem is of interest

- Background information so that the reader can understand the significance of the problem.

- A brief summary of the unique approach your group used to solve the problem should be given, possibly also including a concise introduction to theory or concepts used later to analyze and to discuss the results.

Generally, the introduction of the report attracts the attention of the reader. It is necessary for the continued study of the full report.

5. Body/description/discussion

Discussion (or) Description or Body of the Report: This is the main part of the report. The subject matter of the report should be systematically presented with suitable headings and sub-headings. It contains the facts found by the reporter(s) along with his/their comments. The subject matter is dealt with the help of charts, graphs, statistical tables etc. Sometimes, excerpts from other reports can be included in order to improve the quality of the report. Body of report is a very important part in which the report writer focuses on main points and evidence including materials and methods/procedures, results, discussion and findings.

4.1 Materials and Methods

The purpose of the materials and methods section is to describe the materials, apparatus, and procedures used to carry out the measurements. Most importantly, the section needs to provide a clear presentation of how key measurements were obtained and how the measurements were analyzed. This is where the particular approach followed to reach the project's objectives should be described. The detail should be sufficient so that the reader can easily understand what was done. An accurate, schematic diagram depicting the apparatus should be included and referred to in the text as needed (if a diagram has been already provided it can be used in the report, provided that the source is properly referenced). To improve clarity of presentation, this section may be further divided into subsections (ex. a Materials subsection, an Apparatus subsection, a Methods or Procedures subsection, etc.)

4.2 Results

The sub section is dedicated to presenting the actual results (i.e. measured and calculated quantities), not to discussing their meaning or interpretation. The results should be summarized using appropriate Tables and Figures (graphs or schematics).List of Figures (or) and List of Illustrations: This part contains the map and pictures which are related to the report. Such type of map and pictures enable the readers for proper and clear understanding of the report. The name of map and pictures are given with page number under this part. Every Figure and Table should have a legend that describes concisely what is contained or shown. Figure legends go below the figure, table legends above the table. Throughout the report, but especially in this section, pay attention to reporting numbers with an appropriate number of significant figures. A formal error analysis (such as, perhaps, was done in Physics lab) is not necessary. Still, features of the data-taking and processing that may have especially contributed to errors should be pointed out.

4.3 Discussion

The discussion interprets the results in light of the project's objectives. The most important goal of this section is to interpret the results so that the reader is informed of the insight or answers that the results provide. The discussion should also present an evaluation of the particular approach taken by the group.

6. Recommendations

The reporter(s) can present the report along with his/their recommendations which are based on the findings. When a report is prepared by a committee or sub-committee, the recommendations are put in the form of "motions" or "resolutions".

7. Conclusions

The conclusions should summarize the central points made in the discussion section, reinforcing for the reader the value and implications of the work. If the results were not definitive, specific future work that may be needed can be (briefly) described. The conclusions should never contain "surprises". Therefore, any conclusions should be based on observations and data already discussed. It is considered extremely bad form to introduce new data in the conclusions. The conclusion is based on the findings and nature of the subject matter dealt in the report.

8. References

The references section should contain complete citations following standard form. The form of the citation depends on the type of source being referenced, and is different for whole books, chapters in books, and articles published in a journal. One good format to follow is that used in the Chemical Engineering Progress journal, published by AIChE or APA referencing system. Some excerpts may be used from any other report or books, periodicals, magazines, journals etc. If so, the page number of

the relevant items should be given as footnotes on the page on which they are cited or given as references at the end of the report. The list of references may be arranged in a chronological order in which they occur in the report or presented in an alphabetical order. The references should be numbered and listed in the order they were cited in the body of the report.

9. Appendices

Primary data is used to collect the information for report writing. Besides, some statistical information are also collected and used for report writing. Such information cannot be incorporated in the main body of the report in order to keep the main line of argument. But, these are necessary for proper understanding of the report. Hence, these are given as Appendices at the end of the report.

10. Signature

The business report is signed by the person(s) who has (have) submitted along with date. In the case of committee or sub-committee report, all the persons are expected to sing with date. If not so, the chairman of such committee or sub-committee can sign with date on behalf of its members.

==Topic2: Apply report writing tips==

The actual writing of the report:

- **Collect the information needed.** Important sources are: reports, notes which have been written earlier, books, information from your monitoring system, interviews with staff/target groups etc.

- **Arrange your information in a logical way and take care the structure is well balanced.** The way the report is divided determines the structure. Make use of chapters, paragraphs, sub-paragraphs. Chapters need to be roughly the same length. Paragraphs should be a logical subdivision of the chapters. Keep each short and make sure that one sub-paragraph covers one subject.

- **Write in the language of your reader**. Not childish or over-sophisticated. Avoid long and complicated sentences (not longer than 15 –20 words). Take care that the report is easy readable without reference to other literature. If needed, use footnotes to explain certain concepts/ideas.

- **Try not to make any spelling mistakes**. If you are writing on a computer, use the spell-check.

- **Make sure the layout is well organised.** The reader will give up quickly if it takes too much effort to follow the line of your argument. Make sure that there is enough space between the lines, paragraphs etc.

- **Check the result by asking the following**:
  - ✓ Does the report answer the questions raised by whoever commissioned it?
  - ✓ Is the structure logical and well balanced? Is the order of the topics correct?

- ✓ Have the pages been numbered and is this according to the Index?
- ✓ Has somebody else read the report and given feedback (before you send it to the person who commissioned it)?
- ✓

Learning Outcome 4.3: Hand the report to the appropriate persons

Topic1: Apply routing and transmittal slip

Reporting channels in acknowledgment of the differences between systems and institutions uses the terms "appropriate", "competent" or "relevant" authorities or supervisors or responsible or persons to report to. Any institutions or companies should have designed and established reporting channels well organized or structured so that each employees or any other reporter (s) know to whom to report. It is better to report to your immediate supervisors or employers that are in place.

In many cases, there are a range of office holders and authorities who are in a position to receive reports or to be reported to. It is paramount that they have not only the "competency" to receive such reports, but are also empowered to act in response and are held accountable for their action. Briefly, the report should be transmitted with a transmission or cover letter to responsible person or your employer. Reporting to competent authorities as right persons to whom to report is an obligation of reporter(s). A successful transmission of report is when the reporter has a copy signed indicating that his or employer has received the report or indicates that the fax or email was processed and/or sent successfully.

A routing slip is an official paper that specifies the route for a document where it is to be circulated: download or print free routing slip templates and formats in this post. Few words are also used for routing slip such as a routing loop, routing switch, routing protocol, workbook, and routing. It is also called a circulation slip. It is defined as a list attached to the front cover of the document or a periodical issue and also sending the names of the people within a department or an organization who would like to receive it. It also refers to a type of dialog box for information that means a file or email with a specified sender, receipt, data format, and transmission medium.

The routing slip template helps in establishing confidence with your customers. What is a better approach to convince them; it helps in communicating professionally and shows how to guide a set of documents when it is sent to another party. It is initiative and suitable for several finds of documents such as the Routing slip template in PDF and MSWord.

Routing and transmittal slip templates

Example One

ROUTING SLIP

Please staple to each document(s) to maintain document and correspondence tracking.

Contact Person: ▒▒▒

Office: ▒▒▒

Ext: ▒▒▒

Date: ▒▒▒

Please route as requested:

1. ☐ For pick-up, please call extension

2. ☐ Fax (▒▒▒) a copy to me for my information

3. ☐ Route to the next office for processing

Special Instructions: ▒▒▒

Example Two

Republic of the Philippines
DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT

REFERENCE/CONTROL NO.

ROUTING AND TRANSMITTAL SLIP

SUBJECT:

FOR/TO	FROM	DATE	SENDER'S LAST NAME AND INTINAL	REMARKS	Write the NUMBER of action being requested
					[1] Approval/Signature
					[2] Appropriate staff action
					[3] Comment/Recommendation
					[4] Study/Investigation
					[5] Reply direct to writer
					[6] Reply for signature of SILG/USEC
					[7] Report due for apre of SILG/USE
					[8] Rewrite/Redraft/Retype
					[9] Notation & Return
					[10] Notation & Forward to
					[11] Information/Reference
					[12] See SILG/USEC/ASEC
					[13] Prepare speech/Msg/Remarls
ADDITIONAL REMARKS					[14] Request feedback to SILG/USEC
					[15] ATTN to HWN of SILG/USEC/A
					[16] Dispatch to addressee
					[17] File
					[18] Re-route
					[19] Additional remarks

THIS FORM SHALL NOT BE DETACHED FROM THE DOCUMENT WHERE THIS IS ATTACHED

Example Three

U.S. Postal Service
Routing Slip

To	Dept., Office or Room No.		
1.		____	Approval
		____	Signature
		____	Comment
2.		____	See Me
		____	As Requested
3.		____	Information
		____	Read and Return
4.		____	Read and File
		____	Necessary Action
5.		____	Investigate
		____	Recommendation
6.		____	Prepare Reply
		____	

From:	Extension
	Room No.
Date	

Remarks

TransFORM Item 0-13, August 1976

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