



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CCMWC302

COMMUNICATION SKILLS AT THE WORKPLACE

Communicate effectively at workplace

Competence

RQF Level: 3

Learning Hours



Credits: 3

Sector: ALL

Trade: ALL

Module Type: Complementary

Curriculum: ALL

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Issue Date: April 2022

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. Upon completion of the module, the learner will be able to listen and speak effectively, cooperate and work as a team member, write and transmit work related documents.				
Delivery modality	Training delivery	100%	Assessment	Total 100%	
	Theoretical content	30%	Formative assessment	30%	
	Practical work:	70%		70%	100%
	<ul style="list-style-type: none"> Group project and presentation 20% Individual project /Work 50% 				
				Summative Assessment	

Elements of Competency and Performance Criteria

Elements of competency	Performance criteria
1. Listen and speak effectively	1.1. Listening skills are adequately applied according to their types, strategies and styles
	1.2. Clear and accurate information and instructions are given based on command styles.
	1.3. Non – verbal communication signs are correctly interpreted based their types, importance and impact
	1.4. Effective speaking skills are properly demonstrated according to communication process
2. Cooperate and work as a team member	2.1. Effective cooperation with others to reach common objectives is demonstrated based on characteristics and qualities of team members.
	2.2. Effective team leadership is demonstrated based on leading qualities.
	2.3. Problem-solving and decision-making skills are properly demonstrated based on their characteristics.
3. Write and transmit work related documents	3.1. Work-related documents are correctly distinguished as per their types
	3.2. Basic work-related documents are effectively elaborated with respect to their structures and writing procedures
	3.3. Basic-work related documents are timely submitted to the appropriate persons as per the required transmission process

Course content

Learning outcome 1: Listen and speak effectively

Learning hours: 8

Indicative content

- **Application of listening skills & strategies**

- ✓ Introduction to listening
 - + Definition of listening
 - + Definition of hearing
 - + Listening vs hearing
 - + Effective listening

- ✓ Types of listening
- ✓ Listening styles

- **Giving information and instructions**

- ✓ Command styles used in giving instructions
 - + Imperative form to give instructions
 - + Simple present form to give instructions
 - + Future form to give instructions
- ✓ Formulation of instructions
- ✓ Components of a clear and concise instruction
 - + Sequencers
 - + Actions
- ✓ Application of strategies to ask questions for clarification
 - + Open and closed questions
 - + Funnel questions
 - + Probing questions
 - + Leading questions
 - + Rhetorical questions

- **Interpretation of Non-verbal communication signs**

- ✓ Types of non-verbal communication signs
 - + Proxemics
 - + Orientation
 - + Eye contact
 - + Facial expression
 - + Gesture
 - + Dress
 - + Posture
 - + Paralanguage
- ✓ Importance of non-verbal communication.
 - + Repetition
 - + Contradiction

- ✚ Substitution

- ✚ Complementing

- ✚ Accenting

- ✓ Impacts of non-verbal communication on how we give information and how we listen

- ✚ Adding value

- ✚ Intercultural friction

- ✚ Effects on relationship

- ✚ Managing conversation

- **Demonstration of effective speaking skills**

- ✓ Introduction to effective speaking skills

- ✚ Definition of effective speaking skills

- ✚ Types of effective speaking skills

- ✚ Strategies of effective speaking

- ✓ Element of communication process

- ✚ Encoding and decoding

- ✚ Communicator

- ✚ Message

- ✚ Channel

- ✚ Noise

- ✚ Worldview

- ✚ Context

- ✓ Kinds of voice

- ✚ Whispering voice

- ✚ Booming voice

- ✚ Monotonous voice

- ✚ Melodious voice

- ✚ Rain cloud voice

- ✚ Rainbow voice

- ✓ Positive voice intonations

- ✚ Method for voice relaxation

- ✚ Breathing exercises to improve volume

- ✚ Extending and controlling your pitch

- ✚ Projecting your voice

- ✚ Improving your articulation

- ✓ Negative voice intonations

- ✚ Rudeness

- ✚ Arrogance

- ✚ Disrespect

Resources required for the learning outcome

Equipment	Whiteboard
Materials	Flip charts, markers
Tools	Effective Listening Observation Form, audio clips, workbooks, notebooks, pens, handouts, worksheets, textbook
Facilitation techniques	Role play, individual and group work, practical exercise, individualized work, trainer guided, group discussion
Formative assessment methods	Written assessment, oral assessment

Learning outcome 2: Cooperate and work as a team member	Learning hours: 8
Indicative content	
<ul style="list-style-type: none"> ● Cooperating with others to reach a common objective <ul style="list-style-type: none"> ✓ Definitions <ul style="list-style-type: none"> ✚ Team ✚ Cooperation ✓ Importance of team work ✓ Characteristics of an effective and cooperative team member ✓ Qualities of a good team member ✓ Description of traits of a non-effective and non-cooperative team member <ul style="list-style-type: none"> ✚ Attendance problem ✚ Poor contribution ✚ Stressful environment ● Leading a team <ul style="list-style-type: none"> ✓ Qualities of an effective leader <ul style="list-style-type: none"> ✚ Determination ✚ Flexibility ✚ Resourcefulness ✚ Creativity ✚ Optimism reliability ✚ Patience ✚ Being responsible ✓ Different leadership styles <ul style="list-style-type: none"> ✚ Authoritarian leadership style ✚ Persuading leadership style ✚ Consulting leadership style ✚ Joining leadership style ✓ Strategies to lead a team efficiently 	

- ✚ Encouraging discussions
- ✚ Encouraging everyone to participate fully
- ✚ Remaining calm
- ✚ Using positive feedback
- ✚ Ensuring all team members understand that their ideas & opinions are equally relevant

- **Problem-solving and decision-making skills**

- ✓ Characteristics of a good solution
 - ✚ Realistic
 - ✚ Effective
 - ✚ Acceptable
 - ✚ Logical
- ✓ Steps of problem-solving to work and community-related problems
 - ✚ Identification of the problem
 - ✚ Understanding the problem
 - ✚ Generating possible solutions
 - ✚ Choosing a solution
 - ✚ Implementing a solution
 - ✚ Evaluating a solution
- ✓ Communication as a tool for problem solving
- ✓ Communication rules to improve problem solving

Resources required for the indicative content

Equipment	Whiteboard
Materials	Flip charts, markers
Tools	Audio clips, workbooks, notebooks, pens
Facilitation techniques	Role play, individual and group work, practical exercise, individualized work, trainer guided, group discussion
Formative assessment methods	Written assessment, oral assessment

Learning outcome 3: Write and submit work-related documents	Learning hours: 14
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Indicative content

- **Distinguishing of work - related documents types**
 - ✓ Procedural and informational documents
 - ✓ Common work-related documents
 - ✓ General uses of workplace documents

- **Elaboration of work-related document**
 - ✓ Basic work-related documents 'formats
 - ✓ Structure of basic work-related documents
 - ✓ Procedures for writing workplace documents

- **Submission of work-related documents**
 - ✓ Transmission process
 -  Signature by the right person
 -  Giving copies to all concerned people
 -  Attaching supplementary documents

Resources required for the indicative content
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Equipment	
Materials	Flip charts, markers
Tools	Reference books, handouts on customer needs, handouts on telephone conversations, worksheets, note books, text books, templates of routing slips, pens
Facilitation techniques	Individual and group work, documentation research, practical exercise, individualized work, trainer guided, group discussion
Formative assessment methods	Written assessment, performance assessment

References:

1. Work Readiness Training Programme – Trainer’s Manual, AkaziKanoze – Youth Livelihoods Project.
2. Work Readiness Training Programme – Participant’s Manual, AkaziKanoze – Youth Livelihoods Project.