# RQF LEVEL 3

CCMBC302

Communication Skills At The Workplace

TRAINEE MANUAL

COMMUNICATION SKILLS AT THE WORKPLACE

2022

ACKNOWLEDGEMENTS

Welcome to the world of Technical and Vocational Education and Training (TVET) in the hospitality and tourism sector. In an era of constant evolution and growing demand for skilled professionals, the importance of specialized training cannot be overstated. As the global hospitality and tourism industry continues to flourish, the need for competent individuals equipped with relevant knowledge and practical skills has become crucial. This collection of TVET training manuals serves as a comprehensive resource for those seeking to embark on a fulfilling career or further their expertise within the hospitality and tourism sector. Developed with meticulous attention to detail and in collaboration with industry experts, these manuals offer a wealth of knowledge, practical insights, and hands-on training exercises.

The manuals cover a wide range of topics, ranging from essential foundational concepts to specialized areas within the industry. Whether you are interested in hotel management, culinary arts, event planning, travel and tourism, or any other facet of this vibrant sector, you will find invaluable guidance within these pages. At the heart of the TVET approach is the belief that learning should be both practical and relevant. These manuals have been carefully crafted to ensure that they reflect the real-world challenges and requirements of the hospitality and tourism industry. They are designed to empower learners with the skills, competencies, and confidence needed to excel in their chosen field.

Furthermore, the manuals adopt a learner-centered approach, encouraging active participation, critical thinking, and problem-solving. Throughout each module, learners are encouraged to engage in practical exercises, case studies, and interactive activities that simulate real-world scenarios. This hands-on approach allows learners to apply theoretical concepts and develop the necessary skills that are highly sought after in the industry.
We understand that education is a lifelong journey, and these manuals have been designed to cater to learners at various stages of their professional development. Whether you are a student taking your first steps in the industry, a working professional seeking to enhance your skills, or an instructor guiding aspiring individuals, you will find the manuals to be a valuable

asset. I would like to express my sincere appreciation to the authors, industry experts, and educators who have contributed to the creation of these TVET training manuals. Their dedication and expertise have ensured that the manuals are of the highest quality and relevance.

I encourage you to embrace the opportunities presented within these pages, to explore the dynamic world of hospitality and tourism, and to unlock your potential in this exciting industry. By investing in your education and acquiring the skills offered in these manuals, you are taking a significant step towards a rewarding and successful career.

Best wishes on your journey of discovery and growth in the hospitality and tourism sector.

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ACRONYMS

RTB   Rwanda TVET Board

PPEs   Personal Protection Equipment

COVID-19   Coronavirus disease 2019

RURA   Rwanda Utilities Regulatory Authority

INTRODUCTION

Welcome to the training manual on communication skills at the workplace, designed for learners pursuing TVET level 3 in Rwanda. This manual titled "Communication skills at the workplace" is a comprehensive guide to entrepreneurship for all economic sectors and trades. The manual is structured into four units, each covering a critical aspect of communication skills at the workplace. These units include: listening and speaking effectively; cooperating and working as a team member; applying customer care; and writing and submitting a report.

This manual is designed to be an interactive learning experience, comprising discovery activities that encourage learners to explore and discover concepts, problem-solving activities that require learners to think critically and come up with solutions, guided practice activities that provide step-by-step instructions and application activities that enable learners to apply their newly acquired knowledge in real-life situations.

Additionally, this manual incorporates assessment activities that provide learners with feedback on their progress and help them identify areas where they need to improve.
By the end of this manual, learners will have gained a comprehensive understanding of the key aspect's communication skills at the workplace.

Let's get started!

Units:

Unit 1: Listen and Speak Effectively

Unit 2: Cooperate and Work as a Team Member

Unit 3: Apply Customer Care

Unit 4: Write and Submit a Report

Figure 1: Listening and speaking effectively

Unit summary:

This unit describes the knowledge, skills and attitude required to listen and speak effectively at a workplace. It includes applying adequately the different listening skills, giving clear and accurate information and instructions, interpreting correctly non – verbal communication signs and impact together with demonstrating effective speaking skills in workplace.

Self-Assessment: Unit 1

1. Study the Figure 1: Listening and speaking effectively and answer the following questions.

    a. What do you see in the figure?

    b. What is happening in the figure?

    c. Do you think the figure reflects the learning unit? Briefly explain your response

    d. What do you think will be topics to be covered under this unit based on the figure?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.

    a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b) Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?

    c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

    d) At the end of this unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Differentiate hearing and listening					
Describe different listening skills					
Describe the different kinds of listening					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Apply different kinds of listening appropriately					
Demonstrate effective listening skills					
Differentiate the different styles of listening					
Use various command styles to give instructions					
Describe the components of clear and concise instruction					
Apply different strategies to ask questions for clarification					
Explain the importance of non-verbal communication.					
Differentiate the types of non-verbal communication					
Use different non-verbal forms to give instructions					
Be cautious of the impacts of non-verbal					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
communication when giving information.					
Define effective speaking					
Describe the different effective speaking skills					
Demonstrate effective speaking skills					
Describe the elements of communication process					
Use different kinds of voices when speaking					
Use positive voice intonations while speaking					
Avoid negative voice intonations while speaking					

Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate hearing and listening	1. Use various command styles to give instructions	▪ Apply different kinds of listening appropriately
2. Describe different listening skills	2. Apply different strategies to ask questions for clarification	▪ Demonstrate effective listening skills
3. Describe the different kinds of listening	3. Use different command styles to give instructions	▪ Demonstrate effective speaking skills
4. Differentiate the different styles of listening	4. Formulate clear and concise instructions	▪ Respectful while giving instructions
5. Identification of command styles used in giving instructions	5. Apply different strategies to ask questions for clarification	▪ Being mindful of other people's feelings while formulating instructions
6. Describe the components of clear and concise instructions	6. Use different non-verbal forms to give instructions	▪ Respectful, and polite while asking for instructions
7. Describe the strategies to asking questions for clarification	7. Use various command styles to give instructions	▪ Be cautious of the impacts of non-verbal communication when giving information.

Knowledge	Skills	Attitudes
8. Explain the importance of non-verbal communication.	8. Apply different strategies to ask questions for clarification	▪ Use non-verbal communication appropriately
9. Differentiate the types of non-verbal communication	9. Use various command styles to give instructions	▪ Use positive voice intonations while speaking
10. Describe the different effective speaking skills		▪ Avoid negative voice intonations while speaking
11. Describe the elements of communication process		

⟲ Discovery activity

📋Task 1:

1. Think about the proverb below

"Amaboko azaguha uyabona mu iramukanya": The first impression you give is the most important in matter of communication.

    a)   What does it mean?

    b)   How does it relate to communication at the workplace?

    c)   How does it relate to real life?

    d)   Give any other proverbs that related to Interpersonal communication you know.

Topic 1.1: Listening skills & strategies

Activity 1: Problem Solving

Task 2:

1. Fill and complete the table below to differentiate hearing from listening

Hearing	Listening

2. Read the listening scenario in a given workplace below and answer the questions.

Listening scenario: At the Hotel Restaurant

Maria is an 18-year old young lady who is new on the job in town hotel. Her job is to prepare dishes to guests. Her male supervisor usually disrespects her, speaking to her rudely while giving her instructions for work to do leading to her fearing and being scared. He had told her to prepare chef's salad for 2 guests who are in the restaurant, but because being traumatized by him, she did not get the instructions well. She feared she would lose her job if she asked the supervisor again so she did what she thought was right –Coleslaw salad. After the order had been presented to the guest a few, they complained

Answer these questions

a) What happened in the scenario?

b) Why did this situation happen? What distracted Musonera from effectively listening to his boss?

c) What effective listening skills and strategies could Musonera have applied?

d) What appropriate body language could Musonera have used while listening to his boss?

e) Has anything like this happened to you before, where you either have not been listened to or have not listened? What happened?

f) What type of listener was Maria? Active or passive? Give reasons.

g) If you were Maria, what would you do?

Key Facts 1: Difference between hearing and listening		
	Hearing	**Listening**
Meaning	Hearing is the act of perceiving a sound through the ear	Listening is the act making a conscious and active effort to perceive the sound.
Effort	Hearing does not require a conscious effort	Listening requires a conscious effort
Active vs. Passive	Hearing is passive because it does not require a deliberate effort	Listening is active since it is a deliberate attempt to pay attention and understand what other people are saying
Action	Hearing is an involuntary act as it is not deliberate.	Listening is a voluntary act since it requires a conscious effort

Effective listening skills

- **Effective listening** refers to listening accurately, interpreting the message correctly, and giving an appropriate response.
- **Effective listening skills** refer to the ability to understand information provided by the speaker and to show the listener you are interested and listening.

Appropriate body language

- **Give Facial Feedback** for example:
  - ✓ Furrowing your brow (concerned)
  - ✓ Frown and lower your eyes (unhappy)
  - ✓ Close and flatten out your lip (mad)
- **Eye contact.** You need to make good eye contact with the speaker
- **Nod your head** just occasionally to show you are listening and emphatic with the speaker's message
- **Turn off technology** to give an impression to the speaker that you will be polite. For example,
  - ✓ Turn away from the computer
  - ✓ Let phone calls go to voicemail
  - ✓ Ignore or turn off your cell phone

- **Lean forward** to signal your desire to be emotionally or physiologically close especially by leaning forward to show interest
- **Expose you heart** by turning towards the speaker especially your upper portion of your body
- **Remove barriers** by taking away things that block the access or view of the speaker and you. For example,
  - ✓ Unfold your arms
  - ✓ Move away anything that is between the front of your body and the speaker's view.

Distractions and barriers to effective listening

- **Physical barriers** refer to anything that may block the ability to hear what is being said such as:
  - ✓ Noise
  - ✓ Obstructions,
  - ✓ Distance
- **Emotional barriers** refer to emotional factors that hinder effective listening such as:
  - ✓ Excitement
  - ✓ Anger
  - ✓ Being upset
  - ✓ Distraction
- **Psychological barriers** refer to barriers based on our thoughts such as:
  - ✓ Assuming we know what other person is going to say
  - ✓ Judging the person you are listening to
- **Cultural barriers** refer to barriers that can be seen in both social and business such as:
  - ✓ Differences in ethnicity
  - ✓ Differences in religion
  - ✓ Differences in traditions
  - ✓ Differences in social status
  - ✓ Differences in law
  - ✓ Differences in customs

- ✓ Differences in social norms
- **Language barriers** refer to a situation when there is a difference between the two individuals talking or when one person has a poor understanding of the spoken language
- **Time pressure** is a barrier based feeling of not having enough time to listen. For example,
  - ✓ Running late for an activity
  - ✓ Feeling impatient because the speaker is taking too long
- **Pace of speech** refers to a situation when someone speaks too quickly making it difficult to keep up and understand everything they are saying
- **Tone of voice** is when someone is speaking in a monotone voice or their tone is angry and loud
- **Interruptions** which can come from either side of the conversation such as:
  - ✓ Physical interruptions like someone grabbing your arm
  - ✓ Verbal interruptions like when both people try to speak simultaneously
- **Information load** is where there is too much information coming at someone
- **Bias** where someone has prejudices or assumptions about others based on
  - ✓ Appearance
  - ✓ Gender
  - ✓ Race
  - ✓ Religion

Effective listening skills and strategies

- ✓ Use appropriate body language to show you are listening such as
  - Eye contact
  - Sit upright
  - Nod head
- ✓ Listen to the speaker without interrupting
- ✓ Paraphrase 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, other conversations or movements

- ✓ Avoid being distracted by the speaker's mannerism, speaking style, and clothes
- ✓ 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
- ✓ Be aware of your own biases and stereotypes especially when it comes to gender differences, cultural and language differences

Task 3:

Visit the school library or computer lab and make a research on the following:

a) Kinds of listening

b) Types of listening styles

Key Facts 2: Difference between hearing and listening

Kinds of listening

- **Passive listening** refers to listening without asking questions or interrupting the speaker. For example,
    - ✓ Listening to presentations
    - ✓ Listening to the radio
    - ✓ Watching movies
- **Active listening** refers to when someone gives responses that demonstrates understanding what the other person is trying to tell you. For example,
    - ✓ Often seeking clarifications
    - ✓ Nodding the head at timely intervals
    - ✓ Asking leading questions
    - ✓ Summarizing the context of what has been said
- **Selective listening** refers to listening that allows you to hear what you want to hear through mental filtering and tuning out the information you do not want
- **Appreciative listening** refers to listening that involves being grateful for someone else's time and attention when they are speaking to you. For example,
    - ✓ Giving specific, positive and actionable feedback after presentation
    - ✓ Listening to someone's ideas for improvement

- **Analytic listening** refers to listening that involves ability and capacity to properly analyse what is being said to quickly see logical connections, as well as detecting possible gaps in all the information
- **Critical listening** refers to listening actively to what the speaker is saying, while analysing, judging, and forming an individual opinion on the information that is being presented. For example in the workplace to:
    - ✓ Help developing problem-solving
    - ✓ Encouraging divergent thinking
    - ✓ Welcoming innovative ideas

Listening styles

- **A listening style** refers to the manner in which someone attends to the messages of another person

- **People oriented listening style** refers to where someone pays attention to the personal details of the speaker and not to the speaker's actual message
- **Action-oriented listening** refers to where someone pays attention to the physical actions the speaker wants the listener to engage
- **Content-oriented listening** refers to where someone pays attention to the meaning and credibility of the speaker's message.
- **Time-oriented listening** refers to where someone pays attention to messages that are short and concise as a result of limited attention spans or limited time commitments

Activity 2: Guided Practice

Task 4:

1. When do you think you need to use effective listening skills?
2. What do you think will be important to remember or do when they are listening to colleagues, to a group of people, or to your supervisors?
3. Read the listening scenario in a given workplace below and answer the questions.

Listening scenario: At the Honeybee Cooperative

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

   a) What happened in the scenario?
   b) Why did this situation happen?
   c) Has anything like this happened to you before, where you either have not been listened to or have not listened? What happened?
   d) What kind of listening did Musonera use?
   e) What type of listening style do you think Musonera exhibited?

Activity 3: Application

Task 5:

As you are in the classroom, you will listen to your trainer speaking in form teaching you or giving instructions. You will fill the effective listening form below to decide whether you listened effectively or not.

Effective Listening Form

Check (X) Yes if you think you used the standard or No if you think you did not use the standard. Write a comment to explain

Standards	Yes	No	Comments
Used appropriate body language to show you are listening (eye contact; sit upright, nod head, etc.)			
Listened to the speaker without interrupting			
Repeated what the speaker said to make sure you have understood correctly			
Asked questions for clarification when you do not understand something			
Avoided being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.			
Avoided being distracted by the mannerisms, speaking style, clothing of the person speaking			
Was aware of your own attitude & avoid being judgmental			

Topic 1.2: Giving Clear and accurate information and instructions

Activity 1: Problem Solving

Task 6:

1. When do you think you need to use effective speaking skills?

2. What do you think will be important to remember or do when they are speaking with colleagues, to a group of people, or to their supervisors?

3. Visit the school library or computer lab and make a research on the following aspects of giving clear an accurate information: use the links below:

   https://learnenglishwithafrica.com/wp-content/uploads/2020/05/English-Grammar_The-Simple-Present_Final_Give-Instructions-and-Directions_Learn-English-With-Africa_May-2020.pdf

   a) Clarification Questions
   b) Strategies to ask questions for clarification
   c) Components of a clear and concise instruction
   d) Formulation of instructions
   e) Command styles used in giving instructions

Key Facts 3: Giving Clear and accurate information and instructions

- Giving clear and accurate information and instructions is a useful and important skill because people's lives may depend on understanding them

Command styles used in giving instructions

- Imperative form to give instructions. This style is used while giving instructions in form of orders, commands, and warnings or to make a request. For example:

    ✓ Pay now

    ✓ Sit down

    ✓ Do not walk on the grass

    ✓ Give me that bottle, please

- Simple present form to give instructions. This style is used to give instructions by adding the pronoun YOU in front of the action verb.

Figure 1: The simple present instructions[1]

For example:

    ✓ You mix the flour with all the dry ingredients

    ✓ You bake the cake in the oven for 45 minutes

- Future form to give instructions. This style is used to give instructions to a time later than now. For example:

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[1] https://learnenglishwithafrica.com/wp-content/uploads/2020/05/English-Grammar_The-Simple-Present_Final_Give-Instructions-and-Directions_Learn-English-With-Africa_May-2020.pdf

- ✓ I will not leave until I have seen the manager
- ✓ Shall we go to the cinema?
- ✓ Will you come to the dance with me?
- ✓ You will bring the food

Formulation of instructions

In order to be able to formulate clear and accurate instructions, you need to do the following:

- Find out who your audience is. This will help you think about how best to formulate your instructions
- Find out what people already know
- Set the scene. Explain what you are going to talk about before giving the actual instructions
- Use simple language or terms that your audience understands, or explain what the terms means
- Speak slowly and clearly
  - ✓ Check that everyone can hear you
  - ✓ Use an interesting tone of voice
  - ✓ Vary your tone from time to time
  - ✓ Find out if there is any hearing or visual problem
- Follow a logical sequence
  - ✓ Formulate instructions in the right order
  - ✓ First……., then………., and lastly………….
- Check for understanding. Stop often to check that people understand
- Encourage questions. Pause often to ask for questions
- Be patient. Do not rush through each step of the instructions
- Show people what to do, do not just explain. Ask someone to demonstrate what you have been explaining
- Use visual aids to explain the instructions
- Follow up with a handout for the audience to take away covering the instructions
- Go over the main points of the instructions

- Ask for feedback when you have finished, to make sure that everyone is clear about the instructions

Components of a clear and concise instruction

- Sequencers. These are words that help someone to organize their writing and speaking while giving instructions. For example:
  - ✓ First,
  - ✓ Next,
  - ✓ Then,
  - ✓ After that,
  - ✓ And finally.
- Actions. These are words that indicate what the action or process is while giving instructions. For example,
  - ✓ Jabo cook the Omelette. The physical activity is cook. Jabo, will do the action of cooking

Strategies to ask questions for clarification

- **Clarification** refers to the process of offering back to the speaker the essential meaning, as understood by the listener, of what they have just said.
- Someone can ask for clarification when they cannot make sense of the instructions

Clarification Questions

- **Open and closed questions.** These are questions that start with 'when', 'where', 'how', or 'why' to encourage someone to be open while asking for clarification. For example:
  - ✓ When should I clean the guest rooms?
  - ✓ Where shall I take the guest luggage to?
  - ✓ How should I prepare the cocktail?
  - ✓ Why should I go to the kitchen?
- **Closed questions.** These are questions that usually require a 'yes' or 'no' response and do not encourage someone to be open when asking for clarifications. For example:
  - ✓ Should I clean the guest rooms?
  - ✓ Are you happy with service?

- ✓ Do I prepare the cocktail?
- ✓ Should I go to the kitchen?
- **Funnel questions.** This is a technique that starts with general questions, and then narrowing down to a more specific point while asking for clarification. For example:
  - ✓ How many people slept in the rooms?
    - o *About ten*
  - ✓ Were they kids or adults?
    - o *Mostly children*
  - ✓ What sort of ages were they?
    - o *About fourteen or fifteen*
  - ✓ Were they accompanied by an adult?
    - o *Yes, about five of them*
- **Probing questions. T**his is a strategy of questioning for finding out more details about the instructions. For example:
  - ✓ When do you need the room, and do you want to see the room before I close it?
  - ✓ How will I know that the cleaners did the house keeping?
  - ✓ Who exactly made the command?
- **Leading questions.** These are questions that try to lead someone to your way of thinking while asking for clarification. For example:
  - ✓ How late do you think the guests will arrive?
  - ✓ The cocktail is not good, do you think?
  - ✓ Which would you prefer……..Fanta or Orange?
- **Rhetorical questions.** These do not expect an answer but just statements phrased in question form. For example:
  - ✓ Isn't Musoni's table well laid?
  - ✓ Isn't that a great beer?
  - ✓ Wouldn't like to have your order delivered to you?

Activity 2: Guided Practice

Task 7:

1. Read the speaking scenario in a given workplace below and answer the questions.

Speaking Scenario: At the Cassava Processing Factory

You work at the recently established cassava processing factory in the center. You have noticed that the quality of the cassava cleaning has not been very good, and many of your co-workers have not been showing up on time. You decide to talk with your co-workers to encourage everyone to work as a team and do a better job before the quality gets worse and you all lose your jobs.

    a) What kind clarification questions will use while talking to your co-workers?

    b) What strategies would you use to ask questions for clarification?

    c) What components of a clear and concise instruction

    d) What strategies will use to formulate the instructions?

    e) Which command styles will you use while giving instructions to your co-workers?

Activity 3: Application

Task 8:

Imagine you are in the classroom and your trainer has asked you to give instructions to the class about a **school cleaning activity** to be done after classes.

After speaking you are required to fill the effective speaking form below to decide whether you gave clear and accurate information and instructions to your classmates.

Effective Speaking Form

Check (X) Yes, if you think you used the standard or No if you think you did not give clear and accurate information and instructions.

Standards	Yes	No	Comments
Be clear, brief, concise – to the point			
Use examples to get to the point			
Be polite / friendly			
Be honest			
Be respectful			
When you need to be direct, speak with respect			
Speak with confidence but not arrogance			
Be flexible – check the mood and attitudes of others and adjust accordingly			
Be aware of body language – your own and that of others			

Topic 1.3: Interpretation Non – verbal communication signs

Activity 1: Problem Solving

Task 9:

1. What are some of the things that may show a person who is NOT listening/paying attention?

2. Study the illustration provided, Figure 3: Nonverbal communication, and answer the following questions:

Figure 3: Nonverbal communication

    a. What do they see?

    b. How does the illustration show the ways we give and receive information?

    c. How does it relate to real life and the world of work?

    d. What are some of the examples of non-verbal communication are shown in the illustration?

    e. What can you interpret the communication illustrated above?

    f. Why is important to identify non-verbal communication forms?

    g. Mention any other types/forms of non-verbal communication not shown above

h. What are the advantages of non-verbal communication?

i. What are the disadvantages of non-verbal communication?

Key Facts 4: Non-verbal communication signs and their impact

Importance of Non-verbal communication

- **Non-verbal communication** is the process of communication through sending and receiving wordless massages.

Non-verbal communication adds meaning, modifies or changes the spoken words. It is important in the following ways:

- **Repeating:** use non-verbal messages to follow up and reiterate verbal messages

- **Substituting:** use non-verbal messages to replace verbal messages

- **Complementing:** use non-verbal messages to enrich the meaning of verbal messages

- **Regulating:** use non-verbal messages to control the interaction patterns of a conversation

- **Accenting:** use non-verbal messages to emphasize parts of the verbal message

- **Contradicting:** use non-verbal messages when there is an incongruence with verbal messages

Types of non-verbal communication

Type	Description	Illustration
Facial Expression	The look on a person's face during communication process	

Gestures	Deliberate movements and signals such as: • Waving, • Pointing, • Thumbs up	
Posture	The position of the body such as: • The way of standing, • The way of standing, • The way of walking	
Proxemics (Space language)	The amount of space between people communicating influenced by factors such as: • Social norms, • Cultural expectations, • Situational factors, • Personality characteristics, • Level of familiarity	
Haptics	Touch can be used to communicate: • Affection, • Familiarity, • Sympathy • Other emotions	
Appearance (dress and grooming)	One's dressing, grooming, makeup and appearance	

Signs and symbols	Visual representation of words or ideas	Go Right Go Left Take U Tern
Charts, Maps and Graphs	Pictorial representations of statistical and other kinds of information	
Posters	Pictures or photographs along with a slogan	Save our Forest
Colours	Different colours can be used to evoke different emotions and signify different things	Communication by Colors Stop! Slow Down! Go!
Silence	When no words are used or no gestures are made	
Paralinguistic	Includes factors such as: - Tone of voice, - Loudness, - Inflection - Pitch.	
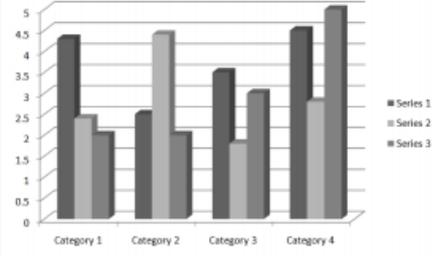
Impacts of non-verbal communication

a) Advantages of non-verbal communication

- **Complementary:** non-verbal messages can complement verbal message by adding to its message

- **Easy presentation:** information can be easily presented through using visual, audio-visual and silent means of non-verbal communication

- **Substituting:** non-verbal messages may substitute for verbal messages especially if it is blocked by noise, interruption, long-distance.

- **Accenting:** often used to accent a verbal message. Verbal tone indicates the actual meaning of the specific words

- **Repeat:** used to repeat the verbal message, for example point in a direction while stating directions

- **Help to illiterate people:** this uses gestures, facial expressions, eye contact, proximity, touching without using any spoken or written word

- **Help to handicapped people:** for example, deaf people exchange messages through the movements of hands, fingers, eyeballs.

- **Attractive presentation:** non-verbal communication is based on visual, picture, graph, sign that can be seen very much attractive

- **Reducing wastage of time:** non-verbal messages reach the receiver very fast, thus reducing the wastage of valuable time of the communicator

- **Quick expression of message:** non-verbal cues like sign and symbols can also communicate some messages very quickly than written or oral messages

b) Disadvantages of non-verbal communication

- **Vague and imprecise:** since there is no use of words or language which expresses clear meaning to the receiver.

- **Continuous:** it is not possible to stop non-verbal cues

- **Multi-channel:** everything happens at once and therefore it may be confusing to try to keep up with everything.

- **Culture-bound:** most nonverbal symbols seem to be even further disconnected from any essential meaning than verbal symbols

- **Long conversations are not possible:** long conversation and necessary explanations are not possible

- **Difficult to understand:** and may require a lot of repetitions in non-verbal communication

- **Lack of formality:** does not follow any rules, formality or structure like other communication

- **Distortion of information:** there is great possibility of distortion of information in non-verbal communication

Activity 2: Guided Practice

Task 10:

1. Study the illustrations in Figure 1.2: Interpreting nonverbal communication of people in different workplaces/situations listening to instructions and the questions that follow

Figure 4: Interpreting nonverbal communication

Questions:

a. Describe what you see in the two illustrations.
b. Describe the forms of nonverbal communication you can see in the illustrations.
c. Describe whether the form of nonverbal communication is appropriate or inappropriate body language? Provide reasons for your answer.
d. What is the impact of appropriate or inappropriate body language on effective listening?
e. Give examples of how appropriate or inappropriate body language affects listening.

Activity 3: Application

Task 11:

In your classroom, you will observe a class going on with the trainer in. You will the various forms of communication taking place in class. You will fill the non-verbal observation form identifying the non-verbal forms you observed and their meaning/or when they were used.

Non-verbal observation form

Check (X) Yes, if you observed a type of non-verbal communication or No if you did not observe any type of non-verbal communication. Briefly explain when or how it was used.

Type of non-verbal communication observed	Yes	No	Comments/how it was used
Facial Expression			
Gestures			
Posture			
Proxemics (Space language)			
Haptics			
Appearance (dress and grooming)			
Signs and symbols			
Charts, Maps and Graphs			
Posters			
Colours			
Silence			
Paralinguistic			

Topic 1.4: Speaking skills

Activity 1: Problem Solving

Task 12:

Think about a time you had to speak to somebody (could be your teacher, prefect, parent or guardian) and answer the following questions:

a. Whom were you speaking to?

b. What were you speaking about?

c. Do you think you spoke well or effectively to the person?

d. How do you feel when someone does not listen to you when speaking to them?

e. What would you want someone to do when you are speaking them?

f. What do you think speaking means?

g. What kind of voice did you apply as you were speaking?

h. Did you use any speaking skills? Mention them

i. What do you think are the elements of communication process?

Key Facts 5: Speaking skills

Effective speaking

- **Effective speaking** refers to being able to say what you want to say in such way that it is heard and acted upon.

Effective speaking skills

- Use the correct forms of words
- Use vocabulary appropriately
- Pronounce the distinctive sounds of a language clearly enough
- Make the main ideas stand out from supporting ideas or information
- Use non-verbal cues effectively

Communication process elements
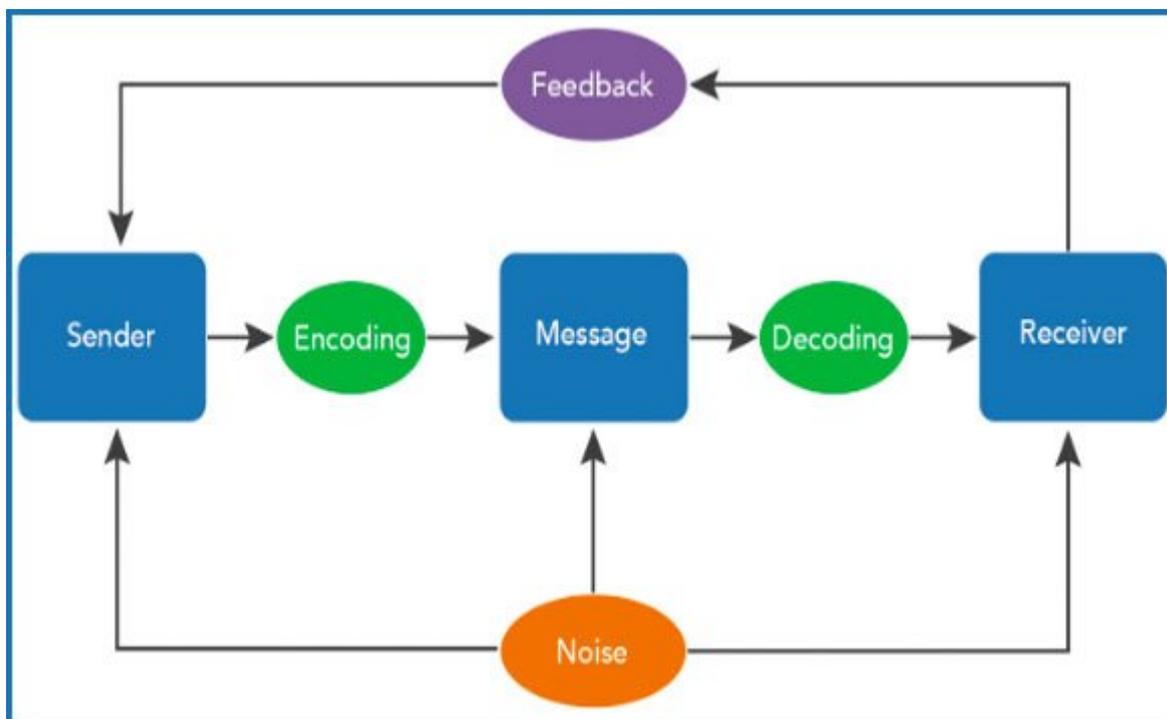
Figure: Elements of communication process2

- **Communication process** refers to the act of transferring any information from one place, group or person to another.

Elements of communication process

1. **Sender:** this is an individual, group, or organization that initiates the communication

---

2. **Message:** the information, views, topic, ideas, feelings that is being passed on or communicated

3. **Encoding:** the process of turning information into a form that can be communicated such as:
   - Written words
   - Gestures
   - Spoken words

4. **Media or channel:** the means by which the message is transmitted between the sender and the receiver. For example:
   - Phone calls
   - Text messages
   - Emails
   - Video
   - Radio
   - Social media

5. **Receiver:** this is an individual, group, or organization that receives the message sent by the sender

6. **Decoding:** this is the process of how an individual, group or organization understands and interprets the message from the sender

7. **Feedback:** a response from the receiver which gives the sender an idea of how the message is being received and whether it needs to be modified

8. **Noise:** anything that interferes with the communication process between the sender and the receiver

9. **Context:** the factors that work together to determine the meaning of a message

10. **Worldview:** a deeply structured, fundamental cultural model functioning to interpret communication and understanding among cultures

Task 13:

Visit your school library or computer lab and make a research on the following aspects of speaking skills:

a. Kinds of voices

b. Positive voice intonations

      i.   Method for voice relaxation

     ii.   Breathing exercises to improve volume

    iii.   Extending and controlling your pitch

    iv.   Negative voice intonations

Key Facts 6: Speaking skills

Kinds of voices

- **Whispering voice:** this when someone speaks very quietly, so that hardly anyone can hear.

- **Booming voice:** this is when someone speaks and you hear their voice

- **Monotonous voice:** this is when someone speaks with a flat and boring voice, that is it does not rise and fall in pitch

- **Melodious voice:** this is when someone speaks in voice that is pleasing to hear or sounding sweet

Positive voice intonations

a) Method for voice relaxation

1. While positioned in a comfortable position, either sitting or standing, put your palms gently on your throat and talk in a normal voice

2. Try yawning. Extend your mouth into an open position. Release your jaw and let it fall as far as it naturally will without causing pain

3. Continue with the yawn and hum exercise. At this point, one can see how relaxed the throat feels when the voice strain is taken away

4. Massage your throat muscles and try to remove the tightness

---

<center>**b) Breathing exercises to improve volume**</center>

1. **Rib stretching:**

     i.   Stand upright and exhale until your lungs are empty.

     ii.   Then gradually breathe in, filling your lungs as much as possible

2. **Abdominal breathing:**

     i.   Lie in a comfortable position no your back.

     ii.   Rest one hand on your abdomen and one hand on your chest.

     iii. Breathe in slowly until you feel your stomach rise higher than your chest.

     iv.   Exhale from your mouth, and then inhale again through your nose, feeling your stomach rise each time

3. **Pushing out:**

     i.   Stand upright with your knees relaxed

     ii.   Slowly bend down at the waist, pushing air out of your lungs

     iii. Then, slowly stand back upright and inhale until your lungs are filled to maximum capacity

<center>**c) Extending and controlling your pitch**</center>

1. Exhale all air from your lungs. When you can't push out any more air, you will inhale automatically.

2. Exhale comfortably. Then take a normal breath in, not aiming to fill capacity

3. Laugh heartily with a big 'Ha Ha Ha' until fully exhaled. Then, inhale deeply and quickly

4. Place your hands on your hips, lean your head back and yawn

<center>**d) Negative voice intonations**</center>

- **Rudeness:** this is when someone speaks with a voice that is discourteous or impolite, especially in a deliberate way.

- **Arrogance:** this is when someone speaks with a tone having or showing an exaggerated opinion of one's own importance, merit and ability

- **Disrespectful:** this is when someone uses a tone that makes the speaker feel superior to the listener

Activity 2: Guided Practice

Task 14:

As you are in the classroom, you will listen to your trainer speaking in form teaching you or giving instructions. You will fill the effective speaking skills form below to decide whether you listened effectively or not.

Effective speaking Form

Check (X) Yes if you think the trainer applied effective speaking skills (the standard) or No if you think you did not use the standard. Give examples of the skills applied and when applied.

Standards (Effective speaking skills)	Yes	No	Examples of standards used
Used different kinds of voices			
Used different method for voice relaxation			
Used different breathing exercises to improve volume			
Extended and controlled my pitch			
Avoided negative voice intonations			

Activity 3: Application

Task 15:

Imagine you are in the classroom and your trainer has asked you to speak to the class about a **school cleaning activity** to be done after classes.

After speaking you are required to fill the effective speaking form below to decide whether you applied effective speaking skills while speaking to your classmates.

Effective Speaking Form

Check (X) Yes, if you think you used the standard or No if you think you did not use the standard while speaking.

Standards (effective speaking skills)	Yes	No	Examples of standards used
Used different kinds of voices			
Used different method for voice relaxation			
Used different breathing exercises to improve volume			
Extended and controlled my pitch			
Avoided negative voice intonations			

Read the statements provided below and CIRCLE ONLY ONE response.

1. Listening includes responding to advice or requests.

    a. True

    b. False

2. Which of these is not involved in listening?

    a. Remaining silent when the speaker is talking

    b. Making eye contact with the speaker

    c. Looking at a phone

    d. Responding to the speaker

3. Which of the following is NOT an effective listening strategy?

    a. Use appropriate body language to show you are listening (eye contact, sit upright, head, etc.)

    b. Focus entire attention on what the speaker is saying

    c. Ask questions for clarification when you do not understand something

    d. Thinking about how you are going to respond until the person has finished speaking

4. Hearing differs from listening as …………..

    a. Hearing is the ability to perceive sounds while listening involves the analysis and understanding of the sounds you hear

    b. Hearing is continuous in nature while listening is temporary, one cannot continuously pay attention to something for long hours

    c. Hearing is solely physiological, whereas listening is psychological (conscious) act

    d. All the above

5. Cultural differences that affect listening include:

    a. Speakers' accents

    b. Misunderstanding of vocabulary

    c. Understanding of the role of the men and women

    d. All the above

6. Effective communicators do not:

     a. Suspend judgments

     b. Become aware of their own biases and stereotypes

     c. Become distracted by mannerisms

     d. Interrupt the speaker while speaking

7. Effective listening skills are the ability to actively understand information provided by the speaker, and display interest in the topic discussed.

     a. True

     b. False

8. Your boss is giving you directions. Name five different ways you can effectively express nonverbal communication to show you are interested and engaged. Describe how you would employ each form of nonverbal communication.

9. What are some outcomes if you effectively communicate nonverbal communication to your boss?

10. Identify 5 strategies to receive and interpret verbal instructions effectively. Briefly explain what each strategy looks like in your own words.

⭐ **Points to Remember**

Effective Listening Skills & Strategies

- Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)

- Listen to the speaker without interrupting

- 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

- 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

- Be aware of your own biases and stereotypes, especially when it comes to gender.

Effective Speaking Skills & Strategies

- Be clear, brief, concise – to the point

- Use examples to get to the point

- Be polite / friendly

- Be honest

- Be respectful

- When you need to be direct, speak with respect

- Speak with confidence but not arrogance

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

- Be aware of body language – your own and that of others

1. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes after the unit.

   a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition after the learning unit.

   b) Think about yourself: do you think you have improved in the knowledge, skills or attitudes to do this? How well?

   c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

2. Fill in the table below and share results with your trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Figure 2: Cooperate and work as team member

Unit summary:

This unit describes the knowledge, skills and attitude required to cooperate and work as a team member at a workplace. It includes demonstrating characteristics and qualities of a team member, demonstrating effective team leadership together with demonstrating problem solving decision making skills in workplace.

1. Study the Figure 2: Listening and speaking effectively and answer the following questions.

    a. What do you see in the figure?

    b. What do you think is happening in the figure?

    c. Do you think the figure reflects the learning unit? Briefly explain your response

    d. What do you can be improved in the figure so as to reflect the unit?

    e. What do you think will be topics to be covered under this unit based on the figure?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.

    a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b) Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?

    c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

    d) At the end of this unit, you will assess yourself again.

My experience / Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Describe the characteristics of an effective and cooperative team member					
Describe the qualities of a good team member					
Describe the traits of a non-effective and					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
cooperative team member					
Behave as an effective and cooperative team member					
Describe the qualities of an effective leader					
Differentiate between the leadership styles					
Apply different leadership styles					
Describe the strategies to lead a team efficiently					
Lead a team efficiently					
Describe the characteristics of a good solution					
Describe the steps of problem-solving to work and community-related problems					
Lead others to solve problems at work and community					
Use communication as a tool for problem solving					

Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the characteristics of an effective and cooperative team member	1. Apply the characteristics of an effective and cooperative team member	▪ Behave as an effective and cooperative team member
2. Describe the qualities of a good team member	2. Apply the qualities of a good team member	▪ Avoid traits of non-effective and cooperative team member
3. Describe the traits of a non-effective and cooperative team member	3. Apply different leadership styles	▪ Lead others to solve problems at work and community
4. Describe the qualities of an effective leader	4. Apply the qualities of a good team member	▪ Lead others to solve problems at work and community
5. Differentiate between the leadership styles	5. Lead a team efficiently	▪ Use appropriate communication tools to solve problems
6. Describe the strategies to lead a team efficiently	6. Follow appropriate steps in problem solving	▪
7. Describe the characteristics of a good solution	7. Use communication as a tool for problem solving	
8. Describe the steps of problem-solving to work and community-related problems		

Discovery activity

Task 16:

Think about a time you had to work as a team member (could be in your class, at home, or workplace) and answer the following questions:

a) What kind of situation required you to work at a team?

b) Do you think you achieved your objective as a team?

c) If yes, what made you succeed? If not, what made you fail?

d) What characteristics enabled you work as a team member?

e) What qualities do you possess that enable you work as a team member?

f) Were there people who were behaving in a way that did not promote team work?

How were they behaving?

Topic 2.1 Characteristics and qualities of a team member

Activity 1: Problem Solving

Task 17:

Think of a time you worked as a team either at school or home or at the workplace and answer the following questions.

  a. What was the activity that required teamwork? And where was it?
  b. Were you successful as a team? Did you achieve your objective?
  c. Did all the people cooperate as team members?
  d. If yes, what characteristics were they exhibiting as team members?
  e. If no, how were they behaving in differently?

Key Facts 7: Characteristics and qualities of a team member
Teamwork and cooperation refers to the ability to work cooperatively with diverse teams, work groups and across the organization to achieve group and organizational goals.   **A. Characteristics of an effective and cooperative team member**   • Works for consensus on decisions   • Shares openly and authentically with others regardless of personal feelings, opinions, thoughts, and perceptions about problems and conditions   • Involves others in the decision-making process   • Trusts, supports, and has genuine concern for other team members   • 'Owns' problems rather than blaming them on others   • Listens without interruption to other's points of view   • Encourages the development of other team members   • Respects and is tolerant of individual differences   • Acknowledges and works through conflict openly   • Encourages feedback on own behavior   • Understands and is committed to team objectives

- Does not engage in win/lose activities with other team members

B. Qualities of a good team member

- They are committed to the team

- They are flexible

- They are engaged

- They are reliable and responsible

- They actively listen

- They communicate within their team

- They lend a helping hand

- They are respectful

- They are problem-solvers

- They recognize and acknowledge when they are wrong

C. Traits of a non-effective and non-cooperative team member

Non-effective and non-cooperative team members are those that detract from the purpose and goals of a group, team or organization. They possess the following traits:

- Own self-interests above needs and well-being of others

- Negativity

- Apathy

- Insensitivity

- Limited self-awareness

- Low emotional intelligence

- Constant attendance problems

- Poor contribution to team's objectives

- Creates a stressful work environment

- Lack of involvement in team activities

- Lack of responsibility for one's role in team problems or failures

- Refuses to share credit for the success of the team with other team members

 Activity 2: Guided Practice

Task 18:

Think about yourself as a team member. Do you possess the characteristics and qualities? Or you are non-cooperative member?

Provided below is a cooperative team member self-assessment form.

<p align="center">**Cooperate with others Self-Assessment**</p>

Read the standard and Check (X) Yes, if you think you possess the characteristic/quality (the standard) and No, if you think you do not possess the standard. Give a comment to support your choice

In a team, do you mostly tend to:	Yes	No	Comment/reason for the choice
Stay quiet for some time and then join in?			
Feel uneasy/uncomfortable and wish you were working alone?			
Want to lead?			
Encourage others to make contributions?			
Come up with new ideas?			
Interrupt others to ensure your point is made?			
Keep the group focused on the task at hand?			
Make everyone relaxed and promote harmony?			
Get frustrated when there is too much talk and not enough decisions and action?			
Make peace between those team members strongly disagreeing with each other?			

Results:

- If you get 5 out 10 as Yes, then you possess the characteristics of a cooperative team member

- If you get below 5 out 10 as No, then you possess the traits of a non-effective and non-cooperative team member

Activity 3: Application

Task 19:

Observe any activity in your school which requires cooperating with others to reach a common objective such the football team, Basketball team, in the Kitchen and make a report of what you observed. Your report should include:

   a.   The activity observed

   b.   The common objective of the team

   c.   The characteristics exhibited by team members

   d.   Qualities exhibited by the team members

   e.   Traits exhibited by non-effective and non-cooperative team members

Topic 2.2   Qualities of an effective team leader

Activity 1: Problem Solving

Task 20:

1. Think about the proverb "Umwera uturutse ibukuru bucya wakwiriye hose" (Leaders are always taken as examples).

   a. What is the meaning of the proverb?

   b. Ask them what they think the relevance is between the proverb and the Topic?

   c. How does it relate to real life?

   d. How should a leader behave in order to enable a team reach its common objective?

2. For any two leaders you know or take as your role model (people with disabilities who are leaders, past and present, national and international, women and men, young and old):

   a. Who are those leaders

   b. What made them good leaders? What characteristics or behavior did they exhibit?

   c. How were they leading their team? Which style of leadership do you think they used?

   d. What strategies/technics do you think thy use to lead the team efficiently?

Key Facts 8: Qualities of an effective team leader
A.   Qualities of an effective leader
• Ability to influence others
• Transparency about the organization's goals and challenges
• Encourages risk-taking and innovation
• Value ethics and demonstrates integrity
• Acts decisively –makes strategic decisions quickly
• Balance hard truths with optimism
• Ability to delegate
• Ability to make difficult decisions

- Must be approachable

- Share the vision of the group or organization

- Leads by example

- Communicates effectively

- Recognizes success of every team member

- Empowers team members

- Motivates and inspires others

B. Leadership styles

- **Leadership** refers to the art of motivating people in a group or organization to work towards a common goal

- **A leadership style** refers to a leader's methods and behaviors when directing, motivating and managing towards achieving the goal of a group or organization.

- As a leader, it is important to understand the different styles of leading. The style you choose will depend on the context in which you are working – who you are working with and what their needs and expectations are, whether or not you have a deadline, the task at hand, etc.

Figure 3: Different leadership styles[3]

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[3] https://blog.hubspot.com/hs-fs/hubfs/leadership-styles-infographic.png?width=650&name=leadership-styles-infographic.png

C. Common leadership styles	
Leadership style	**Description and Characteristics**
Authoritarian	- 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.
Persuading	- Like the "A*uthoritarian*" leader, makes the decisions without consulting the group. - Attempts to persuade the group members to accept the decision. - Describes how the decision fits everyone's interests.
Consulting	- Gives the group a chance to influence the decision from the beginning. - Presents the problem and relevant background information, - 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
Joining	- Participates in the discussions as "just another" member - Agrees to carry out whatever decision the group makes. - Encourages group decisions. - Allows for individual recognition. - Tends to guide, not rule.

D. Strategies to lead a team efficiently

A team refers to a group of individuals working together to reach a common goal.

As a leader you can use the following strategies to lead a team efficiently:

- Work with the team to develop a common goal
- Nurture sense of belonging; focus on what team members have in common

- Make all team members feel that they have something to contribute
- Help team members work together to efficiently solve problems
- Encourage members to set aside personal goals and desires for the benefit of the team
- Treat team members fairly and equally
- Structure the work of the team in a simple & logical fashion; distribute work fairly
- Manage team efficiently so that work proceeds in a timely manner
- Create an environment that supports and rewards openness, creativity, trust, mutual respect and a commitment to provide high quality services
- Encourage discussion
- Ensure all team members understand that their ideas & opinions are equally important & relevant
- Encourage everyone to participate fully
- Model respect towards everyone
- Encourage people with different abilities & personalities to work together
- Remain calm
- Use positive feedback

Activity 2: Guided Practice

Task 21:
1. Provided below are scenarios explaining styles of leadership.
2. Read the scenario and name the style of leadership depicted between (The "Authoritarian" Leader; The "Persuading" leader; The "Consulting" Leader; The "Joining" Leader; and The "Transformational" Leader) in the scenario by giving examples of the traits exhibited by such a leader

Scenario 1

Uwamahoro is the leader of an organization that provides computer services. She has realized that there is a problem with the way they advertise their business. Sitting at her desk, she lists

some approaches they can take to improve their communications. She then tells the other employees what they need to do without asking for anyone else's ideas.

Scenario 2

Sheja is the manager of a catering service called Best Bakery. They have been asked to prepare cakes for an upcoming wedding of the daughter of a political leader. She decides that coconut cakes will be the best and calls the staff together to discuss the order. She informs them of the order and then launches into a speech about all the advantages of making coconut cake. Others express an interest in making vanilla cakes but in the end Abena convinces them coconut is best.

Scenario 3

Charles is the owner of a successful auto mechanic workshop. A customer has brought a vehicle in that has multiple problems. He asks his team to assess the problems and get back to him with possible solutions. A few hours later they have a meeting to discuss what they have found and what they propose. They have a discussion, Jean de Dieu gives some advice and the team begins the repairs.

Scenario 4

Peter runs a tailoring business in town. He has 5 employees. With an upcoming holiday, they have many orders to fulfill. Peter gathers all the employees to get their opinions on how to best manage the process so they can meet the deadlines. In the end, they decide together to divide tasks amongst themselves. Kwesi and two others were tasked with cutting and shaping the cloth while the other tailors would do the sewing. In the end they managed to keep all of their customers satisfied.

Scenario 5

Keza is one of the leading members of the community youth association in a rural area. Following the illness of several community members, she decided it was necessary for community members to have better access to potable water. During weekly youth association meetings, she shared her vision and got others interested in resolving the problem. Together they researched different possibilities such as working with local government offices to mobilize resources to install a borehole (pipe drilled down to access clean water). During their association meetings, Keza always recognized the effort each individual was making. Eventually the youth were able to mobilize the resources necessary to access clean water.

The youth and the community members were all inspired by her commitment and hard work to make it happen.

Complete the table below

Scenario	Style of leadership depicted	Qualities of such leader in the scenario
1		
2		
3		
4		
5		

Activity 3: Application

Task 22:

Observe any activity in your school which requires leading others to reach a common objective such the football team, Basketball team, in the Kitchen and make a report of what you observed. Your report should include:

    a. The activity observed

    b. The common objective of the team

    c. The characteristics/qualities exhibited by the leader

    d. Style of leadership used by the team leader

    e. Strategies applied by the leader to reach the team common objective

Topic 2.3   Problem solving and Decision-Making Skills

Activity 1: Problem Solving

Task 23:

Think about a time you had to solve a problem as an individual or part of a team (could be in your class, at home, or workplace) and answer the following questions:

a) What kind of problem was it?

b) Did you manage to solve the problem?

c) If yes, what steps did you follow while solving the problem?

d) What strategies did you use to solve the problem?

e) What communication skills did you apply while solving the problem?

f) What characteristics do you think a good solution to a problem should possess?

Key Facts 9: Problem-solving and decision-making skills
A. Characteristics of a good solution

Solutions should be **REAL**:

R   **Realistic:** applicable not only in theory but also in practice

E   **Effective:** the solution is an answer to the problem

A   **Acceptable:** the solution is accepted by all of those involved

L   **Logical:** the solution is not based on emotion but is fair

B. Steps of problem-solving to work and community-related problems

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, locate the right resources
- 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 the 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 the problem getting others
- Assign an owner and timeline to each action
- Rank actions to ensure completion

Step 6: Execute the 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 the 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 process to drive further improvements

C. 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

D. Communication as a tool for problem solving

To be an effective problem solver, you must be able to successfully communicate the problem to others as well as your recommendations for a solution. Proper communication can ensure solutions are effectively carried out and that everyone is on the same page regarding the issue. Good communication skills necessary to solve problems include:

- Active listening
- Verbal communication
- Written communication
- Receiving and giving feedback
- Respect

E. Communication rules to improve problem solving

Good communication skills can help the group find solutions. The following communication rules can improve problem solving:

- State your problem and interests
- Listen to other people and know their interests
- Offer an apology when appropriate
- Stay in the present and the future

- Stick to the present topic

- Set 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.

- When you give 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 action

- When you give feedback:
  - ✓ Separate the behavior from the person
  - ✓ Describe how you feel
  - ✓ Describe how this affected you
  - ✓ Be sensitive and respectful

Task 24:

1. Read the scenario about a workplace below.

Scenario 1

Carine is a young woman working at XYBT hotel as a waitress. One evening she went to work at 7 pm for the night shift. She was well dressed wearing her uniform. She had a table of 3 men who were drinking beer and smoking. They called her to come serve them. One of them started touching her inappropriately, including her breasts and hips. He tried to kiss her. There was her manager and other workers in the hotel.

2. Help Carine solve the problem she is facing by:

   a. Applying the steps of problem-solving

   b. Describing the communication as a tool or strategies she should apply in order to solve the problem

3. Do you think the solution will be acceptable to Carine, the Customers and the Manager? Give reasons to support your answer

Activity 3: Application

Task 25:

On one weekend when all administrators were away, students had refused to eat food prepared by the school. As one of the students' leaders you were called upon to help resolve the problem. You will make report that you will present to the Head of School about the problem and how you solved it.

Your report should include:

   a. Steps you took to solve the problem fully elaborated

   b. The communication skills/strategies you used to solve the problem

   c. The solution to the problem chosen

   d. How it satisfies the students and the school administration

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

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

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

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

2. **Read the scenario and respond.**

You work at the recently established cassava processing factory in the community. You have noticed that the quality of the cassava cleaning has not been very good. In addition, many of your co-workers have not been showing up on time.

Activity: Apply the different steps of problem solving and explain how you would solve the problem above.

⭐ **Points to Remember**

- Exhibit the characteristics of an effective and cooperative team member before you criticize team members' manners.
- Creating the conditions for cooperation in the workplace can create effective and cooperative team members.
- Diversity in a group or workplace is strength.
- Encourage diversity and allow people to express themselves fully to bring out their unique strengths.
- As a leader of a problem solving process, it is important to remain calm, break the problem into smaller tasks, assign people responsibilities, encourage creative thinking, be a good listener, re-assess the problem and encourage everybody to share their ideas.

Self-Reflection

1. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes after the unit.

   a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition after the learning unit.

   b) Think about yourself: do you think you have improved in the knowledge, skills or attitudes to do this? How well?

   c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

2. Fill in the table below and share results with your trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Figure 3: Applying Customer Care[4]

Unit summary:

This unit describes the knowledge, skills and attitude required to apply customer care at the workplace. It includes levels and principles of good customer service, provision of quality services based on customer needs, communicating effectively with customers together with handling difficult customers in the work place.

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[4] https://pas-wordpress-media.s3.amazonaws.com/content/uploads/2014/09/positive-customer-service-approach.jpg

Self-Assessment: Unit 3

1. Study the Figure 3: Applying customer care and answer the following questions.

    a. What do you see in the figure?

    b. What do you think is happening in the figure?

    c. Do you think the figure reflects the learning unit? Briefly explain your response

    d. What do you can be improved in the figure so as to reflect the unit?

    e. What do you think will be topics to be covered under this unit based on the figure?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.

    a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b) Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?

    c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

    d) At the end of this unit, you will assess yourself again.

My experience / Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Define customer service					
Describe the importance of customer service					
Describe the levels of customer service					

My experience / Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Apply Customer care principles					
Be respectful and listen to the needs of the customer					
Describe basic customer needs					
Provide exceptional customer service					
Answer the telephone with the right attitudes					
Record a telephone message					
Handle customers' conflict					
Describe the steps of conflict management with difficult customers					

Key Competencies:

Knowledge	Skills	Attitudes
1. Define customer service	1. Apply Customer care principles	▪ Be respectful and listen to the needs of the customer
2. Describe the importance of customer service	2. Apply Customer care principles	▪ Be respectful and listen to the needs of the customer
3. Describe the levels of customer service	3. Answer the telephone with the right attitudes	▪
4. Describe the levels of customer service	4. Record a telephone message	
5. Describe basic customer needs		
6. Provide exceptional customer service		

Discovery activity

Task 26:

Think about a time you were a customer or when you have served customers and answer the following questions:

    a) What kind of service was it?

    b) Was it good or bad customer service?

    c) What made it good or bad customer service?

    d) Why do you think it is important to provide customer service?

    e) How would you like to be handled as a customer?

Topic 3.1 Levels and principles good customer service

Activity 1: Problem Solving

Task 27:

Visit your school library or computer lab and make a research on the following aspects of good customer service:

    a. Definition of Customer care

    b. Definition of Customer service

    c. Effects of customer service

    d. Levels of customer service

    e. Customer care principles

    f. Basic customer needs

A. Introduction to customer service

- **Customer care** refers to the process of building an emotional connection with your customers

- **Customer service** is how we meet the needs of the people who use or come for our services.

B. Effects of customer service

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

  - ✓ You will keep your customers and your customers will recommend you to others

  - ✓ You will stand out from your competitors

  - ✓ It makes the workplace more enjoyable so staff stay

  - ✓ It shows your customers they are important

  - ✓ Customers will enjoy visiting you and will buy more

  - ✓ Customer service if done right will create word of mouth advertising

  - ✓ It is the cheapest form of positive advertising.

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

  - ✓ Bad reputation to the workplace

  - ✓ Loss of confidence and trust among customers

  - ✓ Ends relationships between customers and the workplace

  - ✓ Bad reference for career

  - ✓ Loss of a job as you lose customers

C. Levels of customer service

There are three different levels of customer service:

- **Poor service:** those giving service do not seem to care; do not make effort to please customers. For example:

  - ✓ A waiter/waitress in a hotel, who does not bring the menu,

  - ✓ Does not tell you when food is not available,

  - ✓ Does not ask if you need anything.

- **Mediocre service:** service provided is okay. Those providing service care about customers but might not be able to provide customer with his needs. For example:

- ✓ A waiter/waitress in a hotel, who brings the menu,
- ✓ Tells you the kinds of food available,
- ✓ Asks if you need anything
- **Exceptional service:** quality of service is always excellent, customer always feels happy and well taken care of and recommends the service to people he knows. For example:
  - ✓ A waiter/waitress in a hotel, who welcomes you with a smile
  - ✓ Shows up to the table with the menu,
  - ✓ Asks you for what you will have before telling him/her
  - ✓ Explains what is available
  - ✓ Gives recommendations
  - ✓ Explains why the service is late
  - ✓ Does not tell you when food is not available

D. Customer care principles

- Treat every customer like a boss
- Never argue with your customers
- Do not confront a customer.
- Always be respectful and listen to the needs of the customer
- Support customers as a team
- Listen to customers and share their feedback
- Spend time building relationships with customers
- Be honest about what you don't know
- Practice empathy to customers
- Know your products to better serve your customers
- Remember every second counts

E. Basic Customer Needs – A customer needs to feel:

- Welcome
- Understood
- Important
- Comfortable

F. Meeting Basic Customer Needs – To make a customer feel:

- **Welcome:**
  - ✓ Be friendly
  - ✓ Greet customer
  - ✓ Introduce yourself
  - ✓ Use a positive tone of voice
  - ✓ Smile / lighten up
- **Understood:**
  - ✓ Listen carefully
  - ✓ Repeat or rephrase to make things clearer
- **Important:** Refer to customer by name
  - ✓ Show interest in clients need
  - ✓ Ask open-ended questions to understand customer's needs
  - ✓ Thank customer for coming
- **Comfortable:**
  - ✓ Use open body language
  - ✓ Show concern

G. Exceptional Customer Service

- **Exceptional customer service** refers to the unconditional commitment to giving the highest level of product or service to every person regardless of the circumstances. Providing exceptional customer service involves:

a. Understanding Customer perceptions

- 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!

b. Meeting & 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.

c.   Getting Feedback on the Service You Provide –
• Find out from customers how they liked your service and what can be done to make it better.

Activity 2: Guided Practice

Task 28:
Analyse the illustrations below depicting Customer Care and answer questions that follow.

Picture 1: Customer Care   Picture 2: Customer Care

a.   What do you see in the pictures?

b.   Which picture shows good customer service?

c.   Mention some things from the picture to support your answer in (b) above

d.   What picture shows poor customer service?

e.   Mention some things from the picture to support your answer in (d) above

f.   What advice would you give to the person in the picture with poor customer service so as to improve her service?

g.   What advice would you give to the person in the picture with good customer service so as to give exceptional service?

Activity 3: Application

Task 29:

At your school you will observe the service given to you from any of the departments at school, either from the head teacher's office, Bursar's office, school canteen or any other office. You will make a report from your observation on how you were handled / served as a customer. You report should include:

    a. Level of customer service given to you

    b. Any customer care principles followed

    c. Any of your Basic Customer Needs met

    d. Any Exceptional Customer Service offered to you

Topic 3.2 Communicate with effectively with customers

Activity 1: Problem Solving

Task 30:

Think of your experience calling at any customer care center either at school, hospital, sector or district office or telephone service providers, and answer the following questions:

    a. Where did you call?

    b. Where you answered immediately?

    c. How did the person talk to you on the other side of the phone?

    d. How did the person who answered your call make you feel?

    e. Do you think you were served properly? Briefly explain.

    f. How would you want someone to behave when you make a call?

    g. What do you think someone should do when he/she is to receive a call?

Key facts 11: Communicate with effectively with customers

   a. Communicating by Phone

- 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,
    - ✓ Handle a complaint.
- Right attitude required when communicating with the customer by telephone include:
    - ✓ **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.

   b. 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.

> - When recording a telephone message:
>   - ✓ Make sure the message is accurate.
>   - ✓ Repeat information such as phone numbers, spelling of a name, or addresses back to the caller.

Activity 2: Guided Practice

Task 31:

Read the scenario below about communicating with customers on the telephone and answer questions that follow.

Scenario: Communicating on the telephone with customer

Olivier usually answers the telephone at the agricultural supply store where he works. He is just getting back from lunch and is still talking to his co-worker about what happened to him last weekend when the telephone rings. He is almost finished telling his story and decides to continue talking to his co-worker. On the seventh ring he picks up the phone and says in a rather dull and rude voice, "Agri-Supply".

a. Do you think Olivier showed the right attitude in communicating with the customer?

b. Which bad attitude did he exhibit?

c. How do think the customer felt?

d. What should Olivier have done instead?

Task 32:

Imagine you have been offered a Job at CVGFD hotel as a Front Desk Officer and among your duties is communicating with customers by telephone. Before you start the job, the supervisor wants to know if you are ready. He/she asks you to make a plan on how you will communicate with customers. Your plan should include:

a. The information you will communicate with customers

b. The attitude you will require when communicating by phone with the customers

c. How you will get handle yourself before, during and after the telephone call?

Topic 3.3: Handle difficult customers

Activity 1: Problem Solving

Task 33:

Have you ever observed or have been in a situation where you have either had an angry customer or you have been an angry customer.

What happened? What made you angry?

How was the situation handled?

Who do you think is a difficult customer?

What do you think conflict management means when dealing with difficult customers?

What steps would you go through to handle a difficult customer?

Key facts 12: Handle difficult customers

- **Conflict** is disagreement between people.
- **Resolving conflict** means finding a way to take care of the problem that everyone can agree to.
- To **handle conflict** you may want to follow the steps listed below.
    - ✓ **Stay calm and listen.**
        - ✦ Think before you talk and control yourself.
    - ✓ **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.
    - ✓ **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.

✓ **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."

✓ **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.

✓ **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.

Activity 2: Guided Practice

Task 34:

Read the following scenario about a customer and answer the questions that follow:

Gasore is a waiter at a popular restaurant. One Friday night, the busiest time for the restaurant, an impatient customer kept demanding better service – I want to order…Where is my food?... Gasore tried to reassure the customer that the kitchen staff was working as fast as they could. Suddenly the customer stood up and starting yelling very loudly at Gasore, attracting the attention of the other diners.

 a. What happened in the scenario?

 b. What do you think caused this situation?

 c. What could have led to the customer getting angry?

 d. Did Gasore handle the situation appropriately?

 e. How different could Gasore have handled the situation?

Activity 3: Application

Task 35:

Imagine you have been offered a Job at 123dCVG hotel as a Front Desk Officer and among your duties is handling customer complaints. One day a customer came complaining that he had ordered for fried fish (5.000Rfw) and instead the waiter had brought for him roasted fish (8.000Rwf). The problem is the waiter want the customer to pay 8.000Rfw and the customer says he won't pay it.

You are expected to make a report to your manager of how you handled the customer. Your report should include:

 a. Definition of the complaint

 b. The steps taken to handle the situation

 c. The solution or decision taken

 d. Reasons for taking the solution or decision

1. Differentiate Customer care and Customer service

2. What are the Effects of customer service?

3. Name and briefly explain the Levels of customer service

4. Describe the Customer care principles

5. Describe the Basic customer needs

6. What attitudes should one show when communicating with the customer by telephone?

7. What do you understand by a difficult customer?

8. What steps should be followed to handle a difficult customer?

☆ Points to Remember

Good customer service will have these positive effects:

- You will keep your customers and your customers will recommend you to others

- You will stand out from your competitors

- It makes the workplace more enjoyable so staff stay

- It shows your customers they are important

- Customers will enjoy visiting you and will buy more

- Customer service if done right will create word of mouth advertising

- It is the cheapest form of positive advertising

Self-Reflection

1. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes after the unit.

   a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition after the learning unit.

   b) Think about yourself: do you think you have improved in the knowledge, skills or attitudes to do this? How well?

   c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

2. Fill in the table below and share results with your trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Figure 4: Writing and submitting a report

Unit summary:

This unit describes the knowledge, skills and attitude required to write and submit a report at the workplace. It includes identifying the types of reports, producing relevant reports together with submitting a report to the appropriate person.

Self-Assessment: Unit 4

1. Study the Figure 4: Applying customer care and answer the following questions.

    a. What do you see in the figure?

    b. What do you think is happening in the figure?

    c. Do you think the figure reflects the learning unit? Briefly explain your response

    d. What do you can be improved in the figure so as to reflect the unit?

    e. What do you think will be topics to be covered under this unit based on the figure?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.

    a. There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b. Think about yourself: do you think you have the knowledge, skills or attitudes to do this? How well?

    c. Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

    d. At the end of this unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Define a report					
Usage of a report					
Describe the elements of a Standard a report					
Differentiate the types of reports used in the workplace					
Describe the basic report structure					

My experience Knowledge, skills and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Use basic report writing tips					
Describe the stages for report writing					
Edit a report					
Review the report organization					
Revise a report content					
Submit the report to the appropriate persons					

Key Competencies:

Knowledge	Skills	Attitudes
1. Define a report	1. Submit the report using the appropriate format	▪ Encourage others to write and submit a report
2. Describe the importance or use of a report	2. Use appropriate channels to submit the report	▪ Follow the standards while writing a report
3. Describe the standard elements of a report	3. Follow the correct structure of writing a report	▪ Follow procedures while submitting a report
4. Differentiate the types of reports used in the workplace	4. prepare different types of report	
5. Identify requirements needed before submitting a report		
6. Identify the necessary signatories on a report		
7. Describe the format of submitting the report		
8. Describe the channels of submitting the report		
9. Describe the standard elements of a report		

Discovery activity

Task 36:

1. Think about and name any documents you know, and use in your daily activities such as:

    a. In transport

    b. Buying goods

    c. Getting services (electricity, water, etc.)

    d. In a restaurant

    e. Meetings

2. How do you use these documents you listed above in your daily activities?

3. Are there some documents that are used in the workplace? If so, which are they?

Topic 4.1 Types of Reports

Activity 1: Problem Solving

Task 37:

1. Think about a time you were required to do a task either at home, school or at a workplace. After the task you are supposed to let your supervisor know about it.

   a. Which document would you use to let your boss know about the accomplishment of the task?
   b. How is such document called?
   c. What would you put in the document?
   d. What basic parts would you document have?

2. Visit your computer lab or library and make research on the following aspects of reports:

   a. Meaning of Workplace reports
   b. Importance of a report
   c. Elements of a Standard report
   d. Types of reports used in the workplace

Key Facts 13: Types of Reports

Workplace reports

- **Workplace report** refers to a document detailing the progress of work, summary and recommendations on work-related aspects

Importance of a report

Reports have many useful purposes in every workplace. Among others, reports enable us to:

- Keep records

- Inform stakeholders about progress (e.g. how funds are being utilized)

- Tell others and ourselves about successes, failures, etc.

- Be assessed or evaluated (account for the use of resources and performance)

- Determine further action

- Receive feed back

- Create a platform for learning by others

- Meet legal or government requirements

- Reports enable decision making and problem solving based on the information presented

- Reports help in planning new ventures and in evaluating performance

- Reports help measure growth, progress and success of an organization

- Reports help in information spreading within and outside the organization

Elements of a Standard report

- **Subject:** Decide which kind of information needs to be in the report. Be as precise as possible. For most stakeholders, four types of information are usually needed:

  - ✓ What the results are so far of the implementation of the project (impact development information)

  - ✓ Which activities have been implemented so far?

  - ✓ Is this according to the project proposal? (Activity implementation information)

  - ✓ How was the money spent? (finance/budget information)

  - ✓ Information about who was involved

- **Purpose:** 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.?

- **Layout:** Check whether the report needs to be written in a compulsory layout (e.g. type of paper, headings footings, standardized form, etc.)

- **Target group:** Determine who the readers of the report will be. The contents of the report need to be adjusted to the people who will read it.

- **Structure:** Check how the contents of the report need to be arranged.

- **Length:** Determine the maximum number of pages in consultation with whoever commissioned the report.

- **Time span:** Check out when the report needs to be ready. Then make a time plan for yourself for writing the report (date for completing the first draft, date for having it checked by a senior colleague, etc.).

Types of reports used in the workplace

- **Formal report:** these carry objective information that is in-depth and straight to the point without personal references. For example, accounting reports, functional reports

- **Informal report:** this lacks strict structuring, contains short messages, and uses casual language. For example, digital postings, emails, memo reports

- **Audit report:** a formal report created by an auditor about the financial status of an organization

- **Marketing report:** this gives detailed information used to monitor marketing activities informing about marketing strategies that work or require improvements.

- **Progress or periodic report:** also known as periodic reports are prepared at specific intervals. For example, daily, weekly, monthly, quarterly, and annual reports

- **Trend report:** sometimes known as trend analysis reports, analyse everyday business operations and compare them to forecasts

- **Analytical report:** this suggests recommendations to improve business by leveraging data insights to evaluate performance

- **Evaluation report:** this documents a product's effectiveness, if a service meets expectorations or if a campaign is successful
- **Client report:** this gives clients clarity of the progress of projects and help the business with management decisions
- **Sales report:** this details the performance of business for a specified period by highlighting sales volume, revenue from sales, leads, etc.
- **Proposal report:** this is sent in response to a Request for Proposal or RFP containing specific steps the business will undertake to assist the recipient business
- **Survey report:** this helps a business highlight the findings from a survey
- **Research report:** this is created to communicate the findings from the research including research process, findings, conclusions, recommendations and limitations
- **Financial report:** this explains a business's financial status and performance. For example, weekly or monthly financial reports.
- **Incident report:** this is an informational report that details the facts of an incident. For example cause, exact occurrence, and ways to prevent incidents in the future
- **Project report:** this helps organizations to give information about specific projects.
- **Annual report:** this is a comprehensive report that gives in-depth details about a business, showing financial statements and achievements for the specific year.
- **Event report:** this helps compare event results to set goals to determine an event's success and serves as a blueprint for future events

Activity 2: Guided Practice

Task 38:

1. Provide below are functions for the different types of workplace reports. Read the function and complete the table by filling with type of report for the function.

Function of the report	Type of report
Compare event results to set goals to determine an event's success and serves as a blueprint for future events	
Helps organizations to give information about specific projects.	
Explains a business's financial status and performance. For example, weekly or monthly financial reports.	
Helps a business highlight the findings from a survey	
Sent in response to a Request for Proposal or RFP containing specific steps the business will undertake to assist the recipient business	
Details the performance of business for a specified period by highlighting sales volume, revenue from sales, leads, etc.	
Gives clients clarity of the progress of projects and help the business with management decisions	
Documents a product's effectiveness, if a service meets expectorations or if a campaign is successful	
Suggests recommendations to improve business by leveraging data insights to evaluate performance	

2. Which types of report should be used by the following at your school?

   a. Bursar

   b. Chief cook

   c. Canteen manager

   d. Patron/Matron

   e. Secretary

   f. Security person

Activity 3: Application

Task 39:

1. Visit different departments at your school, such as Finance, Kitchen, Discipline, Co-curricular and make a research on the types of report they use by completing the table below.

Department visited	Type report used	Purpose of the report
Finance		
Co-curricular		
Disciplinary		
Kitchen		

Topic 4.2 Structure of a report

Activity 1: Problem Solving

Task 40:

1. Visit your computer lab or library and make research on the following aspects of reports:

   a. Basic report structure

   b. Basic report writing tips

   c. Stages for report writing

   d. Report Editing

   e. Reviewing and Revising a report

   f. Revising report content

   g. Strategies for revising content

Key Facts 14: Structure of a report

Basic report structure

- **Title page:** it shows the report's name and the submission date, the author's and organization's name

- **Abstract/overview/executive summary:** this summarizes what the report is all about by highlighting what the report is all about.

- **Table of contents:** this shows the list of what is in your report by highlighting section headings and the respective page numbers for the sections

- **Introduction:** this gives the report's overview showing the readers reasons for writing the report and a quick preview of the issues you want to address

- **Body:** this explains the results of the report by providing an overview of the research and evaluations concerning the project.

- **Recommendations:** this explains what may happen in the future and how the recommendations will solve the problems and how solutions relate to the solutions

- **Conclusions:** this summarizes the report' main points.

- **References:** this shows any sources you have referred to while writing the report

Basic report writing tips

- **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)?

Stages for report writing

An effective report can be written by going through the following steps:

- Planning your work. Determine the objective of the report
- Collecting the required information or materials for the report
- Study and examine the facts gathered
- Plan the facts for the report by Organizing and structuring your information
- Prepare an outline for the report by Writing the first draft
- Edit the drafted report by Checking and re-drafting
- Distribute the report to seek for feedback and recommendations
- Prepare the final report

Report Editing

A well written report makes the difference between success and failure. Therefore, make sure your report is easy to read and error free. When editing your report, checking for the following:

- Purpose and aims clear

- Readers' needs taken into account

- Main points included

- Points supported by evidence

- All information relevant to purpose

- Order logical

- Headings and numbering clear

- Information presented clearly

- Conclusions and recommendations clearly linked to purpose and based on findings

- Language clear and easy to understand

- Spelling /grammar/punctuation correct

- Sentence structure and readability

Reviewing and Revising a report

Reports are typically organized around six (6) key elements. When reviewing the organization of the report, check to ensure that the structure answers the following:

- Who the report is about and or prepared for?

- What was done, what problems were addressed, and the results, including conclusions and recommendations?

- Where the subject studied occurred?

- When the subject studied occurred?

- Why the report was written (function), including under what authority, for what reason, or by whose request

- How the subject operated, functioned, or was used?

Revising report content

- When you are satisfied with the organization of your document, review your document to ensure that all information is accurate, complete, and comprehensible.

- Check to see that the information is relevant to your document's purpose and to your audience's use.

> **Read through your draft slowly, stopping at the end of each section, and ask yourself the following questions:**
>
> 1. Is the information accurate?
> 2. Is the information complete?
> 3. Is any irrelevant information included in the document?
> 4. Is the information comprehensible to your audience?
>
> **Strategies for revising content**
>
> - Correct any inaccurate quantitative data or other information
> - Add further information, explanations of concepts and process, and instructions necessary for your document aim and audience
> - Delete from the body of the document any information that is unessential and unimportant to most of your readers
> - Clarify technical terms
> - Separate important technical terms and concepts do that your audience may easily digest the material

Activity 2: Guided Practice

Task 41:

Read the Scenario below and answer the questions that follow

A garment factory, Super Shirts Inc., recently opened in your community.

The company is calling for applications for different positions such as front desk officer, cleaner, security guard, tailor, and packager. The company requires that for the interview, you write a report of your previous work experience for the post you are applying for.

Activity 3: Application

Task 42:

1. Visit different departments at your school, such as Finance, Kitchen, Discipline, Co-curricular and make a research on the types of report and also find out the format of the report by completing the table below.

   Check (X) if the type of report has the basic structure and No if does not meet the basic structure. Write in the comment structure what is wrong with the report structure

Department	Type of resource	Basic structure		Comment
		Yes	No	

Topic 4.3 Submission of report to the appropriate persons

Activity 1: Problem Solving

Task 43:

Think about a time you were required to submit a report or you were supposed to be given a report (either in class, at home or at workplace) and answer the following questions:

a) What was the report about?

b) Why did you have to submit the report or be given the report?

c) How was the report submitted? By which means?

d) What would you consider before submitting a report?

e) If yes, give reasons to explain your response

f) If not, what went wrong or what didn't you do right?

g) What do you could have done different to properly submit the report?

Key Facts 15: Submission of report

Submission of the reports

Before submitting your report, consider the following:

- Number of copies of the report to be submitted

- The required signatories on the report

- The number of people/organizations that will receive a copy

- Channel of submission

  - ✓ Email

  - ✓ Hard copies

  - ✓ Scanned documents

  - ✓ Text message

  - ✓ In the post

  - ✓ By phone

- All necessary attachments are attached

  - ✓ Detailed description of methodology or materials and methods

  - ✓ Raw data, data sets and databases used, created or contributed to research

  - ✓ Tables of data to support the findings in the report

  - ✓ Figures such as charts, graphs and images

  - ✓ Video clips, movies or animations

  - ✓ Audio or sound files that provide information

  - ✓ Software applications and code for data analysis software

  - ✓ Case studies and other examples of the practices, behavior and events

  - ✓ Questionnaires, surveys, forms, quizzes and other information gathering instruments

- Format of the report – soft copy or hard copy

  - ✓ MS Word

  - ✓ MS Excel

  - ✓ PDF

  - ✓ RTF FILE

Activity 2: Guided Practice

Task 44:

1. Read the following scenarios about submitting workplace documents.

Scenario:

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

Choose one document from the list below and prepare for a simple report the cooperative will submit.

Sales report, Purchases report, Quarterly report, Project report,

Consider the following:

a. Having the report signed by the right person

b. Giving copies to all concerned people

c. Attaching supplementary documents

Activity 3: Application

Task 45:

1. Visit different departments at your school, such as Finance, Kitchen, Discipline, Co-curricular and make a research on the types of report and also find out if they follow the submission procedure by completing the table below.

Check (X) if the type of report followed the submission procedure and No if does not follow the procedure. Write in the comment structure what is wrong with the report structure

Department	Type of report submitted	Followed submission procedure		Comment
		Yes	No	

Formative Assessment

1. What is the meaning of Workplace reports?

2. Why is the importance of a report?

3. Describe the basic Elements of a Standard report

4. Name and briefly describe the types of reports used in the workplace

5. Describe the Basic report structure

6. What are the Basic report writing tips

7. Describe the Stages for report writing

8. Describe the process of Report Editing

9. Describe the process of Reviewing and Revising a report

10. Describe the process of Revising report content

11. Describe the Strategies for revising content

12. What are the submission procedures of workplace reports

⭐ **Points to Remember**

Submit the report to the appropriate persons

- Find out from your supervisor about procedures regarding written documents – for example, who may need to approve or sign, who should get copies, the means by which the document should be shared (ex. email, post, memo, etc.)

- Proofread the document to make sure it is clear without any spelling or grammar mistakes.

- Attach any other supplementary documents if required.

- Get approval / signature of a supervisor if that is required.

- Make sure you circulate the document to the required people (double check the email address if sending the document by email).

- Store a copy of the document according to the procedures used at your workplace. It should be named and filed in a way that is easy to access as needed.

Self-Reflection

1. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes after the unit.

   a) There is no right or wrong ways to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition after the learning unit.

   b) Think about yourself: do you think you have improved in the knowledge, skills or attitudes to do this? How well?

   c) Read the statements across the top. Put a check in column that best represents your level of knowledge, skills or attitudes.

2. Fill in the table below and share results with your trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

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