Ethiopian TVET-System

MEDICAL LABORATORY
Level -III
Based on Apr.2018G.C. Occupational Standard

Module Title: -	Leading Workplace Communication
TTLM Code:	HLT MLT3 0919V1

This module includes the following Learning Guides

LG63: Communicate information about workplace processes

LG64: Lead workplace discussion

LG65: Identify and communicate issues arising in the workplace

Instruction Sheet	LG63: Communicate information about workplace processes

This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:

- Selecting Appropriate Communication Method

- Involving Multiple Operations And Topics Communicated Accordingly

- Using Information And   Extra Questions

- Identifying Correct Sources Of Information

- Selecting And Organizing Information Correctly

- Reporting Verbal And Written When Required

- Maintaining Communication Skills In All Situations

This module aims to provide the learners with the knowledge, skills and right attitudes to lead in the dissemination and discussion of information and issues information in the workplace.

- Appropriate communication method is selected
- Multiple operations involving several topics areas are communicated accordingly
- Questions are used to gain extra information
- Correct sources of information are identified
- Information is selected and organized correctly
- Verbal and written reporting is undertaken when required
- Communication skills are maintained in all situations

Learning Instructions:

1. Read the specific objectives of this Learning Guide.

2. Follow the instructions described below

3. Read the information written in the information "Sheets respectively.

4. Accomplish the "Self-checks respectively

5. If you earned a satisfactory evaluation from the "Self-check" proceed.

1.1. Selecting appropriate communication method

Communication-Derived from the Latin word '*communes''*,   which means common

   Communication, thus, is a conscious attempt to share information, knowledge, ideas, attitudes and the likes with others.

DEFINITION: "Communication can be regarded as a two- way process of exchanging or shaping ideas, feelings and information." Broadly it refers "to the countless ways that humans have of keeping in touch with one another "Communication is more than mere exchange of information.

Communication is the process by which two or more people exchange ideas, facts, feelings or impressions in ways that each gains a common understanding of the message (Leagans, 1961) According to Loomis and Beegle K. (2002), communication is the process by which information, decisions and directions pass through a social system and the ways in which knowledge, opinions and attitudes are formed or modified.

It is a process necessary to pave way for desired changes in human behavior, and informed individual and community participation to achieve predetermined goals, Communication and education are interwoven.

Communication strategies can enhance learning. The ultimate goal of all communication is to bring about a change in the desired direction of the person who receives the communication.

This may be at the cognitive level in terms of increase in knowledge;

 It may be affective in terms of changing existing patterns of behavior and attitudes;

 It may be psychomotor in terms of acquiring new skills.

   These are referred to as learning objectives

Communication is part of our normal relationship with other people. Our ability to influence others depends on our communication skills, e.g. speaking, writing, listening, reading and reasoning.

 These skills are much needed in health education.

It is said that "without communication an individual could never become a human being", and "without mass communication, s/ he could never become a part of modern society".

The beginning of communication can be traced back to the pre-historic days. Fossil records from all over the world show that the first development in the evolution of humans (Homo sapiens) took place about 70 million years ago.   Between five to one million years ago , an ape like creature, called the "Australopithecus Africanus", evolved which lived in Africa, walked upright, lived in caves and rock shelters and in family units.

These early apes spread from Africa to Europe and other parts of the world.

The final development occurred between 90,000 and 40,000 years ago when the Cro-Magnon man (Homo sapiens-sapiens) appeared Lived in caves and other such shelters, used complex tools and were successful hunters and had an elaborate social organization and learned to preserve food and make clothes. They spread to all parts of the world including Europe, the Americas and Asia.

The Cro-Magnon also started carving and cave painting, domesticated animals, began to use metals, and started agriculture. They were identical to contemporary humans in appearance and brain capacity (about 1,500 cc). Most importantly, they started communicating with the help of rudimentary signs and grunts. (Melvin L. Defleur and Mayfield, 1997)

By definition, communication is the accurate passing on or sharing of information. No matter how great the plan or how talented the person, if managers cannot communicate effectively with other members of the team, their ideas and inputs are doomed. Although it is not listed as a separate management function, communication is an integral part of each management function. It is embedded in every action taken. Communication requires both the delivery of a message to another person and the assurance that the message was correctly received and understood.

Communication is the transfer of information meaningful to those involved. It is the process in

Which messages are generated and sent by one person and received and translated by another Person. However, the meaning generated by the receiver can be different from the sender's Intended message.

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal

processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration   and cooperation occur.

 Communication maybe verbal or non-verbal, depending on the medium used. Verbal communication uses either the written or spoken language. Non-verbal communication makes use of non-linguistic symbols such as sign language, facial expressions, and body language.

Effective Communication

A good working definition for effective communication is to share meaning and understanding between the person sending the message and the person receiving the message. The key element "understands." So in order to be an effective communicator, we must first and foremost be understood in our various communications.

There are different Types of Communication

Communication of information, messages, opinions, speech and thoughts can be done via different forms of modern communication media, like Internet, telephone and mobile. Some of the basic ways of communication are by speaking, singing, sign language, body language, touch and eye contact. These basic ways of communication are used to transfer information from one entity to other. There are many different types of communication but they can be classified into four basic types.

A. Self-Action or One-Way Communication

It is focused on getting the message to the receiver. Self-action treats Communication as a manipulation of others. It is very message centered. There is no way to know if the meaning is shared between the sender and the receiver.

B. Interaction or Two-Way Communication.

This approach recognizes the role of the receiver as a communicator through Feedback. It is message centered and is a very simplistic view of the process. Feedback allows senders to see if their message got across.

C. Transaction

This approach focuses on meaning and sharing by accounting for all other factors in the communication process. It is concerned with the barriers that might affect the communication. Transaction is best described as effective communication. This is when the communication process is applied and carried out completely. The sender gives a message that is passed on to the receiver. In return, the receiver can give

clear feedback that allows the sender to know whether or not the message was perceived as intended. If the message wasn't received as intended, then the sender will continue the communication process again in order to ensure effective communication.

Now that you know all three types of communication, we can reflect and evaluate our own communication approaches in different roles and situations. Knowing the three approaches to communication will help us to be aware of our types, when they occur, and how to improve our communication and create clear transactions.

Again there is another classification   for communication.

1. Verbal communication (or written and oral communication)

2. The non-verbal communication

A. **Verbal Communication**

Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. The basis of language formation is: gender, class, profession, geographical area, age group and other social elements. Speaking is an effective way of communicating and is again classified into two types viz. interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, you come across people from various ages, cultures and races. Fluent verbal communication is essential, to deal with people in business meetings. Also, in business communication self- confidence plays a vital role which when clubbed with fluent communication skills can lead to success.

Public speaking is another verbal communication in which you have to address a group of people. Preparing for an effective speech before you start is important. In public speaking, the speech must be prepared according to the type of audience you are going to face. The content of your speech should be authentic and you must have enough information on the topic you have chosen for public speaking. All the main points in your speech must be highlighted and these points should be delivered in the correct order. There are many public speaking techniques and these techniques must be practiced for an effective speech.

A. Non-Verbal Communication

Non-verbal communication involves physical ways of communication, like, tone of the voice, touch, smell and body motion. Creative and aesthetic non-verbal communication includes singing, music, dancing and sculpturing. Symbols and sign language are also included in non-verbal communication. Body language is a non-verbal way of communication. Body posture and physical contact convey a lot of information. Body posture matters a lot when you are communicating verbally to someone. Folded arms and crossed legs are some of the signals conveyed by a body posture. Physical contact, like, shaking hands, pushing, patting and touching expresses the feeling of intimacy. Facial expressions, gestures and eye contact are all different ways of communication. Reading facial expressions can help you know a person better.

B. Written Communication

Written communication is writing the words which you want to communicate. Good written communication is essential for business purposes. Written communication is practiced in many different languages. E-mails, reports, articles and memos are some of the ways of using written communication in business. The written communication can be edited and amended many times before it is communicated to the second party to whom the communication is intended. This is one of the main advantages of using writing as the major means of communication in business activity. Written communication is used not only in business but also for informal communication purposes. Mobile SMS is an example of informal written communication.

C. Visual communication

The last type of communication is the visual communication. Visual communication is visual display of information, like topography, photography, signs, symbols and designs. Television and video clips are the electronic form of visual communication.

Effective communication is essential for the success of any type of business. Informally too, nothing can be achieved without proper communication. Therefore, developing communicative skills is a must. One must understand that all the four types of communication are equally important and one must develop communicative skills in all the mediums. Communicative media is growing day by day to ensure clarity and to eliminate the ambiguity in communication.

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What is the difference between verbal and non-verbal communication?
2. What is the written communication?
3. What is the visual communication?
4. What is the communication?
5. where is the delivered from communication?

Note: **Satisfactory rating - 5points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

1.2. Communicating multiple operations.

We know that communication is a process of transmitting and receiving messages (verbal and non-verbal). Communication is a dialogue not a monologue. So, a communication is said to be effective only if it brings the desired response from the receiver.

Communication consists of six components/elements.

1. Context
2. Sender/Encoder
3. Message
4. Medium
5. Receiver/Decoder
6. Feedback

1. Context

Every message (Oral or written), begins with context. Context is a very broad field that consist different aspects. One aspect is country, culture and organization. Every organization, culture and country communicates information in their own way.

Another aspect of context is external stimulus. The sources of external stimulus include; meeting, letter, memo, telephone call, fax, note, email and even a casual conversation. This external stimulus motivates you to respond and this response may be oral or written.

An internal stimulus is another aspect of communication. Internal Stimuli includes; you opinion, attitude, likes, dis-likes, emotions, experience, education and confidence. These all have multifaceted influence on the way you communicate you ideas.

A sender can communicate his ideas effectively by considering all aspects of context mentioned above.

2. Sender/Encoder

Encoder is the person who sends message. In oral communication the encoder is speaker, and in written communication writer is the encoder. An encoder uses combination of symbols, words, graphs and pictures understandable by the receiver, to best convey his message in order to achieve his desired response.

3. Message

Message is the information that is exchanged between sender and receiver. The first task is to decide what you want to communicate and what would be the content of your message; what

the main points of your message are and what other information to include. The central idea of the message must be clear. While writing the message, encoder should keep in mind all aspects of context and the receiver (How he will interpret the message).

Messages can be intentional and unintentional.

4. Medium

Medium is the channel through which encoder will communicate his message. How the message gets there. Your medium to send a message may be print, electronic, or sound. Medium may be a person as postman. The choice of medium totally depends on the nature of you message and contextual factors discussed above. Choice of medium is also influence by the relationship between the sender and receiver.

The oral medium, to convey your message, is effective when your message is urgent, personal or when immediate feedback is desired. While, when your message is ling, technical and needs to be documented, then written medium should be preferred that is formal in nature. These guidelines may change while communicating internationally where complex situations are dealt orally and communicated in writing later on.

5. Receiver/Decoder

The person to whom the message is being sent is called 'receiver'/'decoder'. Receiver may be a listener or a reader depending on the choice of medium by sender to transmit the message. Receiver is also influenced by the context, internal and external stimuli.

Receiver is the person who interprets the message, so higher the chances are of miss-communication because of receiver's perception, opinion, attitude and personality. There will be Minor deviation in transmitting the exact idea only if your receiver is educated and have communication skills.

6. Feedback

Response or reaction of the receiver, to a message, is called 'feedback'. Feedback may be written or oral message, an action or simply, silence may also be a feedback to a message.

Feedback is the most important component of communication in business. Communication is said to be effective only when it receives some feedback. Feedback, actually, completes the loop of communication.

Self-Check -2	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. List component of communication?
2. What is the sender?
3. What is the receiver?
4. What is the feedback?

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 5 points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

1.3.   Using questions

The ability to ask effective questions is a key skill in all areas of life. Interpersonal situations rely on questioning and listening skills and they are particularly important when building relationships and working with others..

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, you can improve a whole range of communications skills: for example, you can gather better information and learn more; you can build stronger relationships, manage people more effectively and help others to learn too.

Questions are Powerful Tools for Effective Communication.

Here are some common questioning techniques, and when (and when not) to use them:
Open questions

These begin with 'what, why, when, where, how and who'. Tell, explain, describe. They are an excellent way of opening up a topic of conversation:
• Tell me what happened…?
• How do you see the problem…?
• What would you like to do in the future…?

Open questions are good for:

- Developing an open conversation: "What did you get up to on vacation?"
- Finding out more detail: "What else do we need to do to make this a success?"
  - Finding out the other person's opinion or issues: "What do you think about those changes?"

Probing questions

Having stimulated the other person to respond with an open question, we might want to follow up a point raised:
• What exactly do you mean by…?
• How often did you…?
• What happened when you…?

Closed/direct questions

These questions can be answered by 'yes', or 'no' or with a short factual answer eg:

• Are you sure about that?

• Do you agree?

• Is that right?

They are particularly useful when we want to establish specific facts and information but if overused can turn the conversation into an interrogation.

Closed questions are good for:

- Testing your understanding, or the other person's: "So, if I get this qualification, I will get a raise?"
- Concluding a discussion or making a decision: "Now we know the facts, are we all agreed this is the right course of action?"
- Frame setting: "Are you happy with the service from your bank?"

A misplaced closed question, on the other hand, can kill the conversation and lead to awkward silences, so are best avoided when a conversation is in full flow.

Summarizing, reflecting and clarifying questions

Often used to double check what the respondent has said:

• As I understand it, we agreed… is that so?

• So you consider the real issue here is…?

Questions to avoid

The following questions can influence the answer and should be avoided.

Leading questions

Suggest the answer the questioner wants to hear:

• You liked that job didn't you?

• I should think you are good at that, aren't you?

• None of those techniques work, do they?

Limiting questions

When the other person is asking to choose an alternative, the questioner can force the choice to one that is acceptable to him/her:

• Would you like to practise that now or later?

• Shall we have a coffee break in 15 minutes rather than now?

Assumption-laden questions

This is a type of leading question when you assume that the other person agrees with you:

• What do you consider to be the mean cause of the department's inefficiency?

• What do you think led to her depression?

Multiple questions

When several questions are rolled into one: How did you deal with that complaint, how did the client respond and with hindsight how would you tackle it differently next time?

Hypothetical questions

Usually about hypothetical situations and will often attract hypothetical answers that cannot be relied upon.

'How would you deal with a member of your team who was under-performing?'

Effective Questioning in the Workplace provides strategies and techniques for the application of effective questioning methods to use with employees to elicit feedback and information.

It helps leaders to develop effective questioning skills and techniques when dealing with their employees to probe and analyze their responses and feedback so to develop sufficient information to solve problems.

Effective Questioning in the Workplace also can be:

- Used for standalone self-directed training for individuals
- Employed as a training and study guide for small groups
- Adapted to deliver classroom training for formal training
- Utilized as a discussion guide for small groups
- Used as a coaching tool to remedy poor performance or teach new skills

- Accessed as a reference tool when problems occur in the future

The use of *Effective Questioning in the Workplace* is most effective when the training is combined with actual information, experiences and examples shared by your employees.

Effective Questioning in the Workplace will teach you or your employees:

- The focus of effective questioning techniques when dealing with employees
- How to develop, analyze and evaluate data and information through advanced questioning techniques and methods
- How and where to use advanced questioning to develop answers and information
- How to critically probe and analyze responses and feedback from employees
- The appropriate use and application of advanced questioning techniques in specific employee situations
- The appropriate use and application of specific questioning techniques to clarify answers and responses from employees

The Five Rules of Questioning

These five rules of questioning will guide you in asking employees the right questions, at the right time, in the right way, enabling you to generate effective communications in the workplace.

These rules can be applied in a number of scenarios: in casual employee conversations, in employee performance reviews, or when learning how to interview…

Rule #1: People Won't Tell You the Whole Truth Until They Feel Connected to You

Rule #2: Ask Easy Questions First

Rule #3: People Communicate with Stories

Rule #5: Never Make Assumptions

.**Bonus Rule: Do Not Answer Your Own Questions**

Using communication skills effectively includes the use of listening skills when you are communicating by talking with another person.

Here's an example: I, a white-skinned person, asked a brown-skinned stranger in southern California to move his ladder away from an office door. I spoke to him in English and he responded by looking puzzled and saying nothing. Then, in fractured Spanish, I asked him if he understood me. He shook his head to communicate "no." I responded with gestures and more fractured Spanish. He finally understood that I wanted him to move his ladder, which he did.

This fragment of an interaction illustrates that listening skills includes "listening to" nonverbal communication.

The fragment also illustrates another point about the communication skill of listening--the importance of assessing whether your message is being received.

Non-verbal communication & therapeutic communication

Nonverbal communication is usually understood as the process of communication through sending and receiving wordless (mostly visual) cues between people. Messages can be communicated through **gestures** and **touch, by body language** or **posture, by facial expression** and **eye contact**. Speech contains nonverbal elements known as **paralanguage**, including voice quality, rate, pitch, volume, and speaking style, as well prosodic features such as rhythm, intonation, and stress. Likewise, written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the physical layout of a page. However, much of the study of nonverbal communication has focused on face-to-face interaction, where it can be classified into

Three principal areas: environmental conditions where communication takes place, physical characteristics of the communicators, and behaviors of communicators during interaction.

Importance of non-verbal communication

Non-verbal communication with patients "Most social psychologists will tell you that nonverbal communication makes up about two-thirds of all communication between two people or between one speaker and a group of listeners." Nonverbal communication can portray a message both verbally and with the correct body signals. "There are numerous elements of what we call body language. They include physical features, both changeable and unchangeable, your gestures and signals you send to others at a conscious and unconscious level, and the space that you use when communicating with others." The wrong message can be established if the body language conveyed does not match a verbal message. Nonverbal

communication strengthens a first impression in common situations like attracting a partner or in a business interview. "You have less than ten seconds and realistically close to four seconds to make a good impression on those with whom you come in contact."[1] First encounters or interactions with another person strongly affect a person's lifestyle. "People are more likely to believe that the first things they learn are the truth." When the other person or group is absorbing the message they are focused on the entire environment around them, meaning, the other person uses all five senses in the interaction. This can be described as follows:

- "Sight makes up 83% of the impact on the brain of information from the senses during a visual presentation.
- Taste makes up 1%
- Hearing makes up 11%
- Smell 3%
- And touch 2%.

Nonverbal communication, in simple words, is the process of communicating by sending and receiving non-verbal messages by means of gestures, body language or facial expressions. Scientific research on this type of communication, and its effects, has identified various techniques that come into play in this case.

It may come as a surprise for many people, but a considerable part of our communication is nonverbal. When we are in conversation with a particular person, even though we are concentrating on words, our conclusions are also derived from the person's body movements. Nonverbal communication most often occurs through our sensory systems - sight, sound, smell, touch or taste.

Body Language and Posture

The body language of a person can speak out volumes about the person. Nonverbal body language can help in conveying feelings and demonstrating attitude. Even postures indicate the nature of the person. Postures such as arm crossing or leg crossing are often regarded as defensive postures.

- **Eye Gaze**

Gazing can also be an effective technique of nonverbal communication. Looking, staring or blinking are regarded as effective ways of sending messages. Usually staring indicates emotions such as interest or hostility, while studies reveal that, the rate of blinking increases when we come across things that we like.

- **Facial Expressions**

Facial expressions also play a crucial role in this type of communication. Just a smile or a frown can speak thousands of words for us. Facial expressions to depict happiness, sadness fear or anger are same throughout the world and hence they prove to be very advantageous when it comes to language barriers. Reading facial expressions can give us insights into the thoughts and feelings of other people.

- **Gestures**

Gestures are deliberate movements or signals made to convey something to another person. Most commonly used gestures are waving of hands and pointing fingers to the object we want, etc. There also exist some gestures which are attributed to a particular culture or a community. Various sign languages have been developed with the aim of conveying messages through signals and gestures.

- **Haptic**

Communicating by touch is by far the most important among the various types of nonverbal communication. Mother's touch, to a child in infancy and childhood is considered to be an important factor in the development of an individual. Touch also plays an important role in conveying emotions such as love.

- **Paralinguistic**

Paralinguistic is indeed vocal communication, but it's different from normal spoken language. The tone, pitch and softness / loudness of the voice are the prominent aspects Paralinguistic. A strong tone indicates the confidence level of a person, while a hesitant tone indicates lack of confidence or lack of interest.

- **Proxemics**

Proxemics is the amount of personal space we need or maintain when we indulge in any sort of activity. This can be attributed to various factors including social norms, familiarity with the other person and personal characteristics of an individual. The amount of space between two people in conversation most often indicates their closeness (or the lack of it) to each other.

Usage of nonverbal body language oftentimes proves to be much more effective than usage of words. May be purposely or may be unknowingly, but we do use various nonverbal communication techniques in our daily life. Even a few weeks old baby cries, which is a baby sign language, to convey its hunger to the mother. There is no questioning the fact that this communication type is quite efficient when conveying your feelings to the other person. More importantly, understanding the basics of the different types of

nonverbal communication can help you to understand an individual better by interpreting his body language

Self-Check -3	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1.   What is the open questions
2.   what is the difference between closed and direct question

3.   What is the advantage of body language?
4.   What is the advantage of facial expression?
5.   list non-verbal communication

1.4. Identifying correct sources of information

Many kinds of information are found in more than one type of source. To help determine which type of source is most likely to contain the information a user requires, the following question are required to be asked.

a) How broad or narrow a focus is needed? Are we are looking for a broad overview of a topic, or do we need highly specific information that covers a narrow topic in great detail? Encyclopedia articles will give a broad overview of a topic. Books will also give a broad overview of topic but in considerably greater detail, and may summarize the published information on required topic. Journal articles will give information on very specific aspects of the topic. Often we will need a mixture of encyclopedias, books, and periodical articles to find the desired information.

b) What level of information is needed? Do we need in-depth research by an expert in the field or do we require information written in common terms? If we need in-depth research or technical information, choose scholarly journals. If we need general information on a topic choose an article written for the educated layperson in substantial news or general interest publications such as Scientific American, Science Reporter, National Geographic, etc. Articles in these publications can also provide us with needed background information that will help us to understand the technical language used in scholarly journal articles.

c) How current does the information need to be? Are we are researching a current event/topic, or is the information we need several years, or even decades, old? Currency can be a deciding factor in identifying the best source for information. We can think of currency as a continuum with different types of information sources falling at different points on the continuum. For example, for one week old information look for websites, newspapers, etc.; for month old information look for monthly journals; year old information can be found in year books, almanacs; and for older information we may look for books, encyclopedias, annual reviews, etc.

d) Do we need specialized information? At times we need specialized information such as statistics, maps or diagrams, or addresses for people or the manufacturer of a product. These special kinds of factual information are most often found in atlases, almanacs, yearbooks, directories, catalogs, or government documents. As factual information can change rapidly, we have to pay close attention to the publication dates. Usually the most current editions of these information sources are found in a library's reference

department. e) Do we need primary, secondary or tertiary information? Sometimes we need information that is only available from the original or primary source. Primary sources include personal experiences, eyewitness accounts, product information, and historical documents. Most of the time, to save time, we use secondary materials. Secondary materials are raw data and primary source materials that have been analyzed and then organized into coherent presentations by someone-usually a researcher. Tertiary information is commentary or opinions about a given topic, based on and quoting primary and secondary sources. 12.2 Information Access Tools Libraries provide a number of tools to identify specific sources of information. These are referred to as access tools and fall into various categories. The strategies for locating specific information sources vary depending on the access tool needed to find them. The three broad categories of access tools usually used to find the desired information sources are: · Library Catalogues · Printed Indexes and Databases · Web Indexes and Search Engines Generally we may need to use more than one access tool because well-balanced information activities usually requires information from different kinds of sources. The table below gives the type(s) of access tools required based on the type of information sources needed.

Self-Check -4	**Written Test**

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What do we mean correct source information?

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____
Rating: _____

Information Sheet-5	Selecting and organizing information correctly

1.5. Selecting and organizing information correctly

The formal information system is a power structure designed to achieve company goals. An organization's emphasis on control to ensure performance tends to restrict the communication flow among employees. As a result, an informal information system develops. It is an employee based system designed to meet personnel and vocational needs and to help solve work – related problems. It also funnels information upward through indirect channels. In this respect, it is a useful system because it works within the framework of the business and its stated policies. In doing a systems study, the analyst should have knowledge of the chain of command, the power-authority-influence network, and how decisions are made to get a feel for how much support can be expected for a prospective installation. Furthermore, knowledge about the inner workings of the employee- based system is useful during the exploratory phase of analysis. Employee cooperation and participation are crucial in preventing sabotage and training users. Since computers cannot provide reliable information without user staff support, a proper interface with the informal communication channels could mean the difference between the success and failure of new systems.

1.6 Requiring verbal and written report

The oral and written skills you will need to succeed in a job vary from role to role. Every position does not require giving presentations or writing reports. But every role will require you to write concise and clear email messages and to interact professionally with your coworkers. Sure, you already know this. As a candidate for a job, how can you prove your oral and written communication skills? You don't want to wait for the interview to demonstrate your conversational abilities or how well you can succinctly answer a question. And you don't want your resume and cover letter to be the only written material judged. These are some ideas to help you showcase your excellent communication skills, oral and written, before the interview.

FORMS OF ORAL COMMUNICATION

A. Dyadic Communication

Dyadic or two-person communication is the basic form of oral communication. I t involves the sharing of ideas or information between two persons who alternate as speaker and listener. Examples of this form are ''chitchat'' between two friends, and an interview between a job applicant and a personal officer.

B. Small-Group Communication

Small-group communication is a collaborative and systematic sharing of ideas and information among three to eight persons in order to reach a consensus or a common solution to a problem, or to obtain facts. Examples of this form are committee or board meeting, panel discussion, and symposium.

C. Large-Group Communication

This consists of a speaker who addresses a considerably large audience. It requires thorough preparation on the part of the speaker.

d. Mass Communication

This form of communication may be done through either printed or oral medium. If it is oral, it utilizes the airwaves. Through the electronic media such as radio and television, the message reaches a very large audience (nationwide or worldwide) instantaneously and simultaneously.

Proving Your Excellent Communication Skills

One way to prove you have the skills you claim is to provide evidence. But what type of evidence do you have and where do you put it?

One way to identify the skills you need to prove is to read job descriptions. When you see post after post requiring certain skills, that's what you want to focus on. For example, have you seen this job requirement?

Improve Your Communication Skills

We all can get better at communicating and interacting with people. One way to rise to the next level in your career is to develop the communication skills that will help you stand out. No matter what role you want next, how you communicate will always impact your performance and how your co-workers and supervisor perceive you.

In order to survive and thrive in today's work and turbulent economy, you'll want to adopt the philosophy of being a life-long-learner. Your career will not be a single job with a single employer. You'll need to transform and reposition your career goals based on the ever-changing demands. As you can imagine, this is going to take really strong communication skills. What are you doing today to develop yours?

Practice and Refine Your Oral Communication Skills

Toastmasters International is a worldwide nonprofit educational organization that empowers individuals to become more effective communicators and leaders. There are Toastmaster clubs all around the world. Find a club. Visit and evaluate the club. Join the club. Reap the benefits of being a member.

What is a Report?

In academia there is some overlap between reports and essays, and the two words are sometimes used interchangeably, but reports are more likely to be needed for business, scientific and technical subjects, and in the workplace.

Whereas an essay presents arguments and reasoning, a report concentrates on facts.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets outs and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Requirements for the precise form and content of a report will vary between organization and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

Reports may contain some or all of the following elements:

- A description of a sequence of events or a situation;

- Some interpretation of the significance of these events or situation, whether solely your own analysis or informed by the views of others, always carefully referenced of course (see our page on **Academic Referencing** for more information);

- An evaluation of the facts or the results of your research;

- Discussion of the likely outcomes of future courses of action;

- Your recommendations as to a course of action; and

- Conclusions.

Not all of these elements will be essential in every report.

If you're writing a report in the workplace, check whether there are any standard guidelines or structure that you need to use.

Self-Check -5	Written Test
	Sept. 2019

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What is the difference between verbal and written report?
2. how you can Improve Your Communication Skills

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

Information Sheet- 6	Maintaining communication skills.

1.7. Maintaining communication skills.

Want to communicate better? These tips will help you avoid misunderstandings and improve your work and personal relationships.

Maintaining communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.

Effective communication sounds like it should be instinctive. But all too often, when we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This can cause problems in your home, school, and work relationships.

For many of us, communicating more clearly and effectively requires learning some important skills. Whether you're trying to improve communication with your spouse, kids, boss, or coworkers, learning these skills can deepen your connections to others, build greater trust and respect, and improve teamwork, problem solving, and your overall social and emotional health.

What's stopping you from communicating effectively?

Common barriers to effective communication include:

Stress and out-of-control emotion. When you're stressed or emotionally overwhelmed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior. To avoid conflict and misunderstandings, you can learn how to quickly calm down before continuing a conversation.

Lack of focus You can't communicate effectively when you're multitasking. If you're checking your phone, planning what you're going to say next, or daydreaming, you're almost certain to miss nonverbal cues in the conversation. To communicate effectively, you need to avoid distractions and stay focused.

Inconsistent body language Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. For example, you can't say "yes" while shaking your head no.

Negative body language If you disagree with or dislike what's being said, you might use negative body language to rebuff the other person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree with, or even like what's being said, but to communicate effectively and not put the other person on the defensive, it's important to avoid sending negative signals.

Effective communication skill 1: Become an engaged listener

When communicating with others, we often focus on what we should say. However, effective communication is less about talking and more about listening. Listening well means not just understanding the words or the information being communicated, but also understanding the emotions the speaker is trying to convey.

There's a big difference between engaged listening and simply hearing. When you really listen—when you're engaged with what's being said—you'll hear the subtle intonations in someone's voice that tell you how that person is feeling and the emotions they're trying to communicate. When you're an engaged listener, not only will you better understand the other person, you'll also make that person feel heard and understood, which can help build a stronger, deeper connection between you.

By communicating in this way, you'll also experience a process that lowers stress and supports physical and emotional well-being. If the person you're talking to is calm, for example, listening in an engaged way will help to calm you, too. Similarly, if the person is agitated, you can help calm them by listening in an attentive way and making the person feel understood.

If your goal is to fully understand and connect with the other person, listening in an engaged way will often come naturally. If it doesn't, try the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

Tips for becoming an engaged listener

Focus fully on the speaker. You can't listen in an engaged way if you're constantly checking your phone or thinking about something else. You need to stay focused on the moment-to-moment experience in order to pick up the subtle nuances and important nonverbal cues in a conversation. If you find it hard

to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.

Favor your right ear. As strange as it sounds, the left side of the brain contains the primary processing centers for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favoring your right ear can help you better detect the emotional nuances of what someone is saying.

Avoid interrupting or trying to redirect the conversation to your concerns. By saying something like, "If you think that's bad, let me tell you what happened to me." Listening is not the same as waiting for your turn to talk. You can't concentrate on what someone's saying if you're forming what you're going to say next. Often, the speaker can read your facial expressions and know that your mind's elsewhere.

Show your interest in what's being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like "yes" or "uh huh."

Try to set aside judgment. In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand them. The most difficult communication, when successfully executed, can often lead to an unlikely connection with someone.
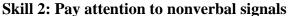
Provide feedback. If there seems to be a disconnect, reflect what has been said by paraphrasing. "What I'm hearing is," or "Sounds like you are saying," are great ways to reflect back. Don't simply repeat what the speaker has said verbatim, though—you'll sound insincere or unintelligent. Instead, express what the speaker's words mean to you. Ask questions to clarify certain points: "What do you mean when you say…" or "Is this what you mean?"

Hear the emotion behind the words

It's the higher frequencies of human speech that impart emotion. You can become more attuned to these frequencies—and thus better able to understand what others are really saying—by exercising the tiny muscles of your middle ear (the smallest in the body). You can do this by singing, playing a wind instrument, or listening to certain types of high-frequency music (a Mozart symphony or violin concerto, for example, rather than low-frequency rock, pop, or hip-hop).

Skill 2: Pay attention to nonverbal signals

The way you look, listen, move, and react to another person tells them more about how you're feeling than words alone ever can. Nonverbal communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing.

Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you're talking to.

You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

Improve how you *read* nonverbal communication

Be aware of individual differences. People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.

Look at nonverbal communication signals as a group. Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice to body language. Anyone can slip up occasionally and let eye contact go, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better "read" on a person.

Improve how you *deliver* nonverbal communication

Use nonverbal signals that match up with your words rather than contradict them. If you say one thing, but your body language says something else, your listener will feel confused or suspect that you're being dishonest. For example, sitting with your arms crossed and shaking your head doesn't match words telling the other person that you agree with what they're saying.

Adjust your nonverbal signals according to the context. The tone of your voice, for example, should be different when you're addressing a child than when you're addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you're interacting with.

Avoid negative body language. Instead, use body language to convey positive feelings, even when you're not actually experiencing them. If you're nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even though you're not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.

Skill 3: Keep stress in check

How many times have you felt stressed during a disagreement with your spouse, kids, boss, friends, or coworkers and then said or done something you later regretted? If you can quickly relieve stress and return to a calm state, you'll not only avoid such regrets, but in many cases you'll also help to calm the other person as well. It's only when you're in a calm, relaxed state that you'll be able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent.

In situations such as a job interview, business presentation, high-pressure meeting, or introduction to a loved one's family, for example, it's important to manage your emotions, think on your feet, and effectively communicate under pressure.

Quick stress relief for effective communication

When a conversation starts to get heated, you need something quick and immediate to bring down the emotional intensity. By learning to quickly reduce stress in the moment, you can safely take stock of any strong emotions you're experiencing, regulate your feelings, and behave appropriately.

Recognize when you're becoming stressed. Your body will let you know if you're stressed as you communicate. Are your muscles or stomach tight? Are your hands clenched? Is your breath shallow? Are you "forgetting" to breathe?

Take a moment to calm down before deciding to continue a conversation or postpone it.

Bring your senses to the rescue. The best way to rapidly and reliably relieve stress is through the senses—sight, sound, touch, taste, smell—or movement. For example, you could pop a peppermint in your mouth, squeeze a stress ball in your pocket, take a few deep breaths, clench and relax your muscles, or simply recall a soothing, sensory-rich image. Each person responds differently to sensory input, so you need to find a coping mechanism that is soothing to you.

Look for humor in the situation. When used appropriately, humor is a great way to relieve stress when communicating. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or an amusing story.

Be willing to compromise. Sometimes, if you can both bend a little, you'll be able to find a happy middle ground that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about an issue than you do, compromise may be easier for you and a good investment for the future of the relationship.

Agree to disagree, if necessary, and take time away from the situation so everyone can calm down. Go for a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.

Skill 4: Assert yourself

Direct, assertive expression makes for clear communication and can help boost your self-esteem and decision-making skills. Being assertive means expressing your thoughts, feelings, and needs in an open and honest way, while standing up for yourself and respecting others. It does NOT mean being hostile, aggressive, or demanding. Effective communication is always about understanding the other person, not about winning an argument or forcing your opinions on others.

Empathetic assertion conveys sensitivity to the other person. First, recognize the other person's situation or feelings, and then state your needs or opinion. "I know you've been very busy at work, but I want you to make time for us as well."

Escalating assertion can be employed when your first attempts are not successful. You become increasingly firm as time progresses, which may include outlining consequences if your needs are not met. For example, "If you don't abide by the contract, I'll be forced to pursue legal action."

Practice assertiveness in lower risk situations to help build up your confidence. Or ask friends or family if you can practice assertiveness techniques on them first.

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What is the Stress and out-of-control emotion?
2. What is the Inconsistent body language?
3. What is the Negative body language?
4. how you can Avoid negative body language

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____
Rating: _____

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Responding to workplace issues
- immediately Response to workplace issues
- Constructive contributions is made to workplace discussions on such issues as production, quality and safety
- Goals/objectives and action plan undertaken in the workplace are communicated.

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Response to workplace issues are sought
- Response to workplace issues are provided immediately
- Constructive contributions is made to workplace discussions on such issues as production, quality and safety
- Goals/objectives and action plan undertaken in the workplace are communicated.

2.1 Seeking response to workplace issues

It is important that you communicate with people inside and outside your organization in a professional and efficient manner. People do not work in isolation. No matter what your job is good communication is vital. Building staff ability to communicate and relate well in the workplace is a crucial task. A good leader at the workplace must be able to lead communication and engage both internal and external customers effectively.

How active you are might depend on your leadership style, but you definitely have some responsibilities here. They include setting, or helping the group to set the discussion topic; fostering the open process; involving all participants; asking questions or offering ideas to advance the discussion; summarizing or clarifying important points, arguments, and ideas; and wrapping up the session. Let's look at these, as well as some dos and don'ts for discussion group leaders.

Setting the topic. If the group is meeting to discuss a specific issue or to plan something, the discussion topic is already set. If the topic is unclear, then someone needs to help the group define it. The leader – through asking the right questions, defining the problem, and encouraging ideas from the group – can play that role.

Fostering the open process. Nurturing the open process means paying attention to the process, content, and interpersonal dynamics of the discussion all at the same time – not a simple matter. As leader, your task is not to tell the group what to do, or to force particular conclusions, but rather to make sure that the group chooses an appropriate topic that meets its needs, that there are no "right" answers to start with (no foregone conclusions), that no one person or small group dominates the discussion, that everyone follows the ground rules, that discussion is civil and organized, and that all ideas are subjected to careful critical analysis. You might comment on the process of the discussion or on interpersonal issues when it seems helpful ("We all seem to be picking on John here – what's going on?"), or make reference to the open process itself ("We seem to be assuming that we're supposed to believe X – is that true?"). Most of your actions as leader should be in the service of modeling or furthering the open process.Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious. Handling workplace issues promptly can also help you to:

- Build better relationships with your employees

- maintain employee morale and job satisfaction

- retain your staff

- Maximize workplace productivity.

If your employee approaches you with a question or a problem, the first thing you need to do is get a clear understanding of their concerns. Remember to:

- Demonstrate you are ready and willing to talk and listen

- Be calm and polite – being defensive or aggressive won't help you to resolve the problem

- Ask questions if you do not understand the employee's concerns

- Find out what action the employee would like you to take to resolve the issue

- Take copies of any supporting information provided by the employee

- Reassure the employee that you take their concerns seriously and advise them when you will respond.

You may also wish to ask the employee to provide details of the problem in writing. This might help you to better understand the issues involved and provide an appropriate response.

Tips for proactively managing workplace issues

Employees don't always feel comfortable raising workplace issues, but it is important that you know about, and can deal with, problems before they escalate. You can encourage employees to raise issues in your workplace promptly by:

- setting up a simple process for employees to report their concerns or complaints
- having a clear written 'dispute procedure' that employees can follow if they would like to raise an issue
- Fostering a workplace culture of trust, transparency and open communication by acting on problems as soon as you become aware of them.

Self-Check -1	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. How you can build better relationship with your employee?
2. How you can build staff capacity
3. What are the criteria to response work issues?

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

2.2.　　providing workplace response issues

Disputes can arise at any workplace. A dispute exists when one or more people disagree about something and the matter remains unresolved.

It is often less stressful and costly to resolve disputes at the workplace before coming to the Fair Work Commission for help, as coming to the Commission begins a formal legal process.

Dispute resolution procedures

Modern awards and enterprise agreements contain a dispute resolution procedure that should be followed to help resolve disputes.

Employers should follow the procedure available to try and resolve disputes before applying to the Commission.

Some steps contained in a dispute resolution procedure may be:

Employee/s meets with their direct supervisor to discuss the grievance

Failing resolution, the matter is discussed further with more senior management

if that does not resolve the dispute, the employer refers the dispute to a more senior level of management or more senior officer within the organization

If the dispute remains unresolved, the employer refers the matter to an independent mediator for assistance in resolving the dispute.

Dispute resolution in the workplace

Resolving workplace issues before they grow into disputes can create strong commitment to the solution. If both the employee and employer are able to settle the issue or dispute privately it can save time, and spare both parties the stress of going through a formal legal process.

Information and tools to help with putting in place policies and procedures to avoid issues developing into disputes, and help with resolving issues and are available from:

The Fair Work Ombudsman

Online learning centre – having difficult conversations at work

Effective dispute resolution information, including a best practice guide for effective dispute resolution

Information on consultation and co-operation in the workplace

Business Victoria

Hiring and managing staff page has tools and information for businesses.

Communication skills for managers includes practical examples

If you can't resolve the dispute

If the dispute remains unresolved after following the dispute resolution procedure in the workplace, the parties may jointly or individually apply for the matter to be heard by the Commission.

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. how you can solve dispute
2. What is the fair work ombudsman?
3. What is the business?

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

Information Sheet-3	Making constructive contributions to workplace

2.3. Making Constructive contributions to workplace

As a leader, one of the greatest gifts you can give your team members is honest feedback — and contrary to what you might think, it doesn't necessarily have to be positive. Studies have found that an employee's preference for the type of feedback they receive — positive versus negative (or constructive) — may vary according to their experience level. While positive feedback can be a confidence booster, negative feedback may be more valuable to employees with higher levels of proficiency looking to step up their game.

One fact is certain: Meaningful employee feedback increases employee engagement. In fact, according to a Gallup report, employees would prefer to receive negative feedback than no feedback at all. An employee who is ignored by a manager is twice as likely to be actively disengaged at work as an employee whose manager focuses on his or her weaknesses, according to the report. Likewise, receiving feedback from employees can offer valuable insights that can help leaders become stronger and more efficient in their roles.

6 STRATEGIES TO DELIVER EFFECTIVE EMPLOYEE FEEDBACK

Feedback can motivate individuals and teams; facilitate the resolution to a specific challenge; open lines of communication; foster employees' professional development; and increase employee engagement. The way in which you provide feedback to employees has a tremendous impact on its effect. These strategies can help you deliver feedback that is both powerful and productive.

1. Time it right — Feedback comes in many forms; while the annual performance review is usually held at a specific corporate-mandated time, many other opportunities for delivering feedback crop up throughout the year. Grab them! Feedback is generally most effective when it is delivered when the event or issue is fresh in both parties' memory. One caveat: It is not wise to vent anger under a veil of "providing feedback." When negative emotions are running high, it is usually best to allow yourself ample time to cool down before meeting with an employee to ensure a productive feedback session.

2. Prepare — Employees take feedback seriously, and so should you. Take the time to prepare for a feedback session as you would any other important meeting. Use facts, examples and statistics to

substantiate your references to particularly outstanding work on the positive side, or to issues in need of attention on the negative side.

3. Ditch the "sandwich approach" — Once a popular technique to cushion the blow of delivering negative feedback, the sandwich approach has now fallen out of favor. This technique — slipping a criticism in between two compliments — has been recognized for its faults. For starters, employees see right through it. When served as a way to make it easier to digest negative feedback, praise is diluted. Second, delaying the inevitable evokes anxiety.

If you are meeting with an employee to deliver negative feedback, be direct: "Jay, as we both know, things haven't been running very smoothly lately. Let's see if we can address the problem together." In order to provide effective feedback, make sure it is authentic.

4. Understand the power of negative feedback — Research conducted by Professor Andrew Miner (then of the University of Minnesota) and his colleagues showed that employees reacted to a negative interaction with their boss six times more strongly than they reacted to a positive interaction with their boss. Clearly, negative feedback packs a far stronger punch than positive feedback. As such, leaders need to be cognizant of its effects on an employee's well-being and productivity.

When you do have to deliver negative feedback when possible, do so in person (versus via email) Approach the issue as a challenge to conquer together, exploring causes and possible solutions. A less punitive tone to the conversation will decrease the likelihood that it will feel like a personal attack — and will likely yield greater results.

5. But don'**t assume that everyone wants only positive feedback** — Research has found that while novices prefer positive feedback, once people become experts in a subject area, they prefer negative feedback. The reason: Positive feedback provides encouragement to novices, who may lack confidence when starting a new venture (in the study, subjects were learning to speak a foreign language). By contrast, those with greater expertise were already committed to the venture and felt that negative feedback was more instrumental to their progress.

6. Avoid gender (and other) biases — As evolved as we think we are, one place gender bias still rears its head is in employee feedback. The Wall Street Journal recently reported on research conducted by Stanford University's Cayman Institute for Gender Research, suggesting that men and women are evaluated differently in the workplace. "Specifically, managers are significantly more likely to critique female employees for coming on too strong, and their accomplishments are more likely than men's to be

seen as the result of team, rather than individual, efforts," according to the research. Effective employee feedback is based on equal standards fairly applied across gender lines, age brackets and races.

GUIDELINES FOR DELIVERING CONSTRUCTIVE CRITICISM

Often, negative feedback takes the form of constructive criticism. As Gregg Walker, professor in the Department of Speech Communication at Oregon State University, explains, critical feedback can promote constructive growth in individuals and relationships if handled appropriately. Following are some of his guidelines for offering constructive criticism:

- Understand why you are offering criticism. (Is it /constructive?)

- Engage in perspective-taking or role reversal.

- Offer criticism of the person's behavior, not the person.

- Focus on a particular situation rather than a general or abstract behavior.

- Direct your criticism to the present rather than the past.

- Avoid "critical overload."

- Focus criticism on behaviors that the other person can change.

FEEDBACK IS A TWO-WAY STREET

Receiving feedback can be equally valuable for leaders, who can gain powerful insights from employees. While it might seem awkward to turn the tables, asking your team members to provide feedback on your performance as a leader can help you strengthen your performance. A couple of ways to pose this question without making anyone feel uncomfortable is to ask: "How can I make your job easier?" or "What type of support could I offer to help you perform your job better?" Another is to give your team members an anonymous survey (let's face it: not many employees would be bold enough to air a beef if their name was attached to it).

When you are on the receiving end of feedback, take pause and consider the comment before either letting it go to your head or taking a defensive stance. Remember that the objective is not to flatter you or to be mean-spirited; it is — or at least, it should be — to help you improve. Have you heard similar comments from other people? Can you think of instances where this comment may ring true? If it is negative in

nature, how can you use it in a constructive way? If feedback is coming in the context of a verbal discussion, it is important to resist the urge to argue. Instead, thank the person for their feedback. Whether you agree with them or not, their feedback is based on their perceptions.

THE FUTURE OF EMPLOYEE FEEDBACK

As the Society for Human Resource Management reports, many companies are trading in traditional employee performance reviews for web- and mobile-based technologies that can conduct real-time, 360-degree employee evaluations. These tools not only appeal to an increasingly younger workforce, but they also allow companies to address issues with employees more quickly.

Companies such as impraise Workday and Engaged have already begun to transform feedback delivery systems by offering mobile apps that enable managers and team members to exchange feedback on a real-time basis, when thoughts are fresh in their minds.

While methods and techniques may change over time, the essence of effective feedback — both in delivering it and in receiving it — remains grounded in authentic communication. Leaders who have developed high levels of emotional intelligence will find themselves well-positioned to conduct feedback sessions with tact, empathy and listening skills. The bottom line: Effective feedback is one of the most powerful ways in which a leader can positively influence employee satisfaction, performance and engagement.

Self-Check -3	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. List strategies to deliver effective employee feedback?
2. What is the feedback?

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

Name: _____   Date: _____

Information Sheet-4	Communicating goals/objectives and action

2.4. Communicating Goals/objectives and action

The communication process involves five elements you should consider before planning your actions:

1. Why communicate? What is the main purpose of your communication activities?

Start with formulating your purposes. These can be more general, focusing on the project's overall goal or more specific (informing certain group of people about….)

2. The sender of the message: who communicates? Decide who will be your communication or PR-officer, providing media relations and managing communication activities. Even if existing human resources do not allow for a dedicated communications officer, one *contact person for journalists* should be selected.

Many people can contribute to highlighting the project's impact. Final beneficiaries, such as a mother benefiting from an EU-funded childcare centre or a school teacher whose classroom benefited from an EU-funded renovation, are often the best representatives to speak about the project results.

3. The recipients of the messages: target audience. The messages you communicate should be targeted at specific people. Who are those people? What do they already know and what they should learn?

4. What to communicate: key messages. Messages must serve as a hook to attract your audience and keep them listening to what you are saying. Therefore, the message must be clear, short and easy to remember.

5. How to communicate: tools and channels. There are various communication instruments at your disposal and your choice of which to use will depend on your goals, audience and resources.

We also recommend preparing a **short project/organization fact sheet** – a one-page summary in very simple language answering the following questions:

• Why does your project exist? When was your project launched?
• What are its goals and tasks?
• Why it is special and unique?
• How do you work? What are your main activities?

• What are your main achievements?

• How does your project benefit Ukrainian citizens?

OBJECTIVES

Overall communication objectives

Is there a clear focus on communication and visibility? Remember: do not confuse communication objectives with those of the project itself. Is there a story to tell?

For example:

- The objective is to raise awareness of the project and its activities: *«EDU4ALL will bring handicapped kids back to school»* (communication about the project)

- The objective is to raise awareness of the fact that *«This is an EU-financed project»* and *«The EU cares about children's rights»* (EU visibility)

- The objective is to raise awareness about the rights of handicapped children in schools (*This is one of the objectives of the project itself; it is not a communication objective*).

2. Target groups. Are the chosen targets relevant?

Main targets should be the beneficiary population, local media, and stakeholders (regional and local authorities, civil society, etc.).

3. Specific objectives for each target group related to the action's objectives and the phases of the project cycle. Examples of communication objectives:

- Ensure that the beneficiary population is aware of the roles of the partner and of the EU in the activity.

- Raise awareness among Ukrainians of the role of the partner and of the EU in delivering aid in a particular context.

- Raise awareness of how the EU and the partner work together to support education, health, environment, etc.

COMMUNICATION ACTIVITIES

4. Main activities. Are the communication activities well-programmed from the beginning and throughout the duration of the project?

For example: a launching event at the beginning, a press visit mid-term, and a video with testimony at the end.

5. Communication tools chosen. Are the chosen tools appropriate?

Please make sure that the plan includes at least: a case study, the production of quality photos, at least one press release, and a website if it would be useful. Video testimonies can also be helpful. Events with beneficiaries, or press visits can also be included.

6. Calendar. Does the activities calendar match the agenda of the EU Delegation and the main national events?

For example: Communication activities can have a higher impact if linked to a hook or fail if they are organized at the wrong time.

Self-Check -4	**Written Test**

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What is the advantage of communication
2. Write five elements of the communication process ?

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

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Instruction Sheet	LG65: Identify and communicate issues arising in the workplace

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Issues and problems are identified as they arise
- Information regarding problems and issues are organized coherently to ensure clear and effective communication
- Dialogue is initiated with appropriate staff/personnel
- Communication problems and issues are raised as they arise

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, you will be able to –

- Issues and problems are identified as they arise
- Information regarding problems and issues are organized coherently to ensure clear and effective communication
- Dialogue is initiated with appropriate staff/personnel
- Communication problems and issues are raised as they arise

3.1. Identifying issues and problem.

Problem identification provides the platform for investigating a broad range of interventions and generating options. Initiatives developed in subsequent steps of the Framework should address the problems identified here.

The process of problem identification involves the development of clear, straightforward problem statements that can be linked directly with the specific goals and objectives already identified in Step 1. These statements should clarify how the problem might prevent the achievement of these goals and objectives.

Problem statements are tested and refined through more detailed analysis undertaken as part of problem assessment and prioritization (see sections 3 and 4 below).

When identifying problems, the following should be taken into account:

- Problems prevent the goals and objectives identified in the previous step from being achieved. This should include the full range of objectives identified in the previous step – including objectives for different levels of planning and markets (see F1, section 3.1).

- Problem identification should consider not only 'problems' or 'challenges', but also constraints on opportunities that are preventing the goals and objectives from being achieved.

- Identification should be based on empirical observations, such as data and information obtained from surveys, demand modeling, interviews and studies from a wide range of sources.

Problem identification should result in problem statements that describe the nature of the problem facing the transport system and its components.

Scoping the problem

When scoping problems, the following should be taken into account:

- The scope of a problem should be defined by what is preventing the achievement of the objectives.

- Problem identification should not be confined to existing situations or issues. Emerging and potential future problems should also be considered.

- Problems can be different for the various planning levels. For example, achieving a goal of reducing road crashes may require a specific engineering 'fix' at the link level (such as safety barriers or road widening), a series of rest areas at the corridor level and safety education initiatives at the network level.

- Problems should be seen as multidimensional. It is important to 'cast the net wide' when identifying problems. This means considering the full range of economic, social and environmental factors and canvassing a broad spectrum of potential problems, such as accessibility, business needs, availability, prices/cost, capacity, emissions and safety.

In scoping the problem, it can be helpful to map out what the problem is and its relationship to transport system objectives. A couple of mapping techniques can be used to undertake this exercise. The techniques are:

- Investment Logic Mapping

- Benefit Dependency Mapping.

The techniques are discussed further in T6. These techniques may assist in gaining an early understanding of the problem and its relationship with transport system objectives, and in identifying the underlying rationale for an intervention.

Self-Check -1	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. What is the scoping the problem?
2. What is the problem identification

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

3.2. Organizing information regarding problems and issues

If employee's communication false information or share information they are not sure about, they are likely to cause delays in task completion. A manager who share false information or share information without varying it is first likely to upset the employees.

Communication problems in the workplace can have a negative impact on morale, productivity and interdepartmental working relationships.

When left unchecked, ongoing communication problems can potentially cut into profits, increase turnover and lead to mistakes that negatively impact the company's public image.

Seven ways to help fix poor communication in the workplace

1.   highlights key issues and pinpoint critical areas for action

2.   establish a baseline

3.   make smart decisions

4.   Check to make sure audience needs are being met.

5.   leverage communication resource

6.   drive accountability

How do you deal with communication problems in the workplace?

1.   Address issues immediately and openly when a conflict arises among your team members, action should be taken quickly to resolve it.

2.   set clear expectations

3.   build listening skills

4.   recognize and respect personal difference

Name: _____ Date: _____

Directions: Answer all the questions listed below.

1. write Seven ways to help fix poor communication in the workplace

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____ Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

3.3. Initiating dialogue

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Most organizations use meetings in the course of their work, and these meetings can be successful or unsuccessful, depending on whether they are managed properly.

Managers must learn to properly organize and conduct meetings to contribute to organizational effectiveness.

- **Principles of meeting and discussion**

A. **Situations requiring a meeting**

Before calling a meeting, it is important to know if one is needed. Some situations benefit from

Having a meeting, and in other situations, one is unnecessary. There are some common situations

In which a meeting is needed.

First, you are likely to need to meet if you are managing a project. Because projects involve

Multiple people and a lot of information, you will likely need to meet with individuals at various

Stages: at the beginning of the project, throughout the project, and at the end of the project.

Meetings may change in terms of content and frequency, depending on the stage of the project.

A second reason that a meeting is often called is when a supervisor needs to manage people.

Managers need to meet with staff as a group or one-on-one to direct employees effectively.

Typically, meetings to manage people are held at regular intervals.

A third reason to meet is when a manager must interact with a client. Client relationships may

Require meetings to pitch ideas, update the client on progress, or present a completed product or

Service a fourth situation in which a meeting is preferable is when written communication, such as interoffice memos or email is burdensome. If issues are too complex for memos or email, a

Meeting may be a more efficient way to communicate.

Finally, managers may call meetings to address workplace problems. If a project is on the wrong

Course, or if there are interpersonal problems, a meeting may be the best way to address such

Problems. While a meeting is often the best way to accomplish work objectives, there are times in which a meeting is simply a waste of people's time. There may be situations in which **bringing a large group together to address an issue may only cause confusion or conflict**. Additionally, there are some tasks that may be accomplished more easily and quickly, but just as effectively, by a smaller group (subcommittee) or an individual, and then presented to the larger group for approval. Thus, while meetings can be very useful in the workplace, managers should take care to determine whether they are truly necessary.

Types of meetings

The reasons for calling the meeting should help to determine how the meeting should be formatted, or whether a meeting is really necessary. The length and formality of a meeting will differ depending on what type of meeting it is. There are six basic types of meeting: standing meeting, topical meeting, presentation, conference, emergency meeting, and seminar.

A *standing meeting* is a regularly scheduled meeting, such as a weekly check-in with employees

or a project meeting that occurs every month. Because these meetings are recurring, they are easier to manage, with similar formats and agendas. Typically, these meetings are held on the same day and time, but they may be rescheduled if necessary.

☐ A *topical meeting* is one that is called to discuss one specific subject. This may be a work issue or a project task. The invitees and format are dependent on the subject being addressed.

☐ a *presentation* occurs when one or more people speak, and one moderator leads the meeting.

Presentation meetings tend to be highly structured, and there purpose is usually to inform. It

may be to inform clients, employees, or managers.

☐ A *conference* is also highly structured, but it is used to solicit contributions from participants

on a particular topic.

☐ An *emergency meeting* is used to address a crisis, and they are often called with very little

advance notice. These meetings may be used to address internal problems, such as a theft in

the building, or external problems, such as a natural disaster.

 A *seminar* is typically educational—someone with expertise provides participants with

Specific information.   The type of meeting will dictate who is invited to participate and how the participants are arranged

in the meeting room. Topical meetings, conferences, and emergency meetings are best run in

seating arrangements in which participants can all see one another and therefore be more likely to engage in discussion.   Conversely, presentations and seminars require a different seating arrangement where all participants can see the speaker, but do not need to see one another. These arrangements are presented in Figure 1, in which the ovals represent meeting participants and the shaded oval is the presenter or facilitator.

Standing meetings may vary in seating, depending on what is discussed; if a supervisor is giving

information, then there is no need for participants to group themselves in order to see one another.

Some standing meetings may literally be "standing" if participants only need to meet briefly to get

information from a supervisor or team leader.

C. Planning a meeting

The most critical part of planning a meeting is determining whether a meeting is actually necessary.

There are many organizational issues that can be addressed without needing to hold a meeting.

Meetings are time-consuming, and because they require many different people to leave their work

to meet, they can hinder productivity if they are called when unnecessary. Additionally, some

standing meetings are kept without any assessment as to whether or not that weekly or monthly

meeting is actually productive and useful.

To determine whether a meeting is necessary, consider the problem that needs to be solved or the

issue that must be addressed. If all that is required is dissemination of information, then a memo

or email may be sufficient. If you need information, decide if you can get that information from

one person or if a meeting with several people is necessary.

Possible Seating Arrangements for Types of Meetings

It is appropriate to call a meeting if you have to solicit information or feedback from a group of

people, if a group decision must be made, or if a group will have questions regarding the

Information being given.

Once you have determined that a meeting is necessary, you must decide who should participate. Consider the goal or purpose of the meeting and be sure to invite those members of the organization who have the information or opinions necessary for the meeting. It may be helpful to ask others for their opinions as to who should attend the meeting, since you may not have all of the necessary information.

After the list of participants has been compiled, the participants should be contacted as soon as possible to ensure that all of the necessary people can attend. When contacting individuals about the meeting, let them know the time, place, and purpose of the meeting.

Additionally, if the meeting participants need to bring any documents or information to the meeting, be sure to ask them specifically for these things. It will be a waste of time to call a meeting without properly preparing yourself and the participants. Finally, if you have scheduled a meeting in advance, give participants a reminder of the meeting time and place as the meeting draws nearer. A quick email or telephone call can remind participants of the meeting.

The final step in preparing for a meeting is to develop a meeting agenda. The agenda should indicate the desired outcome of the meeting, the major topics to address, and the type of action needed. You may also want to list a name of a participant next to an agenda item. For example, an agenda item might be: Update on laboratory quality assurance.

By determining which participants will need to be involved with each meeting agenda item, you may discover that a critical person has been overlooked and must be invited to the meeting. If possible, distribute the agenda to the meeting participants before the meeting so that they know what will be discussed and what they will be responsible for doing before and during the meeting. This agenda will also give you and the participants a better idea of how long the meeting should last. Deciding a meeting's purpose and preparing to hold the meeting are critical steps for an effective meeting. However, if the actual meeting is not properly run, it can be a waste of time and resources for everyone involved. The first and easiest step in running a meeting properly is to start the meeting on time. This indicates respect for meeting participants and their time.

When beginning the meeting, be sure to thank the participants for taking time to attend, and thank those who have done prior preparation for the meeting. Review the purpose of the meeting with the participants

and determine who will take minutes of the meeting (if necessary). It may also be necessary to clarify your role in the meeting, which is dependent on the purpose of the meeting.

For instance, if the purpose of the meeting is to come to a group decision on a topic, your role may be to facilitate discussion and decision-making. If the meeting's purpose is to provide information on a new organizational policy and answer questions about that policy, your role will be quite different. You will be an information provider and a representative of the organization. Thus, to ensure smooth interactions in the meeting, it may be helpful to inform participants of your role.

Once the meeting is underway, you may need to establish some guidelines or rules for how the

Meeting should progress. Many of these guidelines for interaction are understood by members of

The organization, but how strong unwritten rules are may depend on the people who attend the

Meeting. Therefore, there may be times in which it is necessary to establish or reiterate ground

Rules. Ground rules might include: meeting attendees must participate in the meeting by providing information or opinions; participants must listen when others are speaking and not interrupt; members must maintain the momentum of the meeting and not get distracted with tangential topics.

In some meetings it may be necessary to request that participants maintain confidentiality about

What was discussed in the meeting?

Facilitating the meeting can be a daunting task. First, as meeting facilitator, you may have to

Enforce the established ground rules. For instance, if one participant is dominating discussion and preventing others from voicing opinions, you may need to ask that person to give others a chance to participate. Second, you are responsible for managing the time used in the meetings. It can be Very difficult to keep a meeting's momentum and accomplish the tasks set forth in the agenda.

Be mindful of the time, and if necessary, get a meeting participant to help monitor the time. If the time seems to be getting out of hand, you may choose to table a certain topic to be addressed at a later time, or you may ask participants for their suggestions to resolve the impasse and move on.

While it is often difficult to encourage meeting participants to stop discussing a particularly
Interesting or controversial topic, this is often necessary. At times, you may be able to ask certain
Participants to gather more information related to a difficult topic, which will be shared in a later
Meeting and discussed further at that time.

E. Closing the meeting

Try to end the meeting on time; if necessary, schedule another meeting to address agenda items

That needs more time. At the close of the meeting, reiterate any conclusions, decisions, or assignments to participants, so that you are sure that you have summarized the meeting properly.

Any meeting minutes should reflect these outcomes of the meeting, so that there is a record of

Tasks and responsibilities that were decided, often during the course of the meeting, it is easy to

Forget specific issues that have been resolved. In closing the meeting, you may also want to ask participants to evaluate the effectiveness of the meeting. Participants may be able to identify issues that should be addressed in a memo or another Meeting. Additionally, participants may tell you that the meeting was unnecessary, which will aid in future meeting planning. Without such evaluation, unnecessary meetings may continue to be

Scheduled, or you may have some participants who are absent from future meetings, believing

Them to be a waste of time, Regardless of the purpose of the meeting or the way in which it progressed, you should try to close the meeting on a positive note. Even if a meeting has involved difficult discussion or disagreements, try to find something positive to mention. This may be a conclusion that has been reached or a decision about the need for more information, or that all participants have voiced their concerns and that those concerns have been heard.

Finally, be sure to thank all participants for coming to the meeting.

F. After the meeting

After the meeting, the most critical task is to disseminate information about the conclusions

Reached in the meeting, this is easily done by distributing the meeting minutes. However, if

Minutes have not been taken, you should record important outcomes of the meeting as soon as

possible after the meeting. The distribution of information regarding the outcomes of the meeting

Helps participants know that their voices were heard and that the tasks accomplished in the meeting are recognized. If tasks were assigned for people to complete after the meeting, distribute those via email, memo, or personal request. It is helpful to remind people of the tasks they were asked to do. Post-meeting follow-up tasks should be carried out as soon as possible. To keep the momentum of the meeting and of the agenda, it is useful to provide information quickly.

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1.   Write types meeting

2.   Closing meeting

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

                                   Answer sheet

Score = _____

Rating: _____

3.4 Raising communication problems and issues

To accomplish tasks effectively and efficiently, good teams develop operating processes. These are agreed-upon ways, such as sequential steps, to perform work, communicate, meet, arrive at decisions, problem-solve, resolve differences, apportion work, schedule activities, and more. For clarity, and to aid Understanding, a team operating process is usually written or displayed.

One example of a team operating process might be a step-by-step method for

Solving problems as shown below:

Define Problem » Collect Data » Analyze Problem » Develop Solutions » Trial Implementation » Full Implementation

Team Operating Principles

As opposed to operating processes that deal with task accomplishment, team operating principles are standards of behavior that build and strengthen the team. Team members discuss how they will behave with each other, and then formalize their results in a set of standards or a Code of Conduct.

For example, one team's Code of Conduct included the following:

• Respect the opinions of others

• Allow equal participation in discussions

• Take responsibility for what is going on in the team, and take action when needed

Teams will inevitably experience difficulties and conflict, but having a basis for

Dealing with the interpersonal issues will help to protect the team and allow it to grow.

The Six Team Building Roles

Team building roles are those carried out by members, either consciously or unconsciously, that tend to build the team's interpersonal relationships, cohesiveness, and spirit. They are vitally needed roles that play a large part in maintaining team performance over the long term. These roles include:

1. Encourager - praises other members' contributions to the team

2. Harmonizer - mediates differences between other members

3. Compromiser - offers a compromise during disagreement or conflict by yielding position or admitting error

4. Gatekeeper -regulates the flow of communication, particularly in meetings, by encouraging the participation of those less inclined to participate and quieting those who are overly talkative

5. Standard Setter - expresses standards for the team regarding its operation

6. Group Observer - observes and reports back to the team on its group dynamics

Barriers to communication

ENVIRONMENTAL

(1) High prescription counters (traditionally)

(However, newer prescription departments have counters at floor level)

(2) Crowded and noisy prescription areas also inhibit one-to-one communications

- o People talking
- o Cash registers ringing
- o Music playing
- o Phones ringing
- o TV

(3) Little or no privacy

(4) Presence of a clerk or technician who stands between the patient and Technician may be

Another barrier

(5) Drive through window.

- STEPS IN REMOVING ENVIRONMENTAL BARRIERS

Find out which ones exist in your practice setting:

- Is the Technician visible?

- Is it easy to get the Technician's attention?

- Does it appear that the Technician want to talk to the patient?

- Is the prescription area conducive to private conversation?

- Do you have to speak to the Technician through a third party?

- Is there a lot of background noise or distractions?

- SUGGESTIONS TO IMPROVE PHYSICAL BARRIERS

1. Make countertops wider to accommodate computers and printers

2. Place a computer terminal near the patient counseling area

3. Create a Technician – patient interface area that allows easy eye-to-eye contact

4. Allow a nearby area to be a comfortable waiting area

5. Lower the prescription counter

6. Remove glass window

- **PERSONAL BARRIERS**

1. Lack of confidence or low self-esteem of the Technician

- Can't use 'shyness' as an excuse

- You can learn to overcome by training and practice

2. Internal conversation you may be having within yourself. e.g., you may be arguing within

yourself about whether you want to deal with this person.

3. Tendency to transfer problems to another person. e.g., patient to Technician.

- Patient often does not want to take personal responsibility for a problem or the

emotional component of the problem. Put another way, don't let the patient "put

their monkey on your back".

- Use empathic listening technique to indicate to the sender you heard his concern.

4. Cross-cultural factors

- In some cultures, it is not proper to engage in eye contact during communication

- Touching between opposite sexes

5. Fear of being in a situation that is sensitive or difficult to handle. Examples:

- Fear of dying expressed by terminal cancer patient

- Sexual problems e.g., impotence

- Reproductive problems e.g. Request for sperm Analysis

6. Many Technicians believe that talking with patients is not a high priority activity.

- PATIENT BARRIERS:

1. Patient perceptions of professionals

- Patient must perceive the Technician as knowledgeable and credible.

2. Some patients have perceptions that the health care system is impersonal.

- May have low expectation for communication.

3. Patient perceptions of their medical condition may inhibit communication.

- Patients often believe their condition is relatively minor and does not warrant any

Additional information from the Technician.

- ADMINISTRATIVE & FINANCIAL BARRIERS

1. Technician is generally not paid directly for educating or communicating with patients.

2. Technician has often made policies that discourage Technician – patient interaction.

3. The standard operating procedures requirements.

- For example, patient identification, collecting samples, labeling samples, sample

Processing, talking on the phone, etc can made the technician busy while attempting to talk to patients.

- TIME BARRIERS

1. Technician is 'just too busy' in a high work load of Medical laboratory work.

2. Patient is often in a hurry and does not want to wait around to get the laboratory service about their test request.

Self-Check -4	Written Test

Name: _____   Date: _____

Directions: Answer all the questions listed below.

1. what is the team operating principle

2. list six team building roles

Note: **Satisfactory rating - 6points and above   Unsatisfactory - below 4points**

You can ask your teacher for the copy of the correct answers.

Name: _____   Date: _____

Short Answer Questions

Answer sheet

Score = _____

Rating: _____

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