

COMMUNICATION: THE SECRET TO ORGANIZATIONAL EFFECTIVENESS

*"High quality communication
promotes organizational cooperation;
improves employee morale;
increases job commitment; and
leads to peak productivity"*

At the heart of supervisory effectiveness is communication. An effective supervisor must also be an effective communicator.

This module underscores the essence of the communication process and its importance to productivity and quality of work life. It helps supervisors to pinpoint faults and gaps in their systems, structure and self which could weaken the communication line or lead to communication-related problems in the organization.

The grapevine is discussed extensively to assist participants to better understand its nature, dynamics and implications. Practical guidelines on handling the grapevine are likewise presented.

Since listening is the foundation of effective communication, special focus is given on reinforcing participants competencies in listening and helping them develop skills needed to reach higher levels of listening effectiveness.

This module consists of two units.

Unit 1 - THE HUMAN SIDE OF COMMUNICATION

Session 1 - Introduction to Communication

Session 2 - 7 Steps to Effective Communication

Session 3 - Faultlines of Organizational Communication

Unit 2 - THE ART OF LISTENING

Session 1 - Achieving Purposeful and Productive Listening

Session 2 - Taking Stock of Listening Benefits

Session 3 - Recognizing Blocks and Barriers to Listening

THE HUMAN SIDE
OF
COMMUNICATION

(Unit 1)

*"An appropriate response facilitates
high quality communication
High quality communication promotes
organizational cooperation
Organizational cooperation improves
employee morale
High morale increases job commitment
Job commitment leads to peak productivity"*



Introduction to Communication

Session Objectives:

At the end of the session, the participant should be able to:

1. discuss the nature of communication;
2. differentiate information from communication;
3. illustrate how perceptions influence the communication process;
4. discuss the importance of communication to organizational excellence; and
5. explain the 3 functions of communication in an organization.

Learning Experience: Structured Learning Activity

Time Requirement: 4 hours

Resource Requirement: Transparency, tearsheets, pentel pens, whiteboard/pens
used bond papers, hidden square visual, sample of data/statistics



Opening Activity:

Option 1 :

"FOLLOW ME"

(Structured Learning Activity)

1. TELL the participants: "This activity will test your ability to understand and follow instructions. (Note: Do not mention that it is related to communication inasmuch as this may pre-empt their reactions/answers). Pick up a sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you - and no peeking."
2. GIVE the following directions, carrying them out yourself with your own sheet of paper. Pause after each instruction to give the group time to comply:
 - a. Fold your paper in half.
 - b. Tear off the upper right hand corner
 - c. Fold it in half again and tear off the upper left-hand corner of the sheet
 - d. Fold it in half again. Now tear off the lower right-hand corner of the sheet.

3. After the tearing is complete, SAY: "Now open your eyes, and let us see what you have. If I did a good job communicating and you did a good job listening, all of our sheets should look the same."
4. Before you hold up your finished paper for the participants to see, make sure that they first have a chance to look at what the other participants' finished paper looks like. As they look around, SAY: "Look around and see what your co-participants finished paper looks like." ASK them also to see/spot participants with almost similar patterns/shapes in their finished paper or participants with very "unique" patterns/shape.
5. If there are participants' finished paper which are almost similar, ASK: "What do you think are the reasons why your finished paper have almost similar patterns/ shapes?"
6. SHOW your own finished paper.
7. ASK:
 - a. What did you feel when you saw that your finished paper was different from mine /from others?
 - b. What do you think are the reasons:

- b.1. why your finished papers are different from each other?
- b.2. why not one or most or some of the finished papers did not match my paper?

*If participants say the difference is due to unclear instructions ASK:

- 1) How come you did not ask any questions, in order for me to clarify my instructions? (If they say they assumed they could not ask, POINT out that assumptions are often a block to effective two-way communication. Use whatever description/or situations in the activity which are appropriate to explain further how assumptions affected the communication between you and the participants.)
- 2) In what way could I have made my instructions clearer?
- 3) What part of my instructions could I have made more specific? (Try to help participants see or directly point out that your instructions were not specific.(e.g. you didn't define the direction of how the paper shall be folded; you didn't specify the size of the right hand/left hand corner to be torn off; you didn't specify the direction in which the paper should be folded, etc.)

- c. What struck you about this activity?
- d. What do you think is the message of this activity?

8. SYNTHESIZE the activity with the following statements:

We may hear/see the same things but we have different interpretations of what we hear and see. We understand things according to what we perceive it to be.

8.1. CONCRETIZE this message by relating/citing experiences of participants.

SAY: "Unless we clarify and ask questions, we will be unable to communicate effectively."

9. ASK participants what their definition of communication is.
PUBLISH answers on the board.

10. SUMMARIZE answers of participants by identifying similar aspects/parts of their definition.

Option 2:

"NAME THAT THING" (Structured Learning Activity)

1. INTRODUCE the activity with the following statement: This activity will test your skills in observation and description.
2. ASK for two volunteers from the participants.
3. REQUEST the first volunteer to go out of the room. TELL him/her not to re-enter the room until you tell him/her to do so.
4. ASK the second volunteer to stay and move towards the front of the room.
5. ASSIGN the rest of the participants as observers.
6. GIVE instructions to the second volunteer.

- a. Choose any object of your choice from within the room or from any part of your body. Do not include objects found outside the room.
- b. Once you have decided your object, inform the observers the object that you have chosen.

7. GIVE the following instructions to the observers.

- a. Give clues to the first volunteer once he/she starts guessing. You can use the dialect, for greater impact.
- b. Continue to give more clues until the first volunteer guessed or until five minutes has elapsed, whichever comes first.
- c. Observe/take note of the reactions of the first and second volunteers while the activity is going on.
- d. Example of clues are:

If the volunteer chose his eye as the object to be guessed, the observers' clues can be any of the following:

'sometimes it is wet but most of the time it is dry; it is surrounded with hair; it is round and soft; its shape, color and size varies, etc.'

8. TELL the first volunteer, who is outside the room, to re-enter the room.
9. INSTRUCT the first volunteer:
 - a. While you were out, we asked the second volunteer to choose an object that can be found inside this room or any part of his/her body.
 - b. Now, your task is to guess what object the second volunteer chose.
 - c. The observers will give you clues.
10. After the first volunteer has guessed correctly or after the time is over and the correct answer is given, PROCESS the activity. ASK the following questions:
(to the First Volunteer)
 - a. Was it easy or difficult for you to guess what the object was?
 - b. What made you come up with your final answer?
 - c. How did you feel when your first guess or your other guesses were all wrong?

- d. What made you guess right? (if the volunteer was able to guess right)
- e. Why did you fail to identify the right object? (if the volunteer was not able to guess right)

(to the Second Volunteer)

- a. How did you feel when you were asked to choose an object?
- b. What did you feel when the first volunteer was guessing?
- c. What was your reaction when the first volunteer did not get the right answer?
- d. What was your reaction when he/she got it right?

(to the Observers)

- a. What did you observe?
- b. What happened when the first volunteer was giving his/her guess?
- c. What part of the activity struck you most? Why?

11. SYNTHESIZE the activity with the following statement:

This activity showed us that people have different interpretations of what they hear and see. They understand things according to what they perceive it to be. Given this activity, how would you define communication?

12. PUBLISH answers on the board.

13. SUMMARIZE answers of participants by identifying similar aspects/parts of their definition.

TRAINER'S ACTIVITY

- DISCUSS KLP's.
RELATE to participants initial definitions of communication.
- POINT OUT why their definitions are incomplete or incorrect.
- SHOW OHP #1 of working definition of communication.

KEY LEARNING POINTS

- ❖ Communication is the transfer and sharing of meanings.
 - ❖ We communicate when there is mutual understanding of the message and meanings.
- ❖ Unless you have been understood, you have not yet communicated.

In today's opening activity (if you used "FOLLOW ME"), I failed to communicate with some/most/all (whatever is appropriate) of you.

TRAINER'S ACTIVITY

- POINT OUT situation in previous activities when this occurred.

- GET feedback

KEY LEARNING POINTS

- ❖ Communication is not merely the transmission of messages

- ❖ We all talk more than we actually communicate.
 - ◆ The number of times we talk to someone is not an accurate indicator of how effective a communicator we are.

 - ◆ We may constantly be talking to our staff/people or to our wife and children, but it does not follow that we have already communicated to them.

- ❖ We communicate when we really connect with the other person.

- ❖ As a supervisor, you should always ask yourself: Have I been understood? Does my staff/people share the meaning I have for what I said/told him/her?

TRAINER'S ACTIVITY

- ASK participants to differentiate communication and information.

- SHOW or DISTRIBUTE support material. ASK participants how they would transform this information into communication.

KEY LEARNING POINTS

- ❖ Communication is not mere information.
Bare figures, raw data or statistics represent information.

- ❖ Communication is when data/figures have been interpreted or presented in a meaningful manner.

- ❖ As a supervisor you should always transform/present data or statistics in a meaningful way.

TRAINER'S ACTIVITY

- WRITE or POST COMMUNICATION in the board and underscore the letters U and I.

- DRAW OUT or SHARE other examples of how your "humanity" affects how/what you communicate.

KEY LEARNING POINTS

❖ Communication is a human process.

- ♦ The two most important letters in communication is U and I
- ♦ What and who I am and what and who you are affects how we communicate with each other.

❖ The quality of our communication is defined and determined by the quality of our relationship.

- ♦ This is why when we like/trust/are comfortable with a person we tend to have long conversations and talks with them, whereas when we dislike/distrust/are uncomfortable with a person, our conversations tend to be short and brief.

TRAINER'S ACTIVITY

- CITE the story of the "Good News/Bad News", the story of 2 salespersons of a shoe factory who went to Africa. (see attached story)

KEY LEARNING POINTS

- ❖ We communicate from within our view of the world and of other people.
- ❖ We take in and give out information through the filter of our perceptions.
- ❖ As supervisor, we should always validate and re-check our perceptions. We should never assume or take things for granted.

(STORY OF THE 2 SALESPERSONS)

GOOD NEWS/BAD NEWS

There were 2 salespersons of a shoe factory who went to Africa. One salesperson, upon seeing many barefooted people (without wearing any footwear at all) sent a fax to his office saying: "I am cutting short my trip. No business opportunity here." On the other hand, the other salesperson, seeing the same situation, sent a fax to his office saying: "I have discovered a goldmine. Plenty of business here. I am staying for another two weeks."

Activity 2:

HIDDEN SQUARES

Structured Learning Activity

1. INTRODUCE the activity: "Let us now check how keen your eyesight is and how alert and observant you are. I will be showing you a square. Tell me, how many squares do you see?"
2. SHOW the visual of the squares.
3. REPEAT instructions:
 - a. Look carefully at the squares.
 - b. Count and then tell me how many squares can you see.
4. CALL out for answers. Note down on the board the participants answers. DO NOT REVEAL THE ANSWER AT THIS POINT.

5. ASK participants to come forward and POINT OUT where the squares they saw are (start from those who saw the least squares, moving up to the those who saw the most squares. If no one in the group saw 30 squares, lead the group to spot the remaining hidden squares.)
6. After the process, ASK participants "Why do you think did each one of you have different answers, even if you were looking at the same visual?" What helped you see more squares? What kept you from seeing more squares?
7. LEAD the discussion to the succeeding topic on perception.

TRAINER'S ACTIVITY

- DISCUSS KLP's on perception. SHOW OHP #2 of working definition of perceptions.
- EXPLAIN thoroughly what perception is. USE experiences and insights from square activity as jumping point for discussion.
- SHOW OHP #3

KEY LEARNING POINTS

- ❖ Perceptions are our impressions and judgments about a person, event or stimulus.
- ❖ Because of perception, we may see, hear, experience the same thing and yet have different recollections/accounts. (e.g. we may see the same movie but remember different parts of it, depending on what our interest is; we may attend the same meeting/hear the same speakers and yet have different recollections of what transpired or what was said)

TRAINER'S ACTIVITY

- CONCRETIZE with work-related examples.
ASK: Do you have an experience which can illustrate this?

- ASK: What would have happened if I did not ask you to come forward and count/show the squares you saw?

KEY LEARNING POINTS

- ❖ Different interpretations and meanings can lead to misunderstanding.

- ❖ We need to see differences in ideas, interests and behaviors as a normal and natural part of being unique individuals.
 - We should not think that a person who thinks, sees or feels differently from us is an enemy or is out to harm/destroy us or simply irritate us.

- ❖ The two hemispheres of our brain handle messages differently and have different functions. The left brain deals with verbal and numerical information in a linear form providing the analytical process, whereas, the right brain deals with shapes, images and treating non-verbal, intuitive matters.

TRAINER'S ACTIVITY

- SHOW OHP #4.

- MENTION at this point that the second unit will focus on listening.

KEY LEARNING POINTS

- As in the hidden squares activity, we need to take the time to find out why/where the differences are coming from.

In this way, we can always agree, to disagree agreeably.

- ❖ We should build on our differences so we can begin to have a broader and richer perspective.
- ❖ Communication is a dynamic, interpersonal relationship.
- ❖ In the process of communication, both the sender and the receiver play important roles. At any due time, both of them plays the roles of speaker and listener.

*They should be both active, not passive.
They should be sensitive to one another.*

7 STEPS TO EFFECTIVE COMMUNICATION

"The ability to express an idea is well nigh as important as the idea itself."

Session Objectives:

After completing this session, the participants will be able to:

1. discuss the dynamics of the communication process;
2. explain and illustrate the seven key steps in the communication process;
3. discuss the factors influencing each step in the communication process;
4. explain the 5 commandments of effective organizational communication.

Learning Experience : Guided Workshop

Time Requirement: 2 hours

Resource Requirement: transparencies, whiteboard pen, tearsheets, pentel pen
assessment forms



Opening Activity :

"COMMUNICATION ANALYSIS" (Guided Workshop)

1. INTRODUCE the activity with the statement:

Rather than just telling you about the effects that various styles and methods of communication have on people, I would like to examine them with you so that we can learn from each another. For this activity, we will use the invitation and communication each one of you received to attend this training session.

2. POST the seven sheets of newsprint, each containing one heading from the Communication Analysis Work Sheet.
3. FORM your subgroups with at least five members each . PROVIDE each group member a copy of the Communication Analysis Work Sheet.

- 1. Message received:**
- 2. How was the message given?**
- 3. Who gave the message?**
- 4. Type and quality of relationship with giver:**
- 5. How did you understand the message?**
- 6. Other influences that affected your feelings about the message:**
- 7. Final feelings and motivation towards training:**

TRAINER'S ACTIVITY

- DISCUSS importance of Effective Communication in an organization.
- ILLUSTRATE/GIVE examples to elaborate this KLP.
- DISCUSS the functions of organizational communication. CITE examples for each.

KEY LEARNING POINTS

- ❖ Effective communication is the key to organizational excellence.
 - ◆ The vitality, creativity and productivity of an organization depends on the content and character of its communication.
- ❖ Effective communication is critical to all of our interactions, both at work and play.
- ❖ Effective communication is essential to establishing high performing work teams.
 - ◆ It is the basis for promoting and ensuring understanding, synergy and positive action.
- ❖ Communication serves many purposes in an organization.

TRAINER'S ACTIVITY

- SHOW CHP #5,6,7,8 of the 4 functions of communication.
- ASK examples from participants on what activities they are undertaking for these I's.
You can divide the group into 3 and ASK them to role play each function.

KEY LEARNING POINTS

- ❖ The four (4) functions of communication in an organization are : inform, instruct, inspire and integrate.
- ❖ INFORM
- ❖ Employees need information which will:
 1. guide their action and satisfy their natural desire for information about anything related to their job and the organization as a whole;
 2. assist them to perform their duties effectively;
 3. give them better understanding of their responsibilities and how these relate to the total organization.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ They need to be informed about key elements of the organization such as:
 1. organizational structure/systems
 - organizational chart/functional chart
 - communication flow
 - reporting relationships
 2. policies, and procedures, memorandum or office circulars
 3. the management team
 4. whom to see about what and of course, it goes without saying that these persons should always be available

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ Employees should also be made aware of their responsibilities, accountabilities and the expectation/standards of the organizations.
- ❖ They are guided and assisted on how to perform their duties effectively and meet standards adequately.
- ❖ Whenever appropriate, employees should be informed about changes or future development that could impact and affect them. This will prevent misunderstandings and misleading rumors due to lack of information. It will also help the employees accept/adjust to the change more easily.
- ❖ As a supervisor, you should never assume that your employees already know all of these required information. It is always good to validate and update their information.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ Newly assigned supervisors/newly promoted or transferred supervisors should make the effort to do this for their team.

INSTRUCT

- ❖ The word to instruct means to teach, inform or direct.
- Its force lies in teh exact identification of who will do it and the detailed information of the desired action. In its abosolute form, it specifies the who, what, where, how and why information.
- ❖ You can earn yourself the reputation of a COMPELLING leader or supervisor if you give out instructions effectively.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

INSPIRE

- ❖ Employees need to be encouraged to perform actions that are personally and organizationally advantageous.

They need messages which will strengthen their:
 - a. sense of belonging and pride in themselves and in their organization.
 - b. sense of purpose and importance to the organization
- ❖ As a supervisor, you must not forget to give credits to whatever they accomplished in your unit. Example: You have assigned a project to your employee. She has submitted it before her deadline. Giving a warm pat on her shoulder will make her feel important.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

INTEGRATE

- ❖ Effective communication is essential to high performing teams.
- ❖ Employees need to coordinate their efforts to achieve increased understanding, greater synergy and higher productivity.
- ❖ Employees must have opportunities to communicate fully and frequently not only with each other but with management.
- ❖ As a supervisor, you need to conduct regular meetings with your people. Whenever possible, you also need to attend or have meetings with other units/sections/department that you work very closely with or coordinate with regular bases. These interphase/feedback meetings facilitate cooperation and coordination.

TRAINER'S ACTIVITY

- SHARE or ASK participants to give examples of their philosophy of communication.

- SHOW OHP #9 of the Communication Process Model.

- DISCUSS Communication Process

- RELATE KLP's to discussions and experiences shared in the opening activity.

KEY LEARNING POINTS

- ❖ In your meetings, employees must be encouraged to share their ideas, express their opinions and concerns and get feedbacks.

- ❖ An organization must have a philosophy of communication which will provide guidance to everyone on what is to be communicated, how much is to be communicated and how and by whom it is to be communicated.

- ❖ To communicate successfully, you must understand the seven key steps in the Communication Process.

TRAINER'S ACTIVITY

- SHOW OHP #10 of the 4 questions .

KEY LEARNING POINTS

These essential steps are:

- ❖ **STEP 1: Planning of Communication**
Process by
Sender or Source (from whom)
- ❖ The communicator or message sender must conceptualize the message mentally before it is encoded.
- ❖ Before you communicate anything important, you should ask yourself these four questions:
 - What am I really trying to say and why?
 - Do I really need to say it?
 - How can I say it more clearly?
 - How can I say it more convincingly or firmly, yet tactfully?

TRAINER'S ACTIVITY

- SHOW OHP #11.
- CONCRETIZE by an example.

KEY LEARNING POINTS

- ❖ Remember, once you have uttered or written anything you cannot just recall them.
- ❖ As a supervisor, you must avoid sending mixed messages or making statements off the top of your head.
- ❖ People may forgive but it takes time for them to forget the hurt or for you to undo the harm (if there is any).
- ❖ You must always construct your message with the receiver clearly in mind.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ◆ Put yourself in the shoes of the receiver and ask yourself 3 questions:
 - How would he/she feel?
 - What would he/she think?
 - What would he/she do?
- ◆ In this way, you can anticipate your receiver's reactions.
- ❖ Remember, clear thinking precedes clear expression and clear expression precedes clear reception.

□ SHOW OHP #12.

TRAINER'S ACTIVITY

- RELATE KLP's to discussions and experiences shared in the opening activity.

- SHOW examples of each categories of methods.

KEY LEARNING POINTS

- ◆ **STEP 2: Encoding**
- ❖ This step is the mental "wrapping" of the communication message.
 - ◆ It involves the selection of the medium through which to communicate the planned message.
 - ◆ The medium is the way or technique used to send a message.
 - ◆ The message's purpose, receiver and content determine the best medium to use.
- ❖ In the organizational setting, there are three broad categories of methods: verbal, written, and pictorial (diagrams, charts, graphs)

TRAINER'S ACTIVITY

- SHARE participants examples of philosophy communication. or to give their of

- CITE examples participants personal experiences category. additional or ASK to give examples/ for each

KEY LEARNING POINTS

- ❖ **STEP 3: Physical Transmission of the Message Through Medium (what and how)**
- ❖ This step involves the actual physical transmission of the message either by speaking, writing or any other forms.
- ❖ The channel used and the proper timing of a message is a crucial factor in this stage.
- ❖ The timing of messages must be carefully planned and coordinated to increase their acceptability and impact.

TRAINER'S ACTIVITY

- SHOW OHP in successive disclosure or prepare metacards.
- CITE additional examples or ASK participants to give personal examples/experiences for each category.
You can also, if you are running this session during "lazy hours", a role play. WRITE out the factors in a slip of paper and ask the groups to draw lots. TELL them to act out whatever factor they have been assigned to.

KEY LEARNING POINTS

- ❖ The timing of a message should take into account factors such as:
 - prevailing organizational situation or current work demands and pressures (e.g. pre-occupation with other issues, deadline time for other projects.)
 - personal circumstances involved when message is sent and received, other activities competing for attention (e.g. person has serious temporary health problem or facing a family crisis or just about to leave)
 - period immediately preceding or following the sending and receiving of the communication (e.g. whether you want the message to get to people before the decision or after)

TRAINER'S ACTIVITY

Make the role plays non-verbal to add to the fun. Then, let the other groups guess what factor is being acted out.

KEY LEARNING POINTS

O spacing of messages and frequency of recent communication.

❖ Communication must be spaced and spread out rather than concentrated and sent all at the same time. Consider these tips in spacing your messages:

You should:

- Space your messages so receivers won't be overwhelmed by an avalanche of information.
(e.g. the day before or after a holiday, vacation or peak work periods)

- Pick the best time of day, usually mid-morning or mid-afternoon and steer clear of early morning and late evening.

TRAINER'S ACTIVITY

- SHOW OHP #13,14,15,16,17,18 of communication flow (directions).
- GIVE brief explanations for each.
- CONCRETIZE examples or participants to by ASK cite

KEY LEARNING POINTS

- ❖ Try to deliver your message Tuesday-Thursday and avoid, if you can Monday morning and Friday afternoon.
- ❖ Effective organizational communication requires that channels for communication are clearly identified and that responsibility is fixed for disseminating and coordinating message flow.
- ❖ Channels run in two directions: vertically (upward and downward between managers/supervisors and employees) and laterally (horizontally among employees of comparable rank in different departments and with clients or other peers outside the organization).

TRAINER'S ACTIVITY

KEY LEARNING POINTS

② Vertically

- a. upward communication - the direction of communication is from subordinates to supervisors/management
- b. downward communication - the direction of communication is from people in higher levels to those at lower levels

③ Laterally

- a. horizontal communication - this is communication flow between employees at the same or similar organizational levels. It cuts across chain of command and facilitates coordinative efforts and joint problem-solving for the achievement and organizational goals

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- b. outward communication - this communication flow is directed towards significant others, the public and the community.
- ❖ Channels which will encourage open and continuing flow of information among all levels of the organization should also be in place.
Employees' questions and requests must be responded to promptly.
- ❖ Effective organizational communication is organized and continuing rather than sporadic and on the spur of the moment.

TRAINER'S ACTIVITY

- CONCRETIZE by examples or ASK participants to cite related experiences.

KEY LEARNING POINTS

- ◆ **STEP 4: Receiving of the Communication**
- ◆ This step involves the initial physical reception of the message: hearing, seeing, feeling, sensing and so on.
- ◆ All acts of communication have either a positive or negative influence on the self-image and self-esteem of the sender or receiver.
- ◆ Whenever we communicate, we either make the receiver feel better or worse about themselves and their situation. In the same way, after an interaction we either feel better or worse.

TRAINER'S ACTIVITY

- ASK participants their definition of decoding and responding.
- COMPARE to KLP's.

KEY LEARNING POINTS

- ❖ As a supervisor you must always communicate in a manner which will maintain or enhance your team members self-esteem.
- ❖ Whenever your team member's self-esteem is enhanced, there is the tendency wherein she/he gives her full support to the team.
- ❖ **STEPS 5 & 6: Decoding and Response**
- ❖ Decoding is the receiver's interpretation of the message.
- ❖ Response is the verbal or non-verbal reaction that the listener makes after decoding the message received. It is also the effects which occur in the receiver or the action the receiver takes, as a result of the message received.

TRAINER'S ACTIVITY

- ASK participants to differentiate response from feedback
- ASK them to cite examples/situations.
- ASK participants why giving and receiving feedback is important.
- DISCUSS nature of feedback and its importance

KEY LEARNING POINTS

Effects are of four main types:

- a. Change in knowledge/information
- b. Change in attitude/value
- c. Change in behavior/practice
- d. Change in self-esteem/self-image

◆ STEP 7: Feedback

- ❖ This is an integral part of the communication process which is typically neglected.
- ❖ Feedback is a set of responses to a messages which allows communicators (the sender) to assess the effect and improve the quality of their communication.

TRAINER'S ACTIVITY

- DRAW OUT examples of feedback which we may unknowingly be giving/receiving.

KEY LEARNING POINTS

- ❖ Feedback can have profound influence on people.
 - ♦ Feedback becomes useless if a person cannot accept the information because he is defensive or feels exhausted, abused or hurt.
 - ♦ Feedback must be given so that the person receiving the message can hear it in the most objective and least distorted way possible, and become more effective and stronger because of it.
- ❖ When soliciting feedback, the sender is asking for the other person's perceptions and feelings about his or her behavior.
 - ♦ Most people give and receive feedback daily without being aware of doing so.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ Feedback serves these functions:
 - Allows the communicator/s to check or confirm understanding of a message.
 - Allows the communicator/s to check/validate their reactions with the reaction of others.
 - Encourages the communicator/s either to continue or to further clarify their communication.
 - Stimulates interaction among the participants in a communication process.
 - Allows the listener to compare his/her perception of the messages with the perception of other listeners.
- ❖ Giving and receiving feedback is a significant way of achieving mutual understanding and personal growth.

TRAINER'S ACTIVITY

- SHOW OHP #19.

- SHOW OHP #20.

- SHOW OHP #21.

KEY LEARNING POINTS

- ❖ Verbal communication provides better opportunities for feedback because it allows for instant clarification as well as observation of body language, and cues by both sender and receiver.

- ❖ As supervisors you must:
 - use a system to verify that all important communication sent is actually received.
 - make a provision for verifying that the content of all important messages is understood.
 - make a provision for getting reactions to new practices and changes before and after following their implementation.
 - solicit ideas and suggestions for improving the work of the unit and related systems/procedures.

- ❖ As a supervisor, you must be aware of the 10 commandments of an effective communication.

Working relationships improve when information is shared freely.

5 COMMANDMENTS OF AN EFFECTIVE COMMUNICATION

Employees should feel they can communicate frankly and openly.

Employees should feel they're listened to and treated as important.

Employees should know whom to see about what and these persons should be readily available.

Employees should get fast and frank answers.

Employees should have full information about key elements of their organization.

TRAINER'S ACTIVITY

- DEMONSTRATE when possible.
- BREAK -up into smaller working group and ASK them to give 3 examples of each effective or ineffective feedback.
- LEAD group to a discussion on why the feedback is effective/ineffective, using the guidelines for giving effective feedback.

KEY LEARNING POINTS

- ❖ Effective feedback is:
 - Given with Care - To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback - to want to help, not hurt, the other person.
 - Given with Attention - It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
 - Invited by the Recipient - Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines. It also gives the receiver an opportunity to identify and explore particular areas of concern.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- Directly Expressed - Good feedback is specific and deals clearly with particular incidents and behavior. Making vague statements is of little value. The most useful help is direct, open and concrete.
- Fully Expressed - Effective feedback requires more than a hold statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of his behavior.
- Uncluttered by Evaluative Judgments - Often it is helpful not to give feedback composed of judgments or evaluations. If you wish to offer judgments, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.

TRAINER'S ACTIVITY

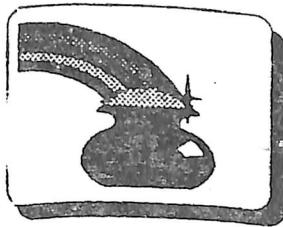
KEY LEARNING POINTS

- Well Timed - The most useful feedback is given when the receiver is receptive to it and is sufficiently close to the particular event being discussed for it to be fresh in his mind. Storing comments can lead to a build-up of recriminations and reduces the effectiveness of feedback when it is finally given.
- Readily Actionable - The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- Checked and Clarified - If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.



Closing Activity :

"MEASURING COMMUNICATION EFFECTIVENESS"

Instrumented Assessment

1. INTRODUCE the activity with the following statements:

This activity will help you assess the effectiveness of your organizational communication along five key dimensions or areas: communication climate, communication channels, message content, communication timing and feedback.

This is not a skill test. It is an activity which will help you identify the strengths and gaps of your organizational communication and pinpoint how you can contribute to strengthening your organizational communication.

Answer each item to the best of your ability. Do not spend too much time analyzing the statements. You will be given 20 minutes to complete this assessment.

If the item does not apply or the information is unavailable to you, simply check column 6.

2. **DISTRIBUTE** the individual assessment forms.
3. **INQUIRE** if there are any questions or clarifications.
4. When all participants have completed their individual forms, **ASK** them to analyze their accomplished assessment forms and identify the deficiencies/limitations in the communication structure/systems/style of their unit/organization. **TELL** them to have a summary/per total.
5. **DIVIDE** the participants into four groups. (If there are participants coming from similar organizations, **ASK** them to form one group.)

ASK them:

- a. to share their insights/reflections with their group
- b. to identify what areas of organizational communication they/their organization are usually weak/strong.

6. GIVE them 20 minutes for their discussions. During the plenary, SYNTHESIZE by pinpointing similarities and/or differences across groups.
7. PROCEED TO KLP'S.

Assessment Form:

"MEASURING YOUR COMMUNICATION EFFECTIVENESS"

Instrumented Assessment

This activity will help you assess the effectiveness of your organizational communication along five key dimensions or areas: communication climate, communication channels, message content, communication timing and feedback.

This is not a skill test. It is an activity which will help you identify the strengths and gaps of your organizational communication and pinpoint how you can contribute to strengthening your organizational communication.

Answer each item to the best of your ability. Do not spend too much time analyzing the statements. You will be given 20 minutes to complete this assessment. If the item does not apply or the information is unavailable to you, simply check column 6.

The rating scale:

- 1 - always or superior
- 2 - usually or highly acceptable
- 3 - sometimes or satisfactory
- 4 - rarely or marginal
- 5 - never or inferior
- 6 - unknown or non-acceptable

A. COMMUNICATION CLIMATE

	1	2	3	4	5	6
1. People are approachable and readily available to each other.						
2. People are treated as equal. (Status, position and seniority are not emphasized.)						
3. Management projects a "we care about you as an important and person attitude."						
4. People feel respected, listened to, understood and responded to.						
5. A feeling of mutual trust exist among fellow workers and between management and employees.						
6. Sensitive problems and serious conflicts are faced and discussed candidly.						
7. People feel supported by their fellow workers and backed by management.						
8. The work climate is open and relaxed rather than defensive and uptight.						
9. People feel well-informed and rumors about important matters are infrequent.						
10. Management is receptive to your suggestions and either follows up on them or explains why it can't.						
11. People know what to expect, where they stand and how they are doing.						
12. The opportunity exists for input before important decisions are made and actions are taken.						
TOTAL						

B. COMMUNICATION CHANNELS

	1	2	3	4	5	6
1. Responsibility is fixed for organizing and coordinating all important messages.						
2. Proper (approved) channels for communicating are identified, known and understood.						
3. No management positions or levels of management are viewed as habitual communication bottlenecks.						
4. Horizontal (lateral) communication, among equals in rank in different departments, is provided for and effective.						
5. Upward communication is effective (fast and accurate).						
6. Downward communication is effective (fast and accurate)						
7. The grapevine is appropriately used.						
TOTAL						

C. MESSAGE CONTENT

	1	2	3	4	5	6
1. Message content is factual, accurate and correct.						
2. Messages are carefully organized and contain a logical flow or sequencing of ideas or facts.						
3. The wording of messages is adapted or tailored to the particular receivers (listeners) and situation.						
4. The purpose of the message is stated and understood.						
5. Message content is important and relevant.						
6. The content is balanced and presents both bad and good news in an impartial manner.						
7. The main ideas and key points in message are emphasized.						
8. Messages sound credible and sincere.						
9. Messages contain current and complete information.						
10. Messages answer who, what, where, when, why and how.						
11. The meaning of the content is clear and requires little or no interpretation by the listener.						
12. Message content is specific and concrete rather than general and vague.						
13. Messages are brief and to the point.						
14. Messages are stated in a tactful tone.						
TOTAL						

D. COMMUNICATION TIMING

1	2	3	4	5	6
2.					
3.					
4.					
5.					
6.					
7.					
TOTAL					

E. FEEDBACK TO COMMUNICATION

	1	2	3	4	5	6
1. The system for providing feedback is effective.						
2. A system is used for verifying that all important messages is understood.						
3. Provision is made for getting reactions to new practices and changes following their implementation.						
5. The providing of feedback is valued and rewarded.						
6. Immediate supervisors solicit ideas and suggestions for improving the work unit's generally and communications specifically.						
TOTAL						

FAULTLINES OF ORGANIZATIONAL COMMUNICATION

Session Objectives :

At the end of the session, the participants should be able to:

1. illustrate the six faults (gaps) in effective organizational communication;
2. discuss the problems and difficulties created by poor organizational communication;
3. appreciate the need for effective organizational communication; and
4. discuss the nature of grapevine and how it affects organizational communication.
5. discuss strategies on how to counteract grapevine.
6. illustrate how the working atmosphere affects communication effectiveness.

Learning Experience : Structured Learning Activity

Time Requirement: 2 hours

Resource Requirement : Visuals, whiteboard/whiteboard pens, tearsheets, pentel pens



Opening Activity:

"A COMMUNICATION EXPERIMENT" Structured Learning Activity

1. INTRODUCE the activity with the following statement:
This morning/afternoon/evening, we will undertake a communication experiment. I will need six volunteers to assist me. (Make sure you do not reveal nor give any information about the reason for the activity, nor what the process will be).
2. ASSIGN the rest of the group as process observers. To facilitate group work and presentation, DIVIDE them into two groups of no more than seven members each.
3. ASK all the volunteers to go into the isolation room or to step out of the room. In no instance should they remain inside the room. They should not hear the information/instructions you will be giving to the observers.

4. DISTRIBUTE Rumor-Clinic Observation Forms to the observers, who are to take notes on the proceedings. TELL them:
This activity will help to illustrate distortions that may occur in the transmission of information from original source through several individuals to a final destination. We will have 5 rounds.
5. DISTRIBUTE the observation sheets, SAY: "Using this form, you will monitor the process.
6. EXPLAIN and GO through the observation forms with the observers. TELL them after all the rounds, they will be asked to report their observations to the group. The sixth and seventh member of their group can be assigned as rapporteurs.
7. ASK one volunteer to return to the room. TELL him you will be reading out some "accident report" on the Observation Form to the volunteer.
7. ASK a volunteer in the isolation room to return.

8. LET the first volunteer repeat to the second volunteer what he or she heard from the rest of the observers.
9. LET the third volunteer return and the second repeat what he or she heard from the first. Again let the second volunteer stay in the room with the rest of the observers.
10. The same process is repeated until all volunteers had undergone the transmission of message except for the sixth volunteer.
11. INSTRUCT the sixth volunteer to return to the room. TELL him/her to assume the role of police officer. The fifth participant repeats the message to the police officer.
12. ASK the police officer to write the message on newsprint so the group can read it.
13. POST the original message (previously prepared on newsprint) so it can be compared with the police officer's version.
14. ASK the two groups of observers to POST an enlarged version of their observation matrix on the board.

15. LEAD group to identify variations from the original message and point which part of the message underwent distortion/transformation/addition/deletion.
16. ASK the volunteers to share their experiences and their perceived reasons for distortion/transformation.
17. SYNTHESIZE reasons given. INTRODUCE main sessions by saying: "Most managers spend 45-65% of their work day listening, yet the retention rate of messages communicated is only 50%, immediately after hearing. Likewise, subordinates do forget much of what was said."

RUMOR-CLINIC OBSERVATION FORM

Accident Report: "I cannot wait to report this accident to the police. I must get to the hospital as soon as possible.

The delivery truck, heading south, was turning right at the intersection when the sports car, heading north, attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns but continued to turn without slowing down. In fact, the sports car seemed to be accelerating just before the crash.



VOLUNTEER

ADDITIONS

DELETIONS

DISTORTIONS

2

3

4

5

6

(Police Officer)

Option 2:

MESSAGE RELAY

Structured Learning Activity

INTRODUCE the activity with the following statement:

This morning/afternoon/evening, we will undertake a communication experiment. I will need six volunteers to assist me. (Make sure you do not reveal nor give any information about the reason for the activity, nor what the process will be).

ASK the participants to form 2 groups. Members should form a line with a space of about 5 meters between them.

GIVE instructions:

a. Each person in front of the line will approach me and read a written code silently and commits it to memory.
(Make your own code.)

b. The frontliners then whisper the code to the second person in the line who whispers it to the third and so on, until the last person in the line received the message.

Option 2:

MESSAGE RELAY Structured Learning Activity

1. INTRODUCE the activity with the following statement:

This morning/afternoon/evening, we will undertake a communication experiment. I will need six volunteers to assist me. (Make sure you do not reveal nor give any information about the reason for the activity, nor what the process will be).

2. ASK the participants to form 2 groups. Members should form a line with a space of about 5 meters between them.
3. GIVE instructions:
 - a. Each person in front of the line will approach me and read a written code silently and commits it to memory.
(Make your own code.)
 - b. The frontliners then whisper the code to the second person in the line who whispers it to the third and so on, until the last person in the line received the message.

- c. The last person in the line writes the message on the board.
1. READ the original written message to the whole group and COMPARE the result closest to the original wins the game.
 2. LEAD group to identify variations from the original message and pinpoint which part of the message underwent distortion/transformation/addition/deletion.
 3. ASK the volunteers to share their experiences and their perceived reasons for distortion/transformation.
 4. SYNTHESIZE reasons given. INTRODUCE main sessions by saying: "Most managers spend 45-65% of their work day listening, yet the retention rate of messages communicated is only 50%, immediately after hearing. Likewise, subordinates do forget much of what was said."

TRAINER'S ACTIVITY

- REFER to previous/related issues discussed or revealed in the communication assessment workshop.
- ASK participants to cite some communication failures and problems which they have experienced or are currently facing in their office/organization.
- RELATE their examples to the KLP's
- FOCUS/EMPHASIZE the problems and difficulties created by their failures in communication and their ripple effect in the organization.

KEY LEARNING POINTS

- ❖ Failures in communication contribute to organizational problems and dysfunctional behavior.

When the communication process is weak or inadequate, messages are distorted, frustration develops, people becomes less effective and organizational productivity suffers.

- ❖ The cost of miscommunication is often incalculable.

TRAINER'S ACTIVITY

- SHOW OHP #22 in progressive disclosure. Do not draw out individual meaning of mnemonics.
- DISCUSS each barrier in full before proceeding to the next barrier.
- ASK them to give examples for each barrier.
- You may also DIVIDE participants into small discussion groups and assign each group, one barrier/gap to illustrate through a role play.
(ALL GAPS)

KEY LEARNING POINTS

❖ There are six barriers/gaps or F-A-U-L-T-S that hinder effective organizational communication. These are:

- F - aulty transmission of information
- A - ctive grapevine
- U - ndesirable bypassing
- L - ack of managerial commitment to 2-way communication
- T - oo many organizational levels
- S - upervisor's biases

TRAINER'S ACTIVITY

- 7 If role play is not done, CONCRETIZE through examples.

KEY LEARNING POINTS

F - FAULTY TRANSMISSION OF INFORMATION

- ❖ This barrier in the organizational communication refers to the change a message goes through as it travels along the hierarchy.
- ❖ This occurs because of the careless use of words, reliance on wrong words to convey a meaning or receiver- sender deficiencies and differences.

Example of this is serial communication wherein the message originator and the recipient of that message are separated by several individuals who must relay the information. In this case, the flow of message is susceptible to distortion and disruption.

TRAINER'S ACTIVITY

- DRAW OUT from participants example of organizational context or climate which they think affects the communication process.
- SHOW OHP or use METACARDS of the key factors.
- CONCRETIZE KLP's through examples or personal experience of participants.

KEY LEARNING POINTS

- ❖ The communication process is also influenced significantly by the context and climate of the individual work unit/team and the overall organization.
 - ◆ A healthy working atmosphere is esential to effective communication.
- ❖ Some key factors in the working atmosphere that can lead to faulty transmission are:
 - a. organizational culture
 - b. group morale
 - c. individual job satisfaction
 - d. interpersonal relationship and trust
 - e. physical setting
 - f. other recent important events

TRAINER'S ACTIVITY

- ASK participants what they know about grapevine.
- SHOW OHP #23 of the working definition of grapevine.
- COMPARE their concept/definition of grapevine with the KLP's
- SHOW OHP #24 of characteristics of grapevine.
- ASK participants to cite examples they have observed in their respective offices. GIVE you own example.

KEY LEARNING POINTS

A : ACTIVE GRAPEVINE

Every organization has an unofficial channel known as the grapevine..

- ❖ **Grapevine is an informal communications channel that moves in several directions, with no regard for chain of command.**
- ❖ **Flow of messages is uncontrollable by the formal authority structure. It is characterized by being:**
 - Fast
 - Efficient
 - Relatively Accurate

TRAINER'S ACTIVITY

- SHOW OHP #25 why grapevine exists in the organization.

- MAKE lead statement on how grapevine can be eliminated.

- ASK more ideas from participants.

KEY LEARNING POINTS

- ❖ People oftentimes refer to the grapevine as being like a satellite in its reach and speed of coverage. Grapevines exist because they meet certain needs of employees:
 - need to fill-in information vacuums and gaps.
 - need to explain an event, occurrence, situation or anticipated future development
 - need to discuss personal issues and concerns

- ❖ The existence of the grapevine is not the problem per se, it is merely an indicator of an unhealthy working environment.

- ❖ Rumors are often borne and grow because people are not getting the information they need, they do not feel listened to or are experiencing low job satisfaction.

TRAINER'S ACTIVITY

- SHOW OHP #26 of what a supervisor should need to make appropriate use of the grapevine.

KEY LEARNING POINTS

- ❖ A free and open flow of regular communication in all levels, weakens and destroys grapevine.
- ❖ As a supervisor you need to make appropriate use of the grapevine.
- You should learn who the "liaison" people in these informal network are.
- You should have access or "tap on" to the grapevine. In this way, you will always be one step ahead in anticipating and putting in place "rumor control" mechanisms.
- Information from the grapevine will also help you assess the needs of your employees. More importantly, the nature of the information that is channeled through the grapevine gives you indicators of pressing organizational issues and

TRAINER'S ACTIVITY

- ASK participants what they understand of bypassing.
- ASK them to cite examples happening in their respective offices.

KEY LEARNING POINTS

concerns that you must clarify, resolve and act upon.

U : UNDESIRABLE BYPASSING

- ❖ This is also called shortcircuiting of channels. It happens when someone is dropped out of the communication chain or if someone is ignored in the communication chain.
- ❖ This often happens when it is necessary to get things done faster; it is easier to instruct the operator than to train a supervisor; the supervisor tries to coral more responsibility; the employees feel that they are being held back by their supervisor or that their ability is being overlooked or if misunderstanding exists between supervisor and employee, and the employee goes to the supervisor's boss to tell the story.

TRAINER'S ACTIVITY

- ASK participants if your manager goes down and talks or gives instructions directly to your people, is it bypassing?

KEY LEARNING POINTS

- ❖ If your employees do this, you should take it as an indicator of a communication problem between you and your employees. Rather than taking it personally, act to bridge the gap or resolve the conflict.
- ❖ Top management has final accountability for you and your team. When your manager talks to your people or gives his instructions (e.g. during your absence, or other such situations), this is not bypassing. They have the authority to do so. What you must do is coordinate with your manager and your staff to clarify the instructions/directions given and pinpoint to whom your staff will report to in this matter (directly to your manager or to you).
- ❖ Even though you are a supervisor, you must not directly give instructions/directions to other people/staff in other units/sections/divisions. You

TRAINER'S ACTIVITY

KEY LEARNING POINTS

must first seek clearance from their duly assigned supervisor. Better still, channel all these through their supervisor.

L : ACK OF MANAGERIAL COMMITMENT TO TWO-WAY COMMUNICATION

- ❖ The manager's mindset and beliefs play an important role in influencing the communication process.
- ❖ Most managers spend 45-65% of their work day listening yet the retention rate of messages communicated is only 50%, immediately after hearing. Likewise, subordinates do forget much of what was said.
- ❖ Managers who do not believe in two-way communication or have a "know-it-all attitude" often fail to maximize the upward flow of communication.

ASK examples from the participants.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ They fail to transmit needed messages because of certain long held assumptions like: every one knows it by now, it should be clear to everyone, they should be the one to ask or because they have a tendency to hug information.
- ❖ They tend to be pre-occupied with a lot of concerns and are wrapped up in themselves.
- ❖ Thus, they tend to be inattentive. They do not listen to others nor interact with their people as much as they should.

I : OO MANY ORGANIZATIONAL LEVELS

- ❖ The more links there are in the communication chain and the farther away is the receiver from the sender, the harder it will be for the message to be effectively transmitted and the more likely misunderstanding will occur.

- ASK examples from the participants.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

The result of this may be that the message will change: details will drop out (-), new details will come in (+), some things are made more important (x) and some things less important (+), or people put their own interpretation on the message and they distort the original intention of the message.

- ❖ Other specific problems related to organizational levels are: distance between levels, status, relationship, lack of understanding of the organization, specialization of tasks and information ownership.

Status relationship usually interferes with effective communication between people at different levels.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ This happens when the subordinate or supervisor is continuously engaged in interpreting and misinterpreting the words, attitudes and actions of his superior or subordinate.
- ❖ This inhibits the free flow of information in the organization.
- ❖ It creates distortion in the upward and downward flow of communication.

Priorities are established according to which person is asking for service rather than who needs it most. Lack of knowledge of who does what in the organization also exists.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

Lack of understanding of the organization:
Promotions and transfers of personnel without adequate orientation contributes to organizational members misunderstanding or being confused/unclear about their duties and responsibilities. This leads to ineffectiveness as well as miscommunication.

Specialization of tasks or Job specialization may result in ineffective communication among levels in the organization.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

Since there is lack of understanding about the pressures priorities and constraints of other jobs, misunderstanding is more likely.

Information ownership. When greater value is placed upon achievement by position or knowledge rather than achievement by cooperation, there will be an attitude of information ownership.

This says "I own my information and I can distribute it when and to whom I choose. I desire to keep it all to myself and I may/I will do so."

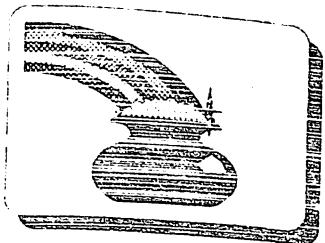
TRAINER'S ACTIVITY

- ASK examples from the participants.

KEY LEARNING POINTS

S : UPERVISOR'S BIASES

- ❖ The supervisor who is wearing blinders is prevented from seeing more than one way of doing something. He is unable to tolerate and appreciate different perspectives and ideas. This kind of barrier blocks the activity, productivity and the accomplishment of objectives.
- ❖ Blinders can be a result of defensiveness or an intense emotional state.
- ❖ A person who is defensive exerts energy to defend himself. He tends to think of how he can dominate, impress, escape or avoid a perceived attack in the process.



Closing Activity:

Rule Of Three Whip Statements

1. INTRODUCE the activity:

"This activity will allow you to reflect on your learnings from this unit.

2. WRITE on the board the phrases:

a. My 3 most significant LEARNINGS

b. I REALIZED

b.1. My 3 key strengths as an organizational communicator

b.2. My 3 major inadequacies as an organizational communicator

c. I WILL

c.1. ADAPT (at least 3)

c.2. AVOID (at least 3)

3. TELL participants to complete each WHIP and then to find a learning partner with whom they will share/discuss their insights, realizations and commitments.
4. CLOSE using the unit quotation:

"An appropriate response facilitates high quality communication. High quality communication promotes organizational cooperation. Organizational cooperation improves employee morale. High morale increases job commitment. Job commitment leads to peak productivity."

THE ART OF LISTENING

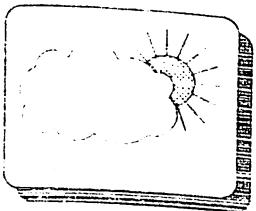
(Unit 2)

*"Effective listening lays the foundation for success.
It enables you to tap into the vast resources available to you and
to tune in to the flow of information
that can make you a better supervisor,
a more effective employee and a truly successful person."*

(A sample story to be told before the introduction of the unit on Listening)

LISTENING

A housing expert took a trip into the Scandinavian peninsula to make talks on better housing to the Laplanders. the hour for the lecture came and while a huge crowd of the villagers had gathered outside the hall, only some ventured inside. The lecturer stepped to the door and invited them to come in. He assured them the admission was free. There was a lot of mumbling and whispering, but the speaker could not make out just why they were reluctant to enter. Finally, he called a bright looking fellow and asked what the trouble was. "Before they come in, my people want to know how much you pay them for listening." "What! I should pay them to hear me lecture?" "Oh, sure thing! Anybody can talk, but to listen long is so hard. Now, how much do you pay?"



Warm-up Activity :

"HOW WELL DO I LISTEN?" Instrumented Self-Assessment

1. INTRODUCE the activity with the following statement:

At the heart of the supervisor's effectiveness as a communicator is his ability to listen.

This activity will help you to become more aware of your listening habits and to identify and assess your strengths and inadequacies. The Listening Habits Inventory is not a test of skill or ability, it is meant to be a tool for self-reflection and assessment. Answer each item to the best of your recollection. Do not spend too much time analyzing the statements or question. You will be given 15 minutes to complete this inventory.

2. DISTRIBUTE the survey forms. (survey form attached)

3. After the survey forms have been distributed, INQUIRE if there are any questions or clarifications.
4. When all participants have completed their forms, EXPLAIN to them the Scoring Index. (Scoring Index attached)
5. DISTRIBUTE the Scoring Index. LET them score their own forms.
6. TELL them to take note/put a mark (eg. an X) in the items where they rated themselves 3-4, as these items are their weaknesses and put a star in the items where they rated themselves 1-2, as these are there areas of strength.
7. PROCEED to opening activity for session I. SAY: Now that you have assessed your listening ability, it is time to check what you know about listening.

irection: To help you start to be more aware of your listening habits, complete the following listening self-evaluation. It will give you an idea of which listening habits you can pat yourself on the back and which one you might want to reshape.

Communicating Knowledge and Attitudes (Put an "X" in the appropriate box)	Most of the Time	Frequently	Occasionally	Almost Never
Do you.....?				
Tune out people who say something you don't agree with or don't want to hear?				
Daydream when someone/people are talking to you?				
Assume you know what the speaker is going to say and stop listening?				
Repeat in your own words what the speaker has just said?				
Empathize with the other person's viewpoint even if it differs from yours?				
Learn something from each person you meet, even if it is ever so slight?				

Communicating Knowledge and Attitudes		Most of the Time	Frequently	Occasionally	Almost Never
Do you....?					
7.	Ask questions to clarify your understandings?				
8.	Form a rebuttal in your head while the speaker is talking?				
9.	Give the appearance of listening when you aren't?				
10.	Feel that you usually "get through to" other person?				
11.	Listen for main ideas, not just facts?				
12.	Recognize that words don't mean exactly the same thing to different people?				
13.	Listen to only what you want to hear, blotting out the speaker's whole message?				
14.	Look at the person who is speaking?				
15.	Concentrate on the speaker's meaning rather than how he or she looks?				
16.	Know which words and phrases you respond to emotionally?				
17.	Think about what you want to accomplish with your communication?				
18.	If someone is saying something, you disagree with do you let the speaker finish before interrupting?				

Communicating Knowledge and Attitudes		Most of the Time	Frequently	Occasionally	Almost Never
	Do you....?				
19.	Think about how the other person might react to what you say?				
20.	Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work?				
21.	Come in with a statement about what you believe the speaker is feeling?				
22.	Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)				
23.	Think, "I assumed he or she would know that..."				
24.	Allow the speaker to vent negative feelings toward you without becoming defensive?				
25.	Need to develop your listening skills?				
26.	Take notes when necessary to help you to remember?				
27.	Hear sounds without being distracted by them?				
28.	Listen to attractive people or people who have superiority over you?				
29.	Restate instructions and messages to be sure you understand correctly?				
30.	Encourage people when they are speaking to you by nodding, looking at them attentively, and reviewing with them what they have said to you?				

SCORING INDEX

Circle the number that represents the category you checked on each item of the Self-Evaluation.

(4-highest)

1-lowest)

	MOST OF THE TIME	FREQUENTLY	OCASSIONALLY	ALMOST NEVER	MOST OF THE TIME	FREQUENTLY	OCASSIONALLY	ALMOST NEVER
1.	1	2	3	4	16.	4	3	1
2.	1	2	3	4	17.	4	3	1
3.	1	2	3	4	18.	1	2	1
4.	4	3	2	1	19.	4	3	4
5.	4	3	2	1	20.	4	3	1
6.	4	3	2	1	21.	4	3	1
7.	4	3	2	1	22.	4	3	1
8.	1	3	2	1	23.	1	2	1
9.	1	2	3	4	24.	4	3	4
10.	1	2	3	4	25.	4	3	1
11.	4	2	3	4	26.	4	3	1
12.	4	3	2	1	27.	4	3	1
13.	1	3	2	1	28.	1	2	1
14.	4	2	3	4	29.	4	3	4
15.	4	3	2	1	30.	4	3	1

Total the scores in each column.

Most of
Time

Frequently

Ocassionally

Almost
Never

TOTAL

+

+

+

=

SCORING:

110-120 Superior _____

(Congratulation!)

99-109 Above Average _____

(Very Good, keep it up!)

88-98 Average _____

(You are doing o.k. but keep moving!)

77-87 Fair _____

(Well, do not lose hope, strive more!)

(Re-examine your response. On what questions did you score the lowest?)



ACHIEVING PURPOSEFUL AND PRODUCTIVE LISTENING

"Listening is not just a skill, it is a gift."

Session Objectives :

At the end of the session, participants should be able to:

1. discuss the nature and dynamics of listening.
2. differentiate listening from hearing.
3. illustrate the four elements of effective listening.
4. differentiate the three types of listening.
5. demonstrate active listening.

Learning Experiences : Group Discussion

Time Requirement : 4 hours

Resource Requirements : whiteboard/pens, transparencies, visuals, cartolina, scissors,
Active Listening Worksheet

Open the Activity : Option 1

"What do you know about Listening?"

1. DIVIDE the group into 3 with 6 members each group.
2. ASSIGN the remaining 2 participants to be the scorer and the referee.
3. GIVE instructions:
 - a. Answer the questions by forming the letter "T" (true), "F" (false) and "U" (uncertain) among your group. (If your answer is F or U, tell why is it so).
 - b. You will be given 1 minute to form your answer.
4. DEMONSTRATE how to do the activity.
5. READ to them the questions clearly.

Option 2

"What do you know about Listening?"

1. DIVIDE the group into 2 groups.
2. ASSIGN 2 participants to be the scorer and the referee.
3. GIVE instructions:
 - a. I have 10 sets of questions. I will read aloud each question.
 - b. Choose a leader to represent your group. Your leader will be the one to shout the group's answer
 - c. Each group will be asked to give their group signal (e.g. clapping of hands, stomping of feet or whistle). The first group who will give the signal will be the first to give the answer.
 - d. Answer the questions by shouting the letters "T" (true), "F" (false) and "U" (uncertain). (If your answer is F or U, tell why is it so).

- c. *Very* *fast*.
 4. **DEMONSTRATE** how to do the activity.
 5. **READ** to them the questions clearly.

"What do you know about Listening?"

- ___ 1. Listening involves more than your ears.
- ___ 2. Hearing is the same as listening.
- ___ 3. People who get the facts right are always good listeners.
- ___ 4. Listening is a passive activity.
- ___ 5. You can listen well and do other things at the same time.
- ___ 6. Posture affects listening.
- ___ 7. Good listening comes naturally when we pay attention.
- ___ 8. Most listening distractions can be controlled.
- ___ 9. If you can't remember something you weren't really listening.
- ___ 10. Good listeners never interrupt.

(ANSWERS)

1. T - To listen well, open your eyes, use your brain, your heart, and your intuition.
2. F - Hearing is the first step, but you must also interpret, evaluate and respond.
3. F - Facts are only part of most messages. Good listeners listen for opinion, emotion and distortion as well. (Differentiate hearing from listening. You may hear the facts but you have to listen to opinion, emotion and distortion as well).
4. F - Listening is anything but passive. You are as responsible as the speaker for successful communication. Your eyes dilate, your palms perspire, and your body is erect.
5. F - Many people pride themselves in being able to "multi-task", but the more you try to do, the more you scatter your attention.
6. T - Your body and mind and spirit work together.
7. F - Paying attention is important, but you must also be able to understand the message, and you must care about the person and/or the message.

8. T - Most can, but not all. If you are distracted, mention it, move, or do something about it. When that doesn't work, ignore it.
9. F - Yes, memory is an "overlay" of listening, but you may need to remember something for only a short time. We can't consciously remember everything we heard in the past, but if we were able to listen and act on the information effectively at the time we were listening.
10. F - If the speaker says something you do not understand, interrupt politely and ask for clarification. Otherwise, you will lose the meaning of what follows": Taking notes help.

TRAINER'S ACTIVITY

- START the discussion with the following questions:
 - a. What is listening?
 - b. What is the difference between listening and hearing?
- RELATE their answers to the KLP's you have for listening. SHOW OHP #26,27,28 of the working definition of listening.

KEY LEARNING POINTS

What Is Listening?

- ❖ **L**ISTENING is a powerful yet neglected communication skill.
- ❖ It is an essential building block to achieving personal effectiveness, organizational productivity and superior client service.
- ❖ **L**istening is more than hearing.
 - ❖ Effective hearing is done only with the ears, while listening is an intellectual and emotional process which integrates physical, emotional and intellectual inputs, in the search for meaning and understanding.

TRAINER'S ACTIVITY

- CONCRETIZE
ILLUSTRATE through
examples/stories.

KEY LEARNING POINTS

- ❖ Listening is the accurate perception of what is being communicated.
 - ◆ It is the ability to pickup, empathize and respond accurately to the facts and feelings expressed or demonstrated by another person.
- ❖ Listening is a skill that anyone can learn. It is also a gift that anyone can give.
 - ◆ It is a gift of a person's time and attention. Listening is caring.
 - ◆ However, most often, communication education has focused more on skills of self-expression and persuasion.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

❖ Listening is not a passive process.

- ♦ It is not simply the ability to decode information.
- ♦ It is a two-way exchange in which both parties involved must be receptive to the thoughts, ideas and emotions of the other.
- ♦ It is an active interaction in which both speaker and receiver develop meaning and reach understanding.

TRAINER'S ACTIVITY

- SHOW OHP #29 of the statement.

"Listening Is A Dynamic Process In Motion."

KEY LEARNING POINTS

- ❖ Listening is a dynamic process in motion.
 - ◆ It is an active integrated communication skill that demands energy and know-how.
- ❖ It is purposeful, powerful and productive.
- ❖ To listen effectively, we must hear and select information from the speaker, give meaning to it, determine how we feel about it and then respond.
 - ◆ We must also understand the speakers purpose to know how to listen most effectively.
 - ◆ The speaker purpose influences the way we listen and how we perceive what is said.

TRAINER'S ACTIVITY

- SHOW OHP #30 of diagram of the four key elements of the listening process.

KEY LEARNING POINTS

For example, if Joe is making small talk, you can enjoy the conversation for its own sake. You and Joe are building rapport and strengthening your relationship with this casual conversation. However, if you are in a meeting with Joe, and he is informing you of important changes in inventory procedure, you will be listening for facts, contrasts, numbers and other key information. You will probably be taking notes and you will ask questions to clarify what you do not understand.

- ❖ **Effective listening involves reception, perception, the assignment of meaning and response by the listener to the message presented.**

TRAINER'S ACTIVITY

- EXPLAIN each element and RELATE each step with the listening quiz given at the beginning of the unit.

KEY LEARNING POINTS

RECEPTION : (Hear the message)

Our brain recognizes sound as it enters the ear. Other listening channels such as our eyes and our feelings seek confirmation of the message from the speaker's non-verbal feedback, such as body language and tone of voice..

- ❖ Hearing and observing is the beginning of the listening processes. It is involuntary and selective.
 - ❖ We tend to hear what we expect, or want to hear and filter out that which is not consistent with our feelings and attitude.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

For example, Jennifer was on her way to lunch when her manager dropped a report on her desk and said he needed twenty sets of copies when he returned from lunch. Jennifer was upset because her friends were waiting and she assumed she had to make the copies.. She did not hear her boss say after his lunch, which was an hour later than hers. If she had listened carefully, she would have had ample time to make copies after she returned from her lunch.

- ❖ However, listening is voluntary. You choose to listen. You choose what, when and whom you want to listen to. These choices is based on our needs, interests, desires or feelings.

For example: John enjoys investing in stocks and bonds, so he always has his "ears open" for tips on the market. Ellie "tunes in" whenever someone is discussing consumer rights. Ralph "catches" the football scores each Saturday to track his favorite teams. In other words, we choose what we want to listen to and often it is based on our past choices.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

There are 3 keys to hearing the message:

- a. Care
- b. Pay attention
- c. Be aware of your biases and blinders.

PERCEPTION : (Attention and Interpretation of the message)

- ❖ Interpreting a speaker's message involves mutual understanding with the speaker's meaning.
- ❖ A good listener knows that a match-up in meaning is a match-up in understanding.

TRAINER'S ACTIVITY

- SHOW illustrative diagram OHP #31.
(Another example:
 - a. I care for you very much. You are very special to me.
 - b. I love you.
 - c. I want to marry you.
 - d. I care for you very much. You are very special to me.
 - e. You are the only girl for me. I want you to be my wife.
 - f. I love you.

KEY LEARNING POINTS

- ❖ Problems occur at the interpreting level because no two people perceive a message in the same way. The speaker does not always say exactly what they mean, or mean exactly what they say.
- ❖ Listening is a complicated process. Each message actually has six different versions.
 - a. What I wanted to say. (Buy me a fragrant bath soap like Camay or Lux)
 - b. What I actually said. (Buy me a fragrant soap)
 - c. What you think I said. (Buy me a fragrant laundry soap)
 - d. What I think you think I said. (Buy me a fragrant bath soap)
 - e. What you think I think I said. (Buy me a laundry soap that is fragrant like Tide or Breeze)
 - f. What you actually heard. (Buy me a fragrant soap)

TRAINER'S ACTIVITY

- READ the case to them then ask: How would you interpret her statement?"

KEY LEARNING POINTS

- ❖ In addition, speakers said both verbal and non-verbal messages.

Let us imagine you have just interviewed a young woman for an important sales position in your department. As she is leaving she remembers one last thing she wants to know, and states: "By the way, I graduated in the top 10 percent of my class." She then shakes your hand, thanks you for the interview and leaves."

- ❖ Both listeners and speakers have perceptual filters which help or hinder the interpreting process. These perceptual filters are in our brains and they attach personal meaning to information as it is presented. (e.g. memories, biases, assumptions, attitudes, expectations, experiences, feelings, needs and motives.)
- ❖ Tone of voice conveys 30% of the meaning of a message.

TRAINER'S ACTIVITY

- SAY the following statement out loud: I NEVER SAID YOU STOLE THE MONEY.

KEY LEARNING POINTS

- ◆ Each time you say it, emphasize a different word. For example, the first time through, emphasize the word I. I never said you stole the money.

This example shows how voice emphasis influences our interpretation of information. To become a better communicator, listen carefully to the speaker's voice and word emphasis.

- ❖ Good listeners want to understand the speaker's meaning. They are aware of their own filters and those of the speaker, and they ask questions when they need clarification.

TRAINER'S ACTIVITY

- READ the example statement: "I want you to do this as soon as possible."
- ASK participants what their perception is with this statement then ASK them how they evaluate this statement.
- GIVE the perception and assignment of meaning examples.

KEY LEARNING POINTS

- ❖ Voice emphasis can influence attention, interest level of listener as well as interpretations of the message.
- ❖ There are 3 key to interpreting the message: understanding your filters; using all five channels to attend and interpret (ears, eyes, heart, mind and intuition); Asking for clarification or repetition.

THE ASSIGNMENT OF MEANING : (Evaluate the message)

- ❖ Evaluating involves judgment of whether the message is good or bad.
- ❖ Example: "I want you to do this as soon as possible."
 - Perception: "This has to be done now."
 - Assignment of Meaning: "Does this have to be ahead of the other now?"

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ We interpret messages by assigning meanings or definition to verbal and non-verbal stimuli.
- ❖ A good listener makes sure they have all of the key information before forming an opinion or defining the message.
- ❖ Evaluation is not required in every listening situation. Thus you must know the purpose of the communication and your purpose for listening.
- ❖ Good listening does not mean automatic compliance.
- ❖ A good listener will weigh and analyze all of the evidence before making a final decision or judgment.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

There are 3 keys in evaluating the message, these are:

- a. Ask questions
- b. Analyze the evidence
- c. Don't jump to conclusions

RESPONSE :

- ❖ Once meaning has been assigned to the message, we continue the information processing with an internal or external response (intellectual or emotional reaction) to the message.

KEY LEARNING POINTS

- ❖ The listener must let the speaker know by verbal and/or nonverbal feedback what was heard and how it was heard.
- ❖ Good listeners accept responsibility to provide feedback to the speaker to complete the communication process.
- ❖ Good listeners have a strong desire to reach a common understanding. Confident responses inform the speaker that :
 - The message was heard
 - It was understood
 - It was evaluated appropriately

TRAINER'S ACTIVITY

KEY LEARNING POINTS

Several problems can occur in this key element. One is when no response occurs. If Karla asks Jack when the plans for the new office building will be available, and Jack simply looks at Karla without indicating that he heard her, he is not communicating effectively. Although silence can communicate, a blank stare is not a confident response. Other problems include responses that are defensive, overly emotional or inappropriate. If Jack had abruptly changed the subject, his response would have been inappropriate also. Finally, a confusing response (i.e. a double message) can occur when the verbal and non-verbal are in conflict.

If Jack had smiled in a friendly manner, but his voice sounded hostile as he replied, "Why do you want to know?" he would have confused Karla. He was sending her two messages: one with his voice and one with his smile. Double messages are difficult to decode. They are often sent by someone who is afraid of the consequences of telling the truth.

TRAINER'S ACTIVITY

- INTRODUCE the types of listening with the question: "How do you listen?" SHOW OHP #32 of types of listening.

KEY LEARNING POINTS

Three Keys to responding to the message:

- ❖ Want to reach a common understanding give feedback verbally and/or nonverbally avoid confusing messages.
- ❖ Listening elements defines what type of listening is being utilized when communicating we are using.

There are three types of listening. These are:

1. Listening in spurts

- ❖ When listening in spurts, we tune in and tune out to what the speaker is saying.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ◆ Although we're aware of the other's presence, our thoughts are not focused on the speaker.
- ◆ We are primarily paying attention to ourselves not to others.

In doing so, we may miss the intent of the message.

2. Hearing Sound and Words, But Only Half-Listening

- ❖ We hear the sounds and words, but we miss the intent of the speaker's message. We hear the cadence but miss the meaning.
- ◆ Lacks empathy, understanding and observation

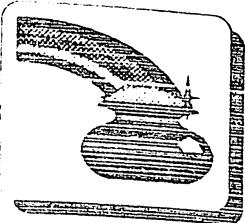
TRAINER'S ACTIVITY

- CALL for participants 2 or 3
- ASK what listening type does he/she has?

KEY LEARNING POINTS

3. Active Listening

- ❖ People refrain from evaluating the speaker's words and put themselves in the other person's position.
- ❖ Active listeners devote full attention to the speaker capturing the idea and reserving judgment.
- ❖ The one characteristic that distinguishes active listeners from the other styles is that they always listen for the intent and meaning of the message.
- ❖ Active listening is the bridge to communication.
- ❖ It is committed listening based on good habits and self-control.



Closing Activity :

"He/She Says...I Say"

1. INTRODUCE the activity with the following statement:

People communicate with much more than just words or ideas. Behind the words often lie feelings which are communicated through non-verbal cues. Trying to look and listen for feelings, write an active listening response for each situation and message on this sheet.

You will each be given an Active Listening Worksheet. READ the statements carefully. The activity is composed of 3 segments:

- a. Situation
- b. Message
- c. Active-Listening Response

WRITE YOUR ANSWER in the space provided for in the Active-Listening Response.

2. **READ/WRITE** the example written in the worksheet on the board. **ASK** participants for clarifications.
3. **DISTRIBUTE** the worksheet. **GIVE** them 10-15 minutes to accomplish the form.
4. After they have all completed their worksheets, **START** the drill relay. **TELL** your responses. I will give a statement and then point out one of you to say out loud his/her response. After each response, I will then ask for the group's reactions. After we have 2 or 3 responses, we will move on.
5. Avoid calling out for volunteers instead **POINT OUT** anyone from the group.
6. **START** the drill. **ALLOT** at least 20 minutes for this portion or until such time you feel you are getting appropriate active listening responses.
7. **SYNTHESIZE** the activity by pointing out the most frequent errors/mistakes in their responses.

8. In closing SAY:

Much of our work as supervisors is listening-related. In fact, communication experts say that at least 45-60% of all our communication time is spent in listening. While we may believe that we are effective listeners. However, most of us are not good listeners. Thus, developing our listening skills should be an ongoing process in our attempt to become more better and more effective supervisors.

Option 2

"ACT AND TELL" (Structured Learning Activity)

1. PREPARE 15 flash cards with verbs written.
2. INTRODUCE the activity with the following statement:
People communicate with much more than just words or ideas. Behind the words often lie feelings which are communicated through non-verbal cues.
3. DIVIDE the group into 3 groups.
4. ASK the participants to stay with their respective group and form a line.
5. PUT 3 chairs five meters in front of each group.
6. ASK group leaders to sit on the chair facing his/her group.
7. STAND at the back of the leader in the center. See to it that the leaders will not see the flash cards.

8. GIVE instructions:

- a. Read silently the flash cards I will show you then interpret the verb by acting.
You may give clues by using any words that may lead to the answer. (Ex. verb is scratch - clues may be mosquito, bee, red patch, etc.)
- b. The group leader who guesses the verb first will score one point.
- c. The procedure repeats and ends until the last card is finished.
- d. The group who gets the highest score wins.

9. SYNTHESIZE the activity by pointing out the most frequent errors/mistakes in their actions.

10. In closing SAY:

Much of our work as supervisors is listening-related. In fact, communication experts say that at least 45-60% of all our communication time is spent in listening. While we may believe that we are effective listeners. However, most of us are not good listeners. Many of us listen at about 25% only of our potential. Thus, developing our listening skills should be an ongoing process in our attempt to become more better and more effective supervisors.

TAKING STOCK OF LISTENING BENEFITS

Session Objective:

At the end of the session, the participant should be able to:

1. discuss the 6 key benefits of listening;
2. appreciate the need to enhance their listening skills.
3. develop a personal action plan for enhancing their listening effectiveness.

Learning Experience: Triadic Role Play

Time Requirement:

Resource Requirement: whiteboard pens, tearsheets, pentel pens, visuals/OHT



Opening Activity:

A Triadic Role Play

1. Introduce the activity by saying the following statement: Most often we encounter the problem of not being heard and instances when we are not ready to communicate. This may lead other people not to listen.
2. FORM triads. TELL them there will be two speakers and one observer.
3. ASK them to immediately assign who their observer will be. TELL them that they should only start discussing after you have given them the "go" signal.
4. After they have designated their observer, give each member of the triad a copy of one role. To the observer, give a copy of both briefing sheets.
5. INSTRUCT triads to begin the exercise at the same time.

6. Make sure that the triad participants who are discussing are not listening to the other groups. CONFRONT those participants who appear to be doing so.
7. If you feel that the group is experiencing maximal frustration, STOP the activity.
(usually indicated by a sharp, sustained increase in noise)
8. After the activity ASK the participants to exchange briefing sheets. Post the following questions:
 - a. What do you feel?
 - b. Was it easy/difficult to follow the instructions in your role briefing sheet?
 - c. What do you think is the message of this activity?
9. ASK the observers to share their observations of feelings and behavior which were exhibited by the discussants.
10. SYNTHESIZE by saying: Poor listening can lead to stress with attendant negative feelings and behavior. When we fail to listen, we talk. When we fail to listen, we may "win the battle, but lose the war". In protecting, your point, you may be losing many more points.

(Not Listening Role Briefing Sheet)

Chief Purchasing Agent

You have just been hired as the chief purchasing agent of a department. Your title is Chief Purchasing Section. You have a Ph.D. in economics from Harvard, have headed as presidential advisory board, and have published two books in your field. You see that the best way to bring over out of chaos is to centralize the purchasing operations, and quickly. You have decided that any purchase over P30,000.00 must be approved by the top management. You realized that the independent purchasing power of the organization has been jealousy guarded. You are also aware that the peak buying season starts in three weeks.

You have decided that the only way to put this policy in operation in time is to talk to the top management, inform him or her of your plan, explain why it is necessary, and insist that it must be followed. You know you are going to meet some stiff position; however, you are the expert and you have the power. You are determined you will not be sidetracked by minor objections; you are the only one who know the total picture.

anager

You are the manager of the Purchasing Department of an organization. You have been employed in this office for twenty-seven years, starting as a clerical worker and working your way up through sales, purchasing and production. You took over the top position three years ago. No one know more about the inner workings of this department than you. Last year, the office gave a testimonial dinner for you to show its appreciation for the fine job you have done and are doing.

You just received a memo from the top management that a new chief purchasing agent has been hired, and the words is that he may try to centralize the purchasing operation. While this plan might look good on paper, you know that the strength of the department has been its flexibility. The key to this flexibility has been management development.

You are aware that, if this new policy takes effect, it will not only reduce the department's flexibility, but it will signal an end to the department now held by managers.

You are determined that the chief purchasing agent will not enforce his policy. He probably means well, but he just does not understand the situation at your department. After all, you have twenty-seven years experience and you are much more competent than anyone to make decisions affecting your department. You know you will have to make your points quickly when you see him. He has to know who is boss at this location. Your prestige with your subordinate rests on the outcome of this meeting.

TRAINER'S ACTIVITY

- ASK the participants the question: What are some benefits of listening?
- PUBLISH their answers on the board for later discussion.
- DISCUSS the benefits of listening and RELATE their answers to the KLP's you have. TELL the following statement:

KEY LEARNING POINTS

**Effectiveness at work and listening are inseparable.
People do their best when they know someone is listening.**

TRAINER'S ACTIVITY

- SHOW OHP #33,34 of active listening and effective sharing of information.

- SHOW OHP #35 of LISTEN.

KEY LEARNING POINTS

Effective communication in the workplace is a 2-fold task: active listening and effective sharing of information.

Supervisors benefit most from listening effectively to their subordinates.

Listening is an important productivity tool.

Supervisors who **LISTEN.....**

- L** - esses Tension
- I** - mprove Rapport
- S** - imulate Creativity
- T** - rim Down Behavioral Problems
- E** - ncourage Openness
- N** - urture Positive Working Environment

TRAINER'S ACTIVITY

KEY LEARNING POINTS

L - essen Tension

Listening is a very forceful way for lessening stress and tension. When you listen to someone, they feel valued and important. They are encouraged and feel free to be themselves.; They do not feel any need to be defensive or anxious because they feel you like and respect them.

I- mprove Rapport

Employees perceive your level of caring by how well you listen.

Employees openly share their ideas and feelings if they feel that their supervisor is listening. Thus, you will have the chance to know your people better, to understand their problems and to build a stronger relationship with them.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

S - Stimulate Creativity

By listening, you create a positive developmental work environment where your people feel safe in trying out new ideas and in expanding/"stretching" themselves.

Listening to them encourages honesty and trust.

T - Trim Down Behavioral Problems

People who are not listened to often feels neglected. They also feel that they are not important or that they are taken for granted.

Your people who hold these feelings show negative behavior like absenteeism, tardiness, delayed outputs and simply not doing their job.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

E - ncourage Openness

Listening to your people encourages them to feel free in airing and voicing out their problems and difficulties.. Giving them this opportunity makes them feel confident with themselves and with their abilities.

N - urture A Positive Working Environment

Listening is the foundation for clear understanding.

It helps develop and strengthen teamwork.. It encourages communication cooperation, and supportive behavior. It helps in sustaining attention, clarifying and confronting issues and intensifying job satisfaction and commitment.

RECOGNIZING BLOCKS AND BARRIERS TO EFFECTIVE LISTENING

"Your listeners won't care what you say until they know that you care"

Session Objective :

At the end of the session, the participant should be able to:

1. explain the listening blocks and barriers.

Learning Experience : Structured Workshop, Role Play

Time Requirement : 2 hours

Resource Requirements : transparencies, pentel pens, tearsheets, whiteboard/pens,
Personal Action Plan Sheet



Opening Activity:

Structured Workshop Of Blocks And Barriers

1. INTRODUCE the activity: You have experienced some blocks/barriers of listening during the previous sessions. In this particular activity, you will be asked to name listening and productive discussions. You will likewise, be asked to identify some factors which facilitated your listening.

2. DIVIDE the group into groups of no more than 5 participants each.

3. DISTRIBUTE tearsheets and pentel pens to the groups.

4. INSTRUCT them to list down these blocks/barriers on the tearsheets provided for them.

5. REQUEST the group to assign a leader to present the group's output.
6. GIVE them 20-30 minutes to do the workshop.
7. After the workshop, INSTRUCT them to post their outputs on the board.
8. CALL each group leader to present and discuss their group output.
9. After the presentation, SYNTHESIZE common blocks and barriers that were identified by the group.
10. Link activity to succeeding KLP's by saying:

As we proceed with the session, we will focus on how to improve our listening skills and pinpoint the blocks and barriers that affects effective listening.

TRAINER'S ACTIVITY

- GO back to the list of barriers identified by the group. TELL them the following statement.

- SHOW OHP #36.

KEY LEARNING POINTS

- ❖ To improve our listening effectiveness, we must first of all understand the barriers which cause us to listen with far less than total understanding.

- ❖ The most basic block to effective listening arises from human nature.
 - ❖ The need to be heard often overwhelms the desire to hear and listen. "THE MORE YOU TALK, THE LESS YOU LISTEN, THE MORE YOU TALK, THE LESS OTHERS WILL LISTEN."

 - ❖ The lines of communication get tangled if you talk too much, too often.

TRAINER'S ACTIVITY

- SHOW OHP #37 of the mnemonics of B-L-O-C-K-S.
- ASK participants to cite examples of each of the barriers while you are discussing each.

KEY LEARNING POINTS

- ♦ We all have one mouth and two ears. This is a constant reminder that we should listen twice as much as we talk.

Some of the most frequent barriers to effective listening are:

- B - hind Spots
- L - anguage
- O - utside Distractions
- C - ompetence and Credibility of Speaker
- K - now It All Attitude
- S - peed of Thought

TRAINER'S ACTIVITY

KEY LEARNING POINTS

BLIND SPOTS :

- ❖ Our minds are like parachutes. They only function when open.
- ❖ Emotional blind spots can cause emotional eruption, blocking the listening process and causing communication efficiency to drop to zero.

LANGUAGE:

- ❖ There are many factors which can distort the intention behind the message. Language is often not very precise and open to misinterpretation.
 - ◆ The same words can have quite different meanings.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ◆ Words in themselves have no meaning. The meaning lies in people.
- ◆ Words are merely vehicles for the thoughts and feelings of the speaker. Words may not be actual experiences, they are means of describing and explaining experiences.
- ◆ We often use very subjective phrases in ways which can be interpreted completely different by different people.
- ◆ The expectations which we bring to any situation can also affect our listening skill.
- ◆ We often arrive at a meeting or lecture with preconceived ideas. (for example: Information which conflicts with the listener's values or ideas are often distorted by the listener; and all kinds of experiences which form a person's attitudes can distort the way he/she hears other people)

TRAINER'S ACTIVITY

KEY LEARNING POINTS

OUTSIDE DISTRACTIONS :

There are many physical barriers to effective listening.

- ❖ The best way to deal with these barriers is simply to terminate it or to leave these barriers. (for example: Get away from the noise or simply stop the noise)

COMPETENCE AND CREDIBILITY OF SPEAKER

- ❖ One of the favorite excuses used by the listener is that the speaker was ineffective.
- ❖ Indeed some speakers make listening unnecessarily difficult by being painfully slow, by talking at breath taking speed, or by having distracting mannerisms, style of dress or accent.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

KEY LEARNING POINTS

KNOW IT ALL ATTITUDE :

- ❖ Overstimulated listener gets to agitated from the sender of the message. For this reason, the sender seldom talks for several minutes, without touching on a personal opinion or conviction.
- ❖ Usually, the speaker pretends to know everything he/she says without listening or accepting suggestion or opinions of the listeners.

SPEED OF THOUGHT :

- ❖ Most people talk at a rate of 125 words per minute. However, we all can think more than four times that speed.

- SHOW OHP #38 of the man with speeding car in his brain.

TRAINER'S ACTIVITY

- INTRODUCE the topic on Tips and Techniques for Effective Listening.

KEY LEARNING POINTS

- ◆ This means that the brain has spare capacity and often searches for more activity to occupy this lag time.
- ◆ Improving listening skills is easy once the importance of listening is realized.
- ◆ Improving listening skills stems from understanding what is involved in the process so that you can monitor your own listening behavior and therefore recognize what you are not doing at any given time in the listening process.
- ◆ Look for the value in the new behavior you select and trust yourself to do it.
- ◆ Memorize the list of new habits you want to develop. If you are impatient, find a way to learn patience. Visualize yourself as being patient, or not interrupting, or listening without daydreaming.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- ❖ In improving listening skills, you must be patient with yourself. Give yourself a break and be realistic when you set your listening goals.
- ❖ Effective listening requires concentrated effort and strong self-discipline.
- ❖ Listening is both a behavior and a skill. Behavior is evidence of our ability to apply skill.
- ❖ To develop your listening skills, there are some tips or techniques that you should follow to become an EFFECTIVE listener.

TRAINER'S ACTIVITY

- 3 SHOW OHP # 39 of each tip/technique
- RELATE KLP's to participants sharings and previous experiences.

KEY LEARNING POINTS

- E - nsure an open mind
- F - ind areas of mutual interest
- F - ocus on key ideas and central themes by listening through the words
- E - mpathize with the feelings of the listener
- C - heck and clarify with speaker
- T - une out distractions
- I - nvolve the listener in the conversation
- V - alidate observation on non-verbal cues
- E - xercise your mind

E-nsure an open mind - Our minds are like parachutes. They work effectively only when they are open. Resist the tendency to hear only what you want to hear.

- ◆ React to the ideas, not to the speaker. Do not tune out the speaker because you dislike him/her, feel you've heard it before.

TRAINER'S ACTIVITY

- ASK participants for example of their "hot-buttons" i.e. words, phrases situations that turn them off or make them emotional.
- RELATE Pioneers story.

KEY LEARNING POINTS

- ♦ Suspend judgment until you've heard the person out. Don't jump into conclusions. Give the speaker a chance to fully present his point of view.
- ♦ Be aware of your emotional "hot-buttons". Emotional "hot-buttons" are intense complex feelings that affect everyone. Words, issues, situation and/or personalities triggers us emotionally. When these issues triggers our emotional "hot-buttons" verbal messages become distorted, either positively or negatively.
- ♦ When our "hot-buttons" are activated, we tune out, distort or pre-judge these emotionally charged messages.
- ♦ If you cannot eliminate your emotional "hot-buttons", the best alternative is to develop acceptable responses. To control emotional "hot-buttons" we must...

THE PIONEER'S STORY

The following story is about early pioneers in covered wagons crossing into the new Oregon Territory. . They stopped to rest at a small settlement and the wagon master spoke to an old man sunning himself in front of the general store.

"Say, Old Timer, what kind of people have settled out here?"

"What kind of people were they where you came from?" asked the old man.

"Well, they were mean, full of mischief and small minded. That's why we left," said the wagon master.

"Sorry to say, young feller, but that's the kind of folks you'll find out here," replied the old man.

Later in the week another team of wagons pulled into the same town for supplies. This wagon master also stopped in front of the general store and spoke to the same old man sunning on the steps.

"Say, Old Timer, what kind of people have settled out here?"

"What kind of people were they where you came from?" asked the old man again.

"The people we left behind were kind, decent people and they were generous. When we left, they gave us supplies and helped us load our wagons. We all miss them very much," sighed the wagon master.

"Well, my friend, you've come to the right place, because those are the kind of people you're going to find out here," replied the old man with a kindly smile.

We get what we expect. Anticipate excellence, and it will happen a lot more often than if we assume otherwise.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- identify what triggers us
- understand our responses
- develop behaviors that allow us to listen more carefully and objectively.

ASK participants to give examples or cite situations in the office.

F-ind areas of mutual interest - Put aside your negative feelings about the speaker. Always start by anticipating that the speaker has something worthwhile to share and is interesting.

❖ Remember, "there is no such thing as uninteresting topic or person, only uninterested people".

❖ Do not focus on your differences, focus instead on your similarities of commonalities. Find building blocks and create bridges instead of barriers or walls.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

You must also monitor your physical and emotional reactions (e.g. increase in heartbeat, tightening of chest, anger, irritation etc.)

❖ Remember, when your emotions go up, your objectivity goes down.

F - focus on key ideas and central themes by listening through the words - We always choose whether and how well we are going to listen: Only when we choose to be present can we "focus" on the speaker and the message. Since we hear and absorb at a much faster rate (400-500 words/min), learn to connect what is being said to what is already known.

❖ Do not mentally wander in and out of the conversation. Use the spare time to reflect upon the content and to search for meaning.

TRAINER'S ACTIVITY

- FOCUS on participants inadequacies/limitations re: capability to empathize.
- Demonstrate non-verbal actions which convey empathy.

KEY LEARNING POINTS

◆ Focusing is also facilitated by note taking. Note taking will help you to follow unorganized speakers, pinpoint key ideas and identify supporting data/information. When taking notes, don't try to write everything. Develop and use your own shorthand, including symbols,pictures,abbreviations.

E - mpathize with the feelings of the speaker - The listener should identify himself with the speaker's problems, and try to understand his feelings and emotional reactions.

- ◆ Facial and bodily evidences of concern should be demonstrated to show evidence of a deep-level of acceptance.
- ◆ Be patient with the other person and yourself. Problems don't always have immediate solutions.
- ◆ Listen attentively without interruptions. Take a deep breath to help you control your physical reactions.

TRAINER'S ACTIVITY

- DRAW OUT other ways/other questions that can be posed to check and clarify with the speaker.

KEY LEARNING POINTS

C - check and clarify with speaker - Never assume. Assumptions is one of the majoruses of communication failure. Verify/clarify.

- ◆ Ask questions such as: As I understand, you are saying. is that right? Would you please explain that point to me in greater detail?

T - tune out distractions and concentrate - Everyday, we deal with internal, external, visual and auditory distractions.

- ◆ To be a good listener, you must control your response to distractions or they will control you.
- ◆ Distractions affect the ability to listen well because of their variety, novelty and intensity.

TRAINER'S ACTIVITY

□ SHOW OHP #40.

KEY LEARNING POINTS

- ◆ External distractions include the telephone, background noise, seating arrangement etc. While internal distractions can be such things as headache, hunger, fatigue or a current emotional state.
- ◆ Concentration requires greater effort than just paying attention. Concentration is focused mental energy.
- ◆ It is also a limited commodity. Think of concentration as being like money in the bank, you must discipline yourself to spend it carefully.

Ensure concentration by:

- **Planning your listening.** Plan meetings and important sessions during your high energy times of day. We all have an internal energy clock which dictate the time of day when we are at our peak and at our low. (e.g. morning person (larks) feel good from dawn till 2:00;

TRAINER'S ACTIVITY

KEY LEARNING POINTS

evening persons (owl) feel good from mid-afternoon till evening.)

● Know how to handle distractions.

- a. Ignore the distractions. If you really cannot do anything about removing the distraction, tune it out by focusing on the speaker. If this is not possible, re-schedule your meeting, session or interaction.
- b. Identify what is causing a distraction and make adjustments. Fix it, remove it or remove yourself from the distraction.
- c. Call "time-out" when you are too tired to listen. Intense fatigue can cause "ear exhaustion". Don't be shy to call for a pause when you feel yourself "floating".

TRAINER'S ACTIVITY

- ASK participants to give some non-verbal cues/body language they have encountered or observed.

KEY LEARNING POINTS

d. Don't use distractions as a convenient excuse.

Overcome distractions through extra concentration and determination.

I - involve the speaker in the conversation. - When a speaker is not making eye contact and checking the clock frequently, is fidgety and distracted or asks no questions, it is likely that the speaker and the listener are not connecting.

♦ Ask questions. Ask for comments. Ask to clarify or confirm your observations.

V - validate observation on non-verbal cues and build rapport by pacing the speaker. - To build rapport you should take your attention off of yourself and focus it on the other person.

TRAINER'S ACTIVITY

- CITE your own examples.
- DEMONSTRATE your examples and then ASK participants to interpret.

KEY LEARNING POINTS

- ❖ Pacing is a method listeners use to build a positive relationship with a speaker by imitating or mirroring his or her gestures. (sit forward or back, hands on or off the desk , etc.)
 - ◆ When pacing, the listener focuses on what the speaker is doing as well as what he or she is saying.
- ❖ The listener makes a conscious effort to become more like the speaker. The speaker senses the similarities and feels at ease because we are most comfortable with people who are more like us.

TRAINER'S ACTIVITY

- DEMONSTRATE how a listener paces the speaker by using one of the examples listed.
- ASK for volunteer to do the same.
- CHOOSE someone whose behavior is very obvious and that the group will easily be able to identify.

KEY LEARNING POINTS

- ❖ As a listener, you can pace the speaker in any of the following ways:
 - Match your voice rate to theirs. Speed up or slow down as necessary.
 - Change your voice volume to match theirs.
 - Notice and use some of the same words and phrases as the speaker. However, do not be too obvious as you will be noticed. Remember, you must only approximate not imitate.
 - Approximate the speaker's gestures.
 - Breathe at about the same rate, without being too obvious. These actions will put you in sensory balance imitating your speaker.

TRAINER'S ACTIVITY

- ASK participants demonstrate how to exercise their minds.

KEY LEARNING POINTS

- E - xercise your mind** - Our bodies move in meaningful patterns that provide valuable cues.
- ❖ The intensity of a person feelings are best determined by observing body language. In fact, most linguists and psychologists agree that non-verbal cues account for about 90% of the meaning in messages transmitted between people engaged in face-to-face interaction.
- ❖ If we aim to understand the total message we must be just as effective at listening to non-verbal communication as we are at listening to the words themselves.
- ❖ Reading body language is especially helpful when the message conveyed is either incomplete or mixed. This may also be considered a good exercise of the mind because you are made to interpret the meaning of these non-verbal cues.

TRAINER'S ACTIVITY

- DEMONSTRATE or ASK anybody from the participants to demonstrate examples.

KEY LEARNING POINTS

Examples of these are:

- Nodding the head up and down can be interpreted as agreement with the speaker while shaking the head from side to side can be perceived as disagreement.
- Smiling or laughing might indicate genuine happiness or humor while a forced smile, just the opposite.
- Stroking of the chin. This can indicate pensiveness. Putting one's knuckle on one's forehead with closed eyes can communicate deep thought or concern.
- Placing hands on hips suggest determination while wringing the hands can indicate tension or nervousness.
- Drumming the fingers or tapping the foot may mean: "Hurry-up. I'm impatient for you to get to the point."

TRAINER'S ACTIVITY

- SHOW OHP #41 or cut out visual of a man then while discussing each part of the body point the particular part being discussed.

KEY LEARNING POINTS

Enhance active listening.

- ❖ Active listening is hard work. It demands your complete commitment. It involves attending to both verbal content and non-verbal cues. It involves your total person.
- ❖ Actions speak louder than words. We seldom get the entire meaning of what a person says just from the words used.
- ❖ To be an effective listener you should be a total listener.
 - ♦ In order to be a total listener you have to involve your head, heart, body and hands.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

HEAD - Listen to what is said. Ask questions. Clarify and clear up doubts and confusions.

HEART - Listen to how things are said and what isn't said.

Be aware of non-verbal communication.

Listen for changes in speaking rate, voice tone or pitch.

Adapt to the other persons frame of reference.
Try to understand what he/she is saying from his/her viewpoint.

BODY - Listen by reaching physically with appropriate gestures and nods.

HANDS - Listen by taking notes.

TRAINER'S ACTIVITY

- SHOW OHP #42.
- ASK the participants to demonstrate or role-play.

KEY LEARNING POINTS

- ❖ Good listeners give both non-verbal and verbal signals that they are listening.
- ❖ A "whole body" listener tunes in by:
 - Conveying a positive encouraging attitude
 - Sitting in an attentive posture
 - Remaining alert, but comfortable
 - Nodding in acknowledgment of the speaker's words
 - Making good eye contact
 - Listening between the lines
 - Looking like a listener.

TRAINER'S ACTIVITY

- SHOW OHP #43.

- (CLOSING ACTIVITY:)
 - ASK participants to form 3 groups.
 - INSTRUCT each group to draw their lots from the box.
 - INSTRUCT them to act out the commandments they have picked.

KEY LEARNING POINTS

- ❖ While we can only be responsible for our listening, it is also true that we can encourage others to listen by being a good listener and by adapting certain attitudes and behavior.
- ❖ The following attitudes and actions will help others listen to you more easily and frequently.
- I am interested in the thoughts and opinions of others.

People don't care what you know until they know you care. Don't expect others to listen to you, if you are heedless or overtly critical of their ideas and attitudes. Respect must be mutual for good communication to thrive.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- I am interesting to talk to.

I speak clearly and distinctly. I don't repeat myself. I do not sprinkle my vocabulary with colorful epithets (swearing). I have one or two areas of expertise about which I can speak with some authority. I am enthusiastic. I don't speak in a monotone or do I sound bored.

If I am shy, I try to believe in myself and to express my opinions more often.

- I tell the truth.

If you tell the truth, you won't have to remember what you said. Everyone has a good "baloney barometer" and exaggeration and white lies are seldom tolerated for long.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

- **I am conscious of timing and preliminary tuning.**

I prepare my listener for what I am going to say.
Be aware of the processing time needed by your
listener. Be patient.

Some people are internal processors and taken
extra time to think before they respond. External
processors respond rapidly, but they may not
respond as clearly or accurately.

- **I get to the point.**

Keep the message moving. Too much detail kills
interest.

Keep your listener stimulated by providing new
ideas, adding colorful words, anecdotes and visual
images.

Avoid jargon, clinches and hackneyed phrases. Be
specific and be clear.

TRAINER'S ACTIVITY

KEY LEARNING POINTS

Don't force assumptions. Fill in the background, but avoid endless detail. When possible, plan what you will say to make it easy for your listener.

- I am sensitive to my listener's needs.

Don't drop verbal bombs when the listener is in the wrong physical or psychological state. Break bad news gently. Often it isn't what you say, it is how you say it.

Outline your message. Say the vital parts first and last.

People seldom remember what is in the middle.

TRAINER'S ACTIVITY

- TELL the closing statement.
SHOW OHP #44.
- SHOW OHP #45. ASK participants to read "COULD YOU LISTEN" with you.

KEY LEARNING POINTS

② I use my listener's name regularly.

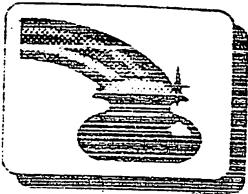
People love to hear their own names. Use them often in your communication and give others credit for their ideas and suggestions.

Ask them questions and send feedback about their opinions.

③ I use good eye communication.

Really seeing people is very different from just looking at them. Use verbal and non-verbal signals to let your listeners know that you want to talk with them, rather than at them.

④ Know why you are listening helps you focus your listening energy an organization thrives when you listen.



Closing Activity :

PERSONAL ACTION PLAN

1. INTRODUCE the activity with the following statement:

The next activity you are about to do is your personal action plan. This is a good starting point if you are serious about improving your listening skills. Think about the insights and informations you have learned.

2. SHOW the set of questions to serve as their guide in doing the action plan.

a. What did you learn about listening?

b. What did you learn about yourself as a listener?

c. How can you improve your listening skills?

3. TELL them to make a commitment to improve their listening skills in their respective organization and personal life and design a personal action plan to help them reach their goal.
4. DISTRIBUTE to them the action plan form provided. ILLUSTRATE and EXPLAIN how to accomplish it.
5. GIVE them 20 minutes to do the activity.
6. Close the session by saying: Improving listening skills requires breaking old habits, putting new skills in place and practicing these new skills until they become you. Self-improvement is a life-long project. While there is no such things as perfect listening, we can always strive to continuously improve ourselves. By transforming these plans into action, we can become effective communicators and leaders not only in our organization but also in our families and communities.

PERSONAL ACTION PLAN

Instruction: Design your personal action plan by completing the following statements.

1. My current listening skills are effective in the following areas.
 2. I need to improve my listening skills in the following areas:
 3. I will implement an action plan for listening improvement in the following manner:
 - a. My listening goals:

- b. My plan for reaching my goals:
- c. My timetable:
4. The following person(s) will benefit from my improved listening skills:
5. They will benefit in the following ways: