



## What Is This Module About?

Imagine how your life would be like if you cannot speak. What if you can speak but the people around you cannot hear. It would be very difficult, wouldn't it?

We are blessed with the capacity to say things and express ourselves through the use of languages. We can hear and receive information from other people. The ability to use and understand language is a gift that human beings often take for granted. We use this gift every day. . . to talk to people and communicate, unmindful of its value. The wonderful gift of language is very important to humans. It is unfortunate however, that in spite of our special ability to use this gift of language, communication between and among us is often not very effective. This may be because of the wrong choice of words which result to hurt feelings, confusion and misunderstanding. This bogs down the communication process.

This module, will teach you all about the communication process. It will also help you discover the importance of the gift of language and how you can be a better communicator. Finally, it will teach you how to effectively give and receive constructive feedback.

This module is made up of three lessons:

Lesson 1 — *The Communication Process*

Lesson 2 — *Giving Constructive Feedback*

Lesson 3 — *Receiving Constructive Feedback*



## What Will You Learn From This Module?

After studying this module, you should be able to:

- ◆ describe the human communication process;
- ◆ give the steps and guidelines for giving constructive feedback; and
- ◆ demonstrate how to receive non-constructive feedback.



## Let's See What You Already Know

Before you start studying this module, take this simple test first to find out what you already know about the topic. Answer the questions below briefly. Write your answers on the spaces provided.

Name the four major components or elements of the communication process.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

State the two reasons for giving constructive feedback.

5. \_\_\_\_\_
6. \_\_\_\_\_

State two ways of receiving non-constructive feedback.

7. \_\_\_\_\_
8. \_\_\_\_\_

Identify two possible effects of non-constructive feedback on an individual.

9. \_\_\_\_\_
10. \_\_\_\_\_

Well, how was it? Do you think you fared well? Compare your answers with those in the *Answer Key* on page 39 to find out.

If all your answers are correct, very good! This shows that you already know much about the topics in this module. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin Lesson 1.

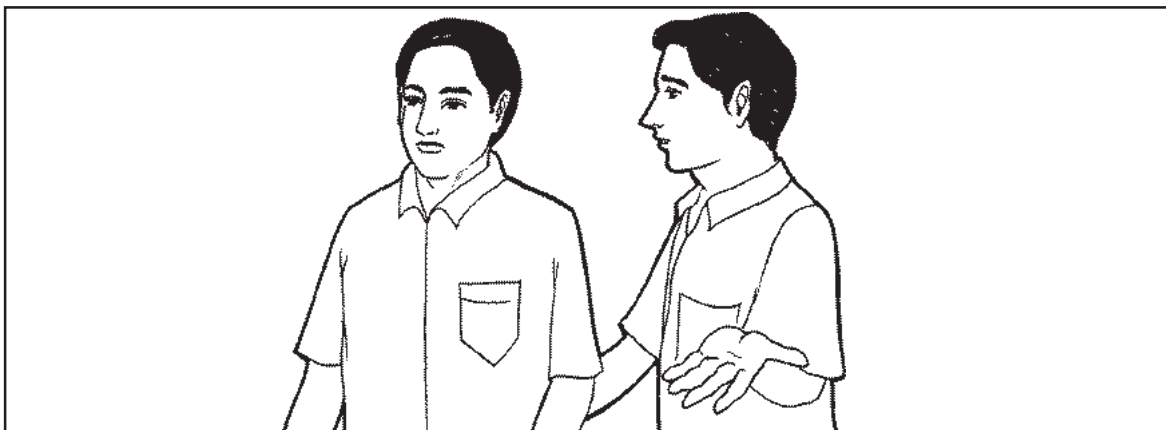
# The Communication Process

Human beings are blessed with the ability to communicate through language. Language allows you to express your ideas and feelings accurately. Whatever language you use, basic principles and certain guidelines have to be observed to make the communication process effective.

This lesson will teach you all about the communication process and its elements.

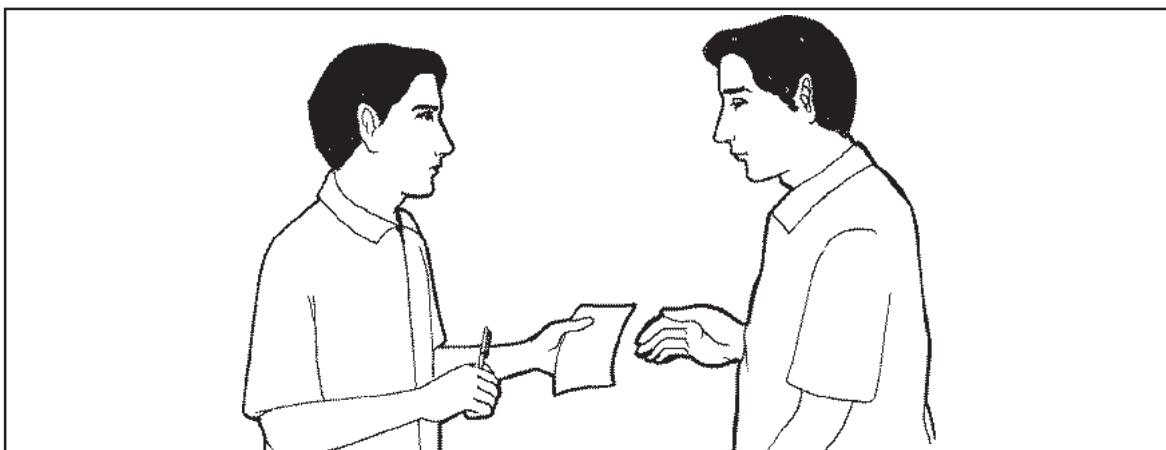


### Let's Think About This



In the drawing above, Carlo is trying to talk to Jose. But Jose could not hear him because he is deaf. Carlo did not know this and felt that Jose was just ignoring him.

Jose later on wrote on a piece of paper that he is deaf. He gave this to Carlo.



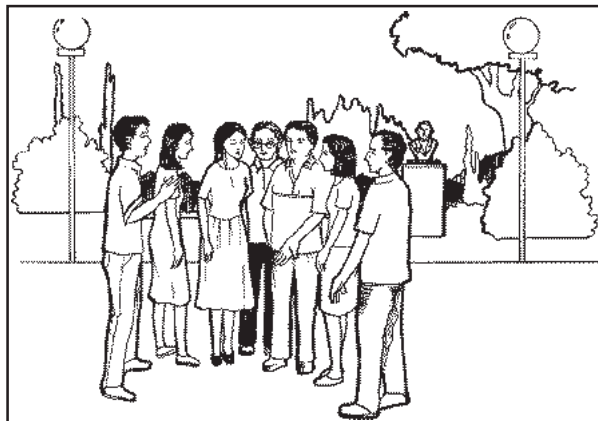
If you were Carlo, how would you react? Now that you discovered that Jose is deaf, what would you do to communicate with him? Reflect on this for a few moments before proceeding to the next part of this lesson.

Communicating with a deaf person may be difficult. It would be a good start to learn sign language. Using sign language is a means of communicating using hand and body gestures. Another way is for you to write down your statements or ideas on a sheet of paper. Although communication may be achieved this way, it is still easier to use language and your ability to talk.



## Let's Learn

The word **communication** came from the Latin word **communicare** which means “to share.” When you communicate, you try to “connect” with another person. A communication process becomes effective when the ideas expressed are understood. This way, communication acts like a bridge to connect two or more people, enabling them to affect each other through the process.



Communication is a process. It involves a sharing of ideas. There are four important components in the human communication process. Study the figure below.



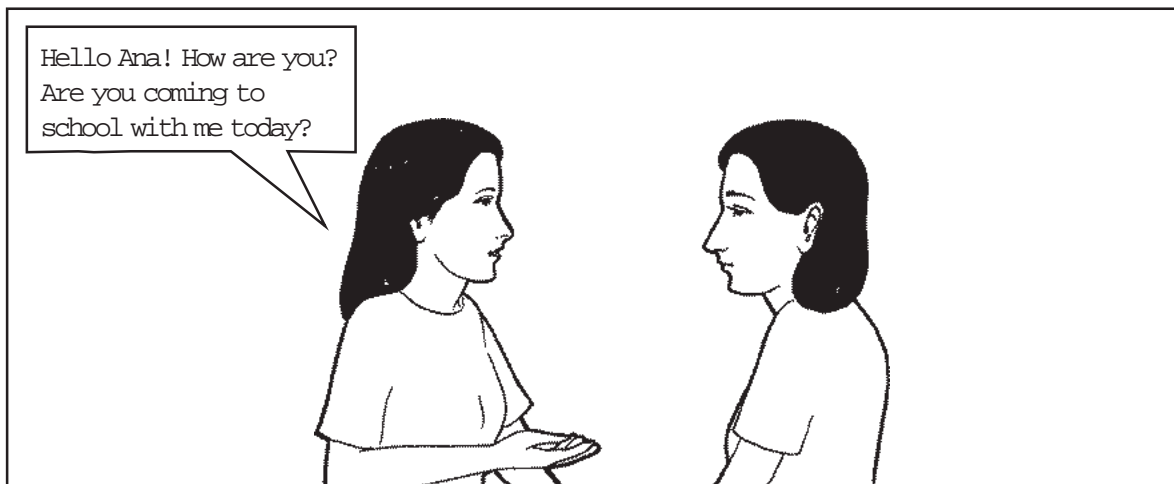
The human communication process is composed of four very important components: the sender, the receiver, the message and the medium.

1. **The Sender** — the one who sends the message in the communication process.
2. **The Receiver** — the other person involved in communication. He/She receives the message and processes it in his /her mind.

For effective communication to take place, the people involved in the process should alternately change roles as sender and receiver. Hence, one can be a receiver for a moment but later on be a sender in a conversation. In fact, this shifting of roles is both necessary and important to allow effective communication to occur.



## Let's Study and Analyze



In the illustration above, Tina is sending a message to Ana. Whenever Tina talks, she is the sender. Ana hears what Tina is saying. She is, therefore, the receiver.



In the illustration on the previous page, Ana responded to Tina. Ana is the one speaking, she is now the sender. Tina then becomes the receiver. Note from this example that during a conversation, one changes role from sender to receiver many times. This is how communication works. It is not a one-way but a two-way process! This process facilitates the exchange of ideas for better understanding.

3. **The Medium** — the means by which the message is sent. There are different types of media. These include:
  - a. **Spoken word or oral communication** — the most common way of sending messages in a conversation.
  - b. **Written communication** — refers to sending messages through writing. Letters, notes and memoranda are examples of this.
  - c. **Non-verbal communication** — refers to body language including gestures, motions and facial expressions. A smile, a raised eyebrow, a frown and head movements can convey certain meanings.
  - d. **Technological media of messages** — refers to sending messages using technological equipment like radios, telephones, etc.



## Let's Try This

What message is being conveyed by each person's body language in the illustrations below? Write the possible meaning of each non-verbal gesture on the spaces provided.

1.



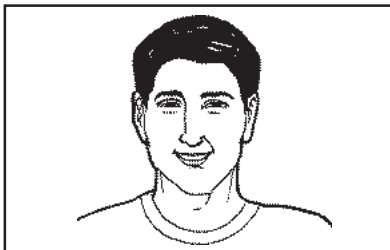
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2.



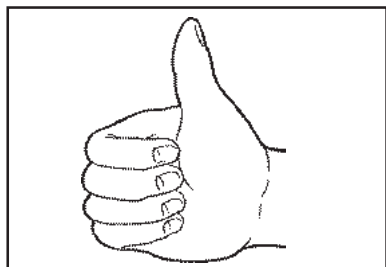
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3.



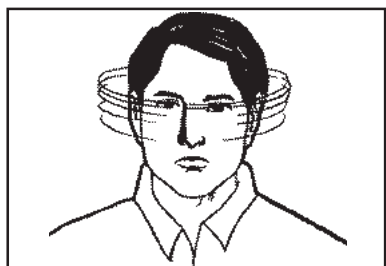

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4.



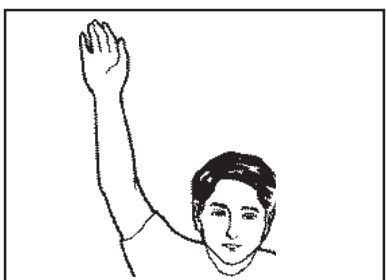

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5.




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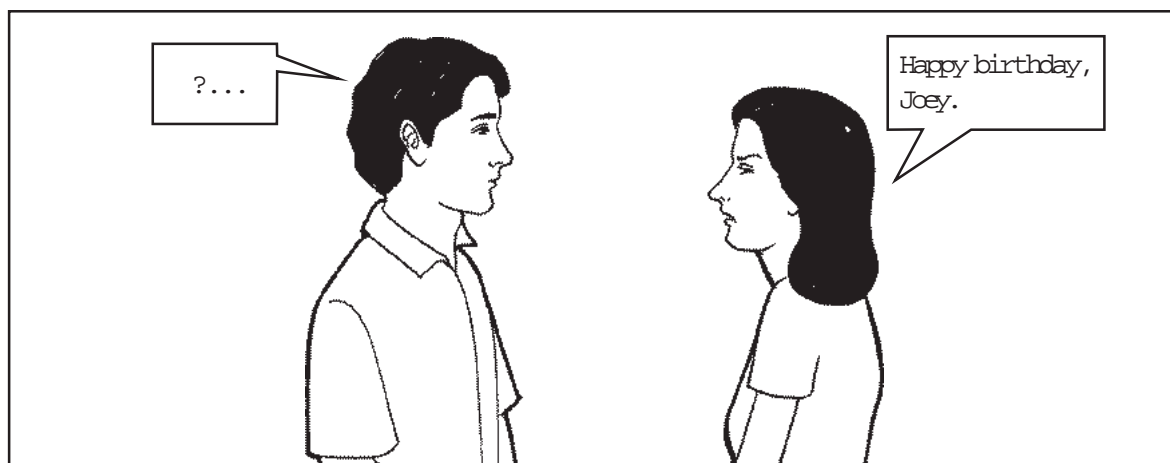
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Compare your answers with those in the *Answer Key* on page 39. If your answers are different from mine, that's okay. The meanings of non-verbal gestures may vary from person to person. For example, to us, Filipinos, moving our heads from side to side means saying "no." In India, doing the same thing is similar to saying "yes." It is therefore important to clarify the meanings of gestures to the person you are communicating with so that confusion or misunderstanding can be avoided.

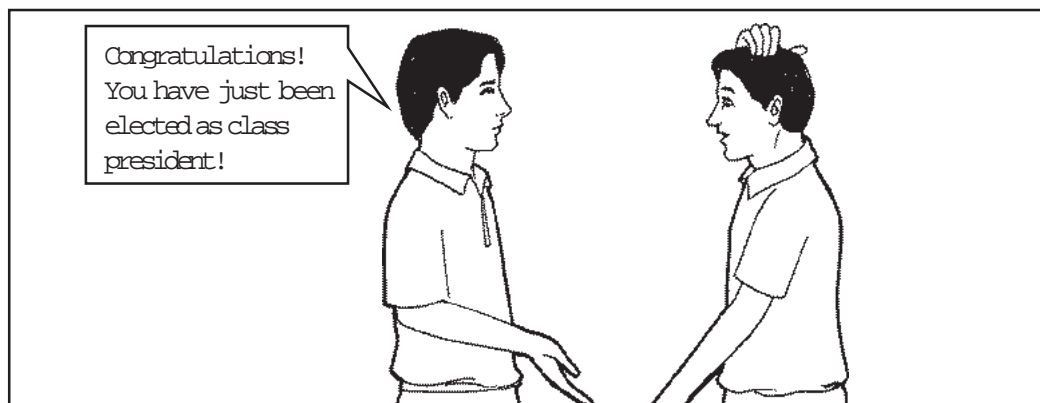
The non-verbal gestures during a conversation are sometimes more important than actual spoken words. Look at the following illustration.



Carla is greeting Joey a very happy birthday but her face showed disgust. She frowned and refused to smile. If you were Joey, how would you interpret Carla's gesture? Which one would you believe more, her spoken words or non-verbal gestures?

Have you heard of the term **mass media**? These refer to the means by which a message reaches the masses at a given time. An example would be the radio. This is a form of mass media that carries a message and reaches many people. Can you think of other forms of mass media? List down as many as you can and note how they are used.

4. **The Message** — the last but perhaps the most important component of the communication process. This is what you are actually transmitting. This is what the receiver receives and interprets. Without this, there can be no communication.

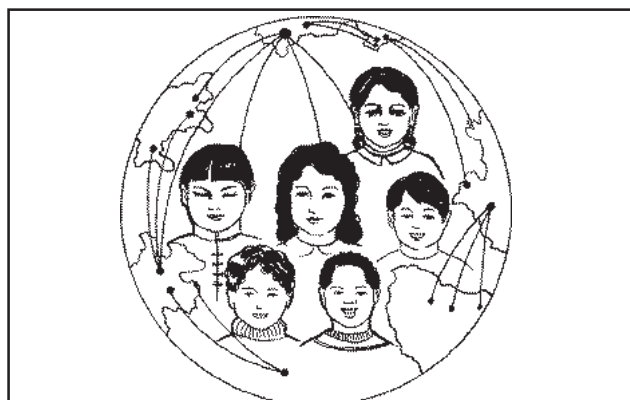


In the example above, what is the actual message? Would you be happy to receive such a message? If you were the receiver of the message, how would you react? What would you say? What would you do?

The language used in communicating also differs from place to place and from country to country. It is important that the persons who are communicating use the same language, otherwise messages will not be understood.

How about you? What languages can you speak or understand?

People from different places usually say the same things in different ways. This is true if the places are very far away from each other.





The word “Hello,” for example, can be said in different ways. Impress your friends by learning these words from the illustration below. Say them aloud and use them during conversations.



### Let's Try This

Observe people quietly as they talk to each other. You can, for example, listen to your mother and father as they talk. You can also observe your classmates. While observing, note who the sender and receiver are. Determine the medium and the message. What did you learn from this activity?

The preceding activity illustrates that the communication process is dynamic! This means that it is always changing and evolving. A sender at one point can become the receiver at some other point and vice-versa. The medium may suddenly change and messages certainly change too. But in spite of all these changes, people still understand each other. This implies that communication works.



### Let's Think About This

Think of a conversation where the persons involved speak in different languages. If you are talking to a foreigner like a Japanese friend who does not understand anything you say, how will you convey your messages to him/her? How will you invite him/her to eat? How will you thank him/her?



## Let's See What You Have Learned

Below is an illustration showing a conversation taking place between a mother and her child. Identify the receiver and sender, the medium and the message in each frame. Write your answers on the spaces provided.



### Frame 1

1. Sender  
\_\_\_\_\_
2. Receiver  
\_\_\_\_\_
3. Medium  
\_\_\_\_\_
4. Message  
\_\_\_\_\_  
\_\_\_\_\_

Jose arrives at the store and points to a can of sardines.



Aling Josie gave him what he wanted even without saying a word.

### Frame 2

1. Sender  
\_\_\_\_\_
2. Receiver  
\_\_\_\_\_
3. Medium  
\_\_\_\_\_
4. Message  
\_\_\_\_\_  
\_\_\_\_\_



### Frame 3

1. Sender

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2. Receiver

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3. Medium

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4. Message

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Compare your answers with those in the *Answer Key* on pages 39–40.

If you got a score of ten or higher, very good! You learned a lot from the lesson. Just review the parts you missed. If you got a score of five or below, review the lesson before proceeding to the next one.



### Let's Remember

The communication process has four important components. All of these should be present for communication to take place.

- ◆ **Sender** — the person who sends the messages
- ◆ **Receiver** — the person who receives the messages
- ◆ **Medium** — the means by which the messages are sent
  - a. orally
  - b. through writing
  - c. non-verbally
  - d. technological media (examples: radio, telephone, cellphone, etc.)
- ◆ **Message** — what is actually being sent. This must be understandable for communication to work.

# Giving Constructive Feedback

The process of communication involves the exchange of ideas between or among people. For communication to be effective, the message sent must be interpreted the way it is supposed to be understood. This implies that the sender and the receiver should therefore be on the same wavelength. They should have the same cultural and educational background or have similar shared experiences.

In Lesson 1, you learned about the communication process. You learned that it is a dynamic and ever-changing process that involves a sender and a receiver. You also learned about the different media that people use to send messages. But how does effective communication happen? How does the sender know how his/her message was received?

This lesson will teach you what feedback is and how to effectively use it. A very important part of communication is giving constructive feedback. This lesson will also tell you what constructive feedback is as well as how to best send it to the person you are communicating with. Constructive feedback is important to make communication more effective.



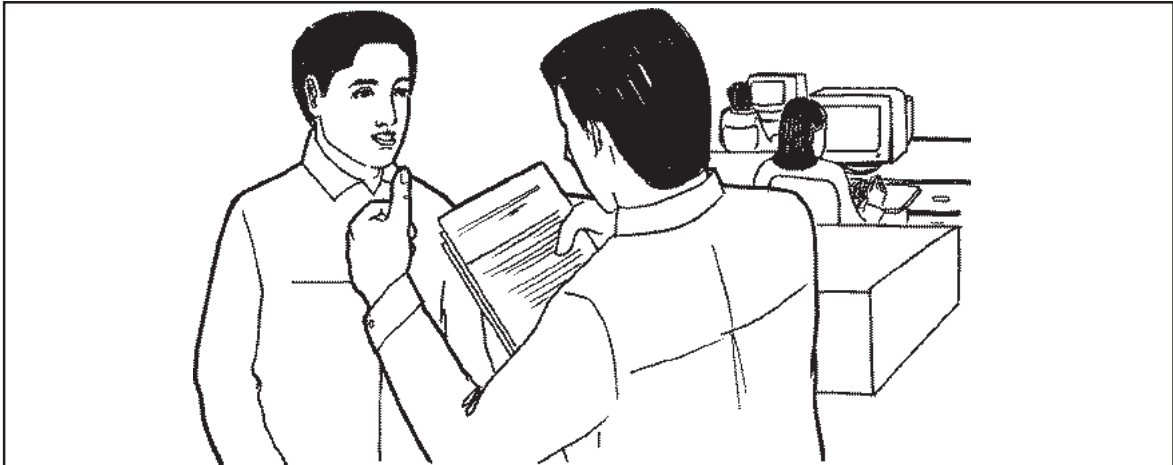
## Let's Think About This

Recall a conversation in which somebody said something that hurt your feelings. Recall also an instance in which you sent messages that you knew might hurt other people. Was communication effective because of this? Were you able to get the results you wanted? If you can go back in time and say things again differently, how would you say them?

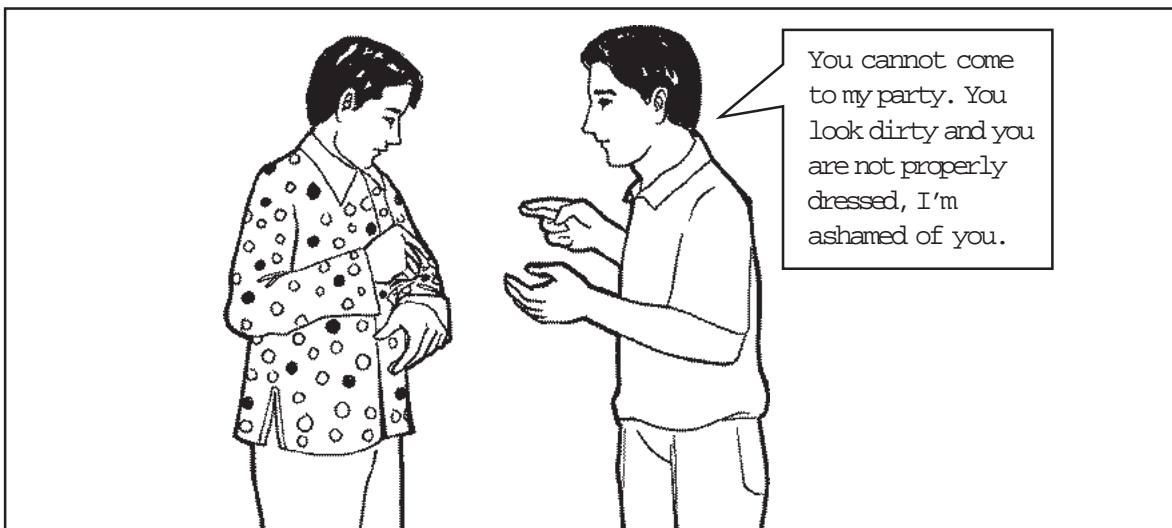


## Let's Study and Analyze

The process of communication involves giving and receiving feedback. A **feedback** is a response to a statement or a comment. It is a reaction to something you have heard or observed. It is usually spoken but it can also be written. It can also be conveyed through body language. Study the illustration below.



Giving effective feedback is an art. It is also a skill which, unfortunately, not everybody has. Sometimes we express disapproval to certain behaviors or dissatisfaction or disappointment with a person's work or performance. In instances like these, you have to be very careful in giving feedback. You should choose your words carefully to avoid hurting someone's feelings. Before you speak, it is important to think first about what you are going to say and how best to say it. Study the conversation below.



If you were the receiver, how would you feel? Do you think the feedback was effective? If you were to change the statement above on the preceding page, how would you say it?

Write a possible feedback to the dialog.

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Most people would feel bad upon receiving such feedback. It communicates rejection. To make it more effective, it can be changed to “Your clothes are not really appropriate for the occasion. Why don’t you change first before coming to my party?”

If you received the feedback given above instead of the one in the dialog, would you have felt better? Chances are, you would. You see how the right choice of words can change a destructive feedback to a constructive one?

In giving feedback, it is important to follow the principle of “putting yourself in the other person’s shoes” to make it more effective. This means imagining how you would react if you heard your own feedback. This is an important principle that one should follow to make communication work.

**Constructive feedback** is a response that aims not to hurt or put down other people. Constructive feedbacks are statements that are carefully worded so as to consider the receiver’s feelings to achieve desired results.

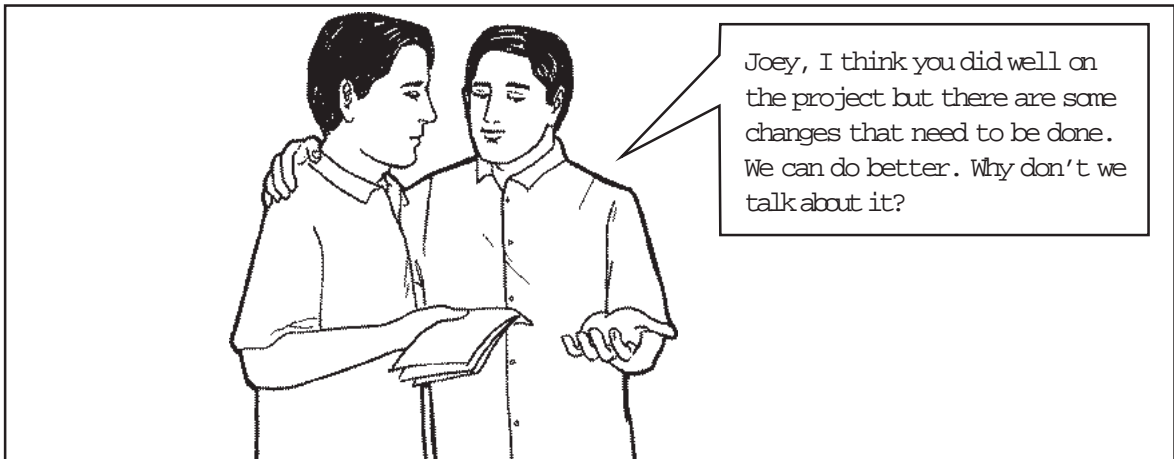
Have you ever criticized someone? **Criticisms** are statements of evaluation. A criticism is basically a form of feedback. It is a reaction to a statement or a message. There are two types of criticisms. These are destructive and constructive criticisms.

Study an example of a destructive criticism below.



What do you think of the statement above? How would you feel if you were the receiver? How would you react? Would you know what to do with the suggestions the sender gave?

This example of destructive criticism shows ineffective communication. Instead of making people react favorably and take the same corrective action toward the speaker’s desired goal, nothing is achieved. This is because feelings are hurt and intentions are not made clear. Study the following example of a constructive feedback in a similar situation.



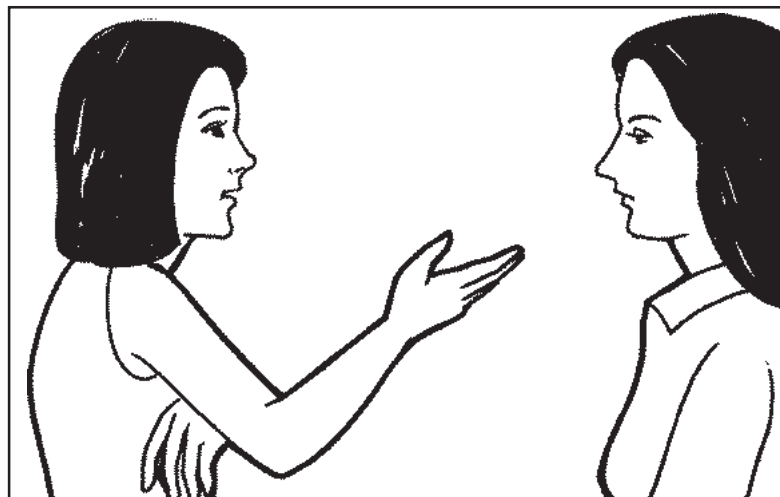
If you were the receiver, how would you feel? Would you be more inclined to act according to the wishes of the sender? Why? Notice that in both instances, the message was that Joey's work was not quite satisfactory. But in the second example, the message is given in a non-hurting, non-antagonistic way.

If criticisms are given constructively, they would be taken into account more easily. This is because feelings are not hurt in the process. Hurt feelings usually make people less eager to work. People who feel bad about themselves don't perform well.

Constructive criticisms or feedback leads to effective communication and ultimately, better results. It aims to encourage and not destroy or put down people. Constructive feedback inspires positive actions and avoids hurting the feelings of others. Wouldn't people be happier if everybody knew how to give constructive feedback? Start with yourself. Study how to give constructive feedback.

The following are some common ways of giving constructive feedback.

1. Always think first before saying anything. Your mind should always work faster than your mouth. It is always important to realize whether feedback is indeed needed. If it is not necessary, it would often be better if no words are spoken at all. Fewer words mean fewer mistakes.



2. If you decide that feedback is needed, it is important to be clear as to why it is needed. What is the purpose of your feedback? Knowing as to why you are giving feedback is as important as the feedback itself.



What do you think is the purpose of the feedback in the above example?

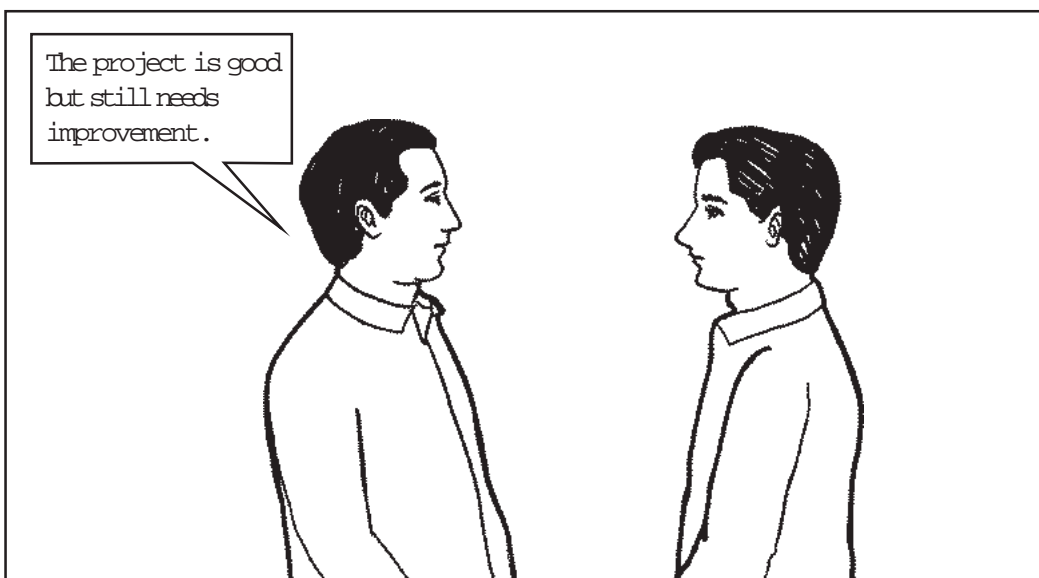
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The purpose of the above feedback is to question why the meeting did not start on time. It could give a signal that the meeting should start promptly next time.

3. Now, once you are sure of the purpose of the feedback, choose your words. Avoid using words that can hurt a person's feelings. Focus on the situation and not on the fault of the receiver.







## Let's Try This

Look at the following criticisms. Note how a destructive criticism can be reworded to become constructive. You can make your own variation for each criticism.

### Destructive

"I think you are stupid."

"You are useless."

"I don't like your work."

"You are always late."

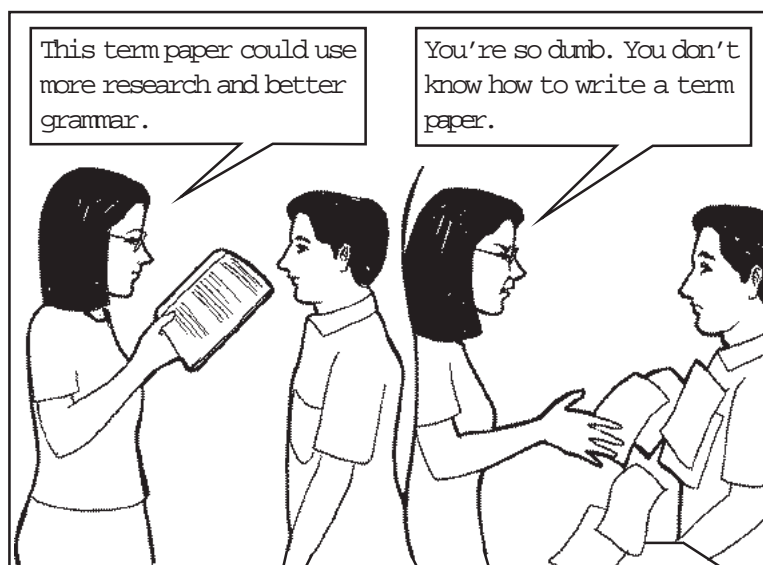
### Constructive

"The project needs improvement."

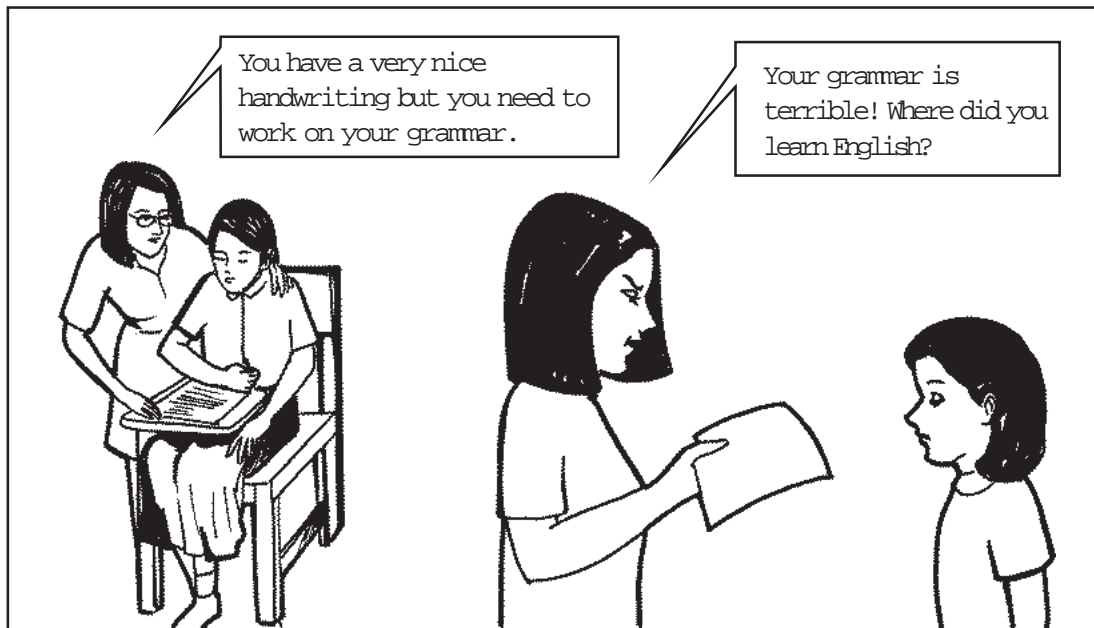
"Our homework could have been finished on the scheduled time if we worked faster."

"I feel that the term paper needs a major revision."

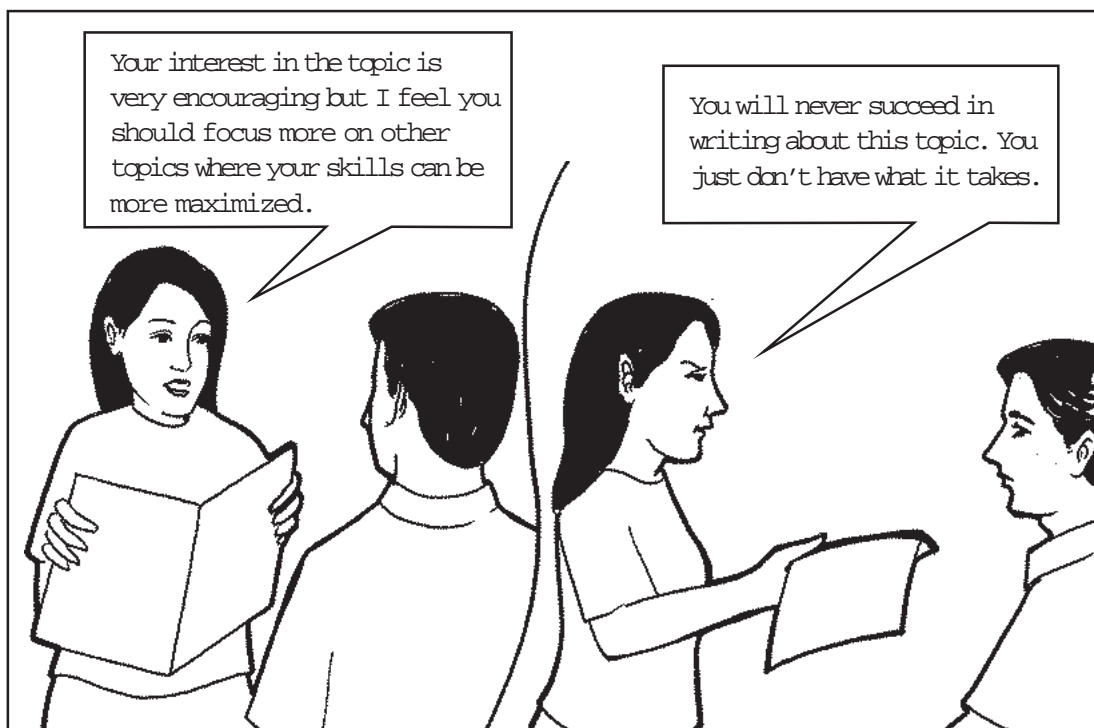
"We can pass our project earlier if we only follow our work schedule strictly."



4. If hurting words cannot be avoided, it is important to focus not only on the faults or mistakes of the person but also on his/her strengths. Emphasizing a person's merits promotes self-esteem and encourages people to act toward your desired results.



Focus not only on the mistakes but also on the positive qualities of the person. This encourages action.





## Let's Try This

Say the statements below aloud. Make your own variations for each constructive statement.

### **Destructive**

"You need to do well this time."

"This project is better off without you."

"You irritate the other group members with your corny jokes."

"You never do anything right."

### **Constructive**

"Your patience and energy is helpful in this project but we would appreciate it more if you work harder than usual this time."

"Your ideas for the presentation are really interesting but I don't think we have much use for them this time. Do you have other suggestions on the recent changes in our schedule?"

"I appreciate your effort to make us laugh but they don't seem to work. Can you please just keep quiet?"

"Your persistence is admirable but you don't seem to deliver good results for this project. Do you want to work in another area where you can be of help?"



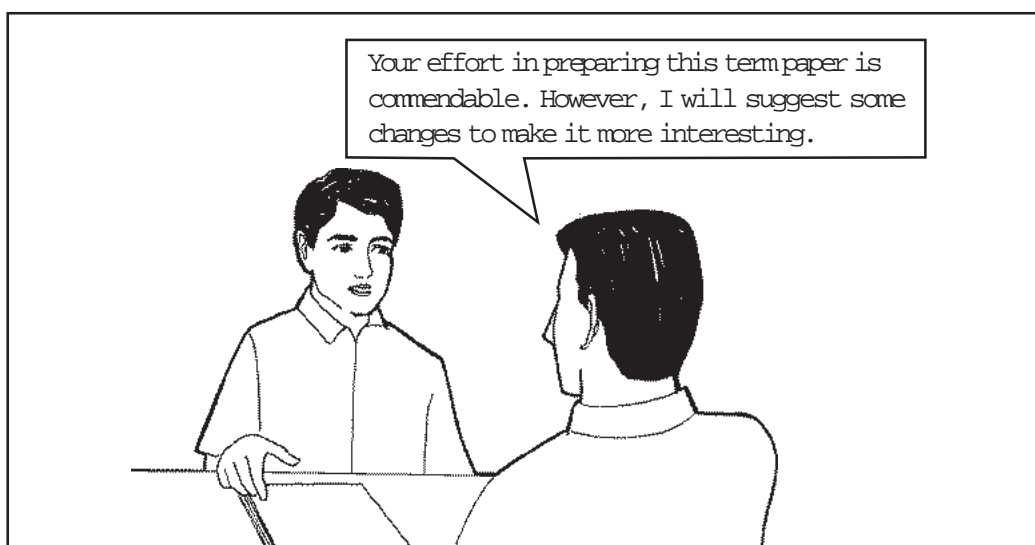
## Let's Try This

Complete the sentences below. After completing them, say the statements aloud. You can ask a friend to respond to them afterward.

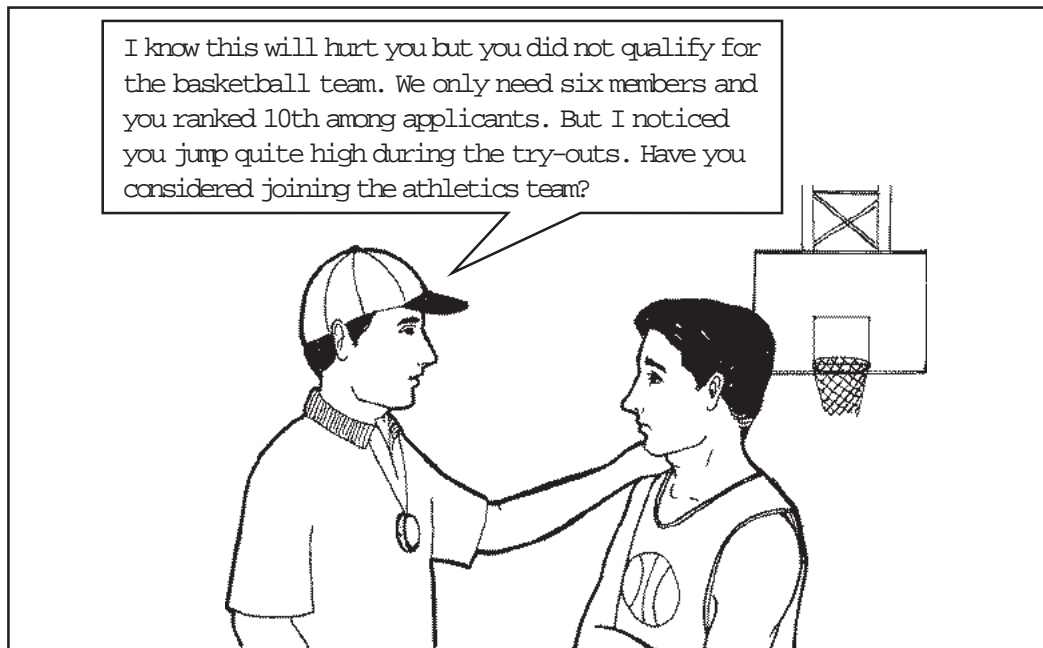
1. I appreciate your \_\_\_\_\_ but I think that \_\_\_\_\_.
2. I noticed that you are always \_\_\_\_\_.  
However, \_\_\_\_\_.
3. You seem to be very \_\_\_\_\_. It would help the project more if \_\_\_\_\_.
4. \_\_\_\_\_ is something I admire in you but you seem to \_\_\_\_\_.
5. You are \_\_\_\_\_ and this is appreciated. But it would be better if \_\_\_\_\_.

Compare your answers with those found in the *Answer Key* on page 40. The answers given are just some of the possible answers. You can have your own variations. Discuss your answers with your Instructional Manager or Facilitator if you are not sure if they are right.

5. Start your feedback with encouraging words. If a hurting word is unavoidable, explain why they are being said. Stating the purpose of the feedback clarifies to the receiver or listener why it is being made.



Start your feedback with encouraging words and positive comments. This lessens the blow of the unavoidable hurting words.



Below are some examples of encouraging statements. Practice saying them aloud.

You can use these statements when giving constructive feedback.

- ◆ "You did great!"
- ◆ "Your ideas are very interesting."
- ◆ "Why don't you draw some more figures, you seem very good at it."
- ◆ "I wish I had your persistence."
- ◆ "I admire your patience."
- ◆ "People notice that you are always punctual, that's very good."
- ◆ "Good work!"
- ◆ "You deserve an award."
- ◆ "I am happy with your performance."
- ◆ "You have the knack for putting things together, keep it up."

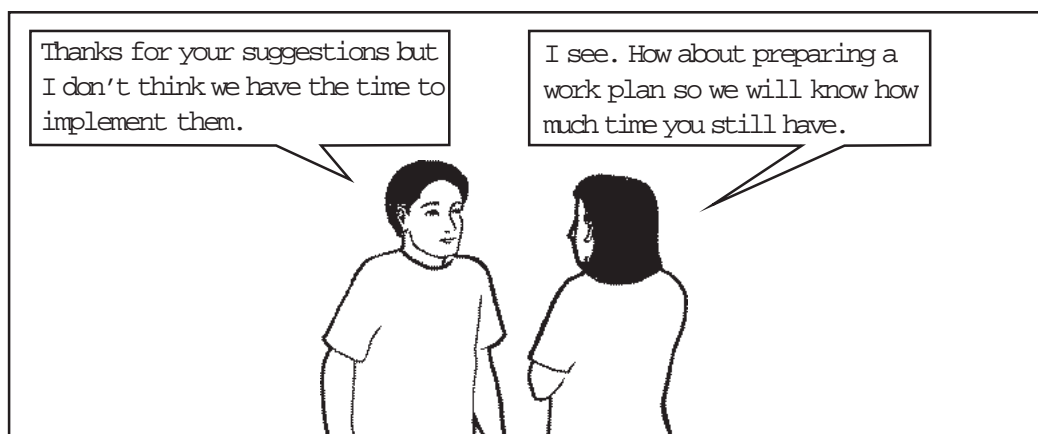
6. After giving your feedback, ask the receiver for his/her reaction. This way you will know if he/she understood your statement the way you want him/her to. This also allows assessment of the existing status of your conversation.



Here are some ways to ask for reactions or feedback from your receiver. Practice saying them aloud.

- ◆ “What do you think of our decision?”
- ◆ “How do you feel about it?”
- ◆ “Do you think you can handle that?”
- ◆ “So, what do you think?”
- ◆ “What are your plans now?”
- ◆ “What’s your opinion on this matter?”
- ◆ “Do you think the proposal is okay?”
- ◆ “What changes do you suggest?”
- ◆ “What’s your opinion?”
- ◆ “Any suggestions or comments?”
- ◆ “Can you answer my questions?”

7. Make follow-up constructive feedback when necessary. This is done to emphasize important points and make sure that the communication process is effective.



Below are some expressions that you can use. Study them, then say them aloud.

“I hope you understand what I explained to you earlier. Do you have any questions?”

“What I meant was \_\_\_\_\_, I hope you understand that.”

“Can you explain yourself some more?”

“I didn’t mean for you to take it that way. What I meant was \_\_\_\_\_.”

“I hope I did not hurt your feelings. It’s just that I need to tell you these things.”

“Would you like us to discuss this some more?”

It is important to remember that communication is an art. Practice makes perfect. Saying the statements aloud was a good start. Giving constructive feedback is a skill that needs to be mastered. Practice is the best way to achieve this. You can practice giving constructive feedback at home or with your friends as often as you can. Why don’t you give this a try?



## Let’s Try This

Complete the following statements used in giving constructive feedback. Then practice saying them aloud.

1. I appreciate your \_\_\_\_\_. However, I think that \_\_\_\_\_.
2. I am sorry but I think \_\_\_\_\_.
3. I think you are very \_\_\_\_\_. Can you \_\_\_\_\_ this time?
4. How about \_\_\_\_\_? I think that would be great.
5. I hope you \_\_\_\_\_ because you are \_\_\_\_\_.

Compare your answers with those in the *Answer Key* on page 40. You may have your own answers. You may discuss your answers with your Instructional Manager or Facilitator if you are not sure if they are correct.



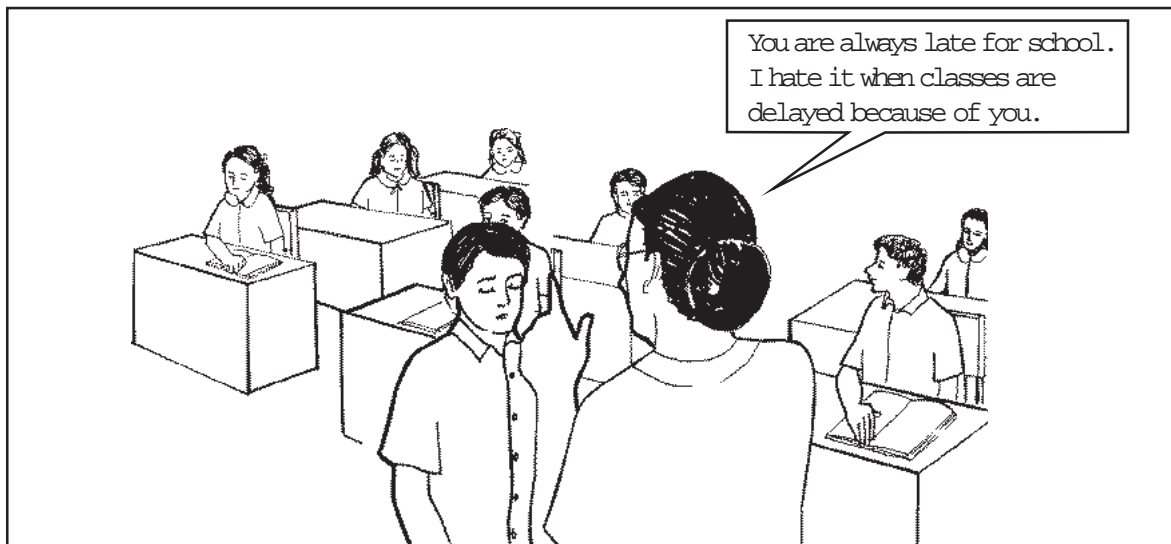
## Let's Try This

Practice giving constructive feedback to a friend. Pretend that you are working as a group and you don't like his/her work. How will you tell his/her that he/she should do better? Afterward exchange roles. Ask him/her to give you a constructive feedback. Then assess your statements. Ask each other how you felt after receiving the feedback. What words encouraged you to do better? What words discouraged you? Were you able to apply giving constructive feedback in this activity?



## Let's See What You Have Learned

Look at the illustration below. Change the given feedback into a constructive one. Write your own feedback on the space provided.



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Compare your answer with the sample in the *Answer Key* on page 41. They will give you an idea of how destructive feedback can be rephrased or restated into constructive ones. Your answer may not be exactly the same as the one given. The important thing is that you already know what a constructive feedback is. If you feel that you have already learned well from this lesson, you may proceed to the next one.





## Let's Remember

- ◆ A **constructive feedback** is a response or reaction given to a particular statement or situation. It aims to correct and not to destroy, to achieve results and not to hurt feelings. The following are the steps in giving constructive feedback:
  1. Think first before giving feedback. Determine if the feedback is really necessary before saying anything.
  2. State clearly why feedback is needed. Knowing the aim in giving feedback serves as a guide on how the feedback itself is to be made.
  3. Choose your words carefully. Avoid words that can hurt someone's feelings. Focus on the situation and not on the mistakes of the receiver.
  4. Emphasize the receiver's positive points and avoid fault-finding.
  5. Start your feedback with encouraging words. Explain why it is necessary.
  6. After giving feedback, ask for the receiver's reaction. This will help you assess the situation and determine if further feedback or clarification is needed.
  7. Make follow-up feedback when needed.

# Receiving Constructive and Non-Constructive Feedback

In Lesson 2, you learned about giving constructive feedback. You learned that giving constructive feedback is an art that needs to be practiced.

This lesson will now teach you how to receive feedback. It would not be much of a problem if the feedback was stated in a positive or constructive way. Constructive feedback is most often readily accepted and favored by receivers. However, not all speakers have the ability to give constructive feedback. But there are some speakers who do not have the skill to give constructive feedback.

This is why this lesson will also teach you how to receive negative feedback that tend to hurt or discourage most people.



## Let's Think About This

Recall a conversation wherein somebody said something that hurt you. How did you feel? Were you inclined to follow that person's suggestions? What did you do upon receiving his/her feedback? If you can go back in time and change how you responded, what would you have said instead?



## Let's Study and Analyze

A constructive feedback is an effective feedback. It is properly worded and encourages a positive response. Study the conversation below.



In the conversation on the previous page, was the feedback given constructive? If it was, how would you respond?

Study the conversation below.



This time, was the feedback constructive? How would you have responded? Since giving constructive feedback is an art that requires practice, not all people you get to talk to will be able to do it at once. It is important for you to know what to do or how to respond when given a non-constructive feedback. This is another important skill you need to learn for effective communication.

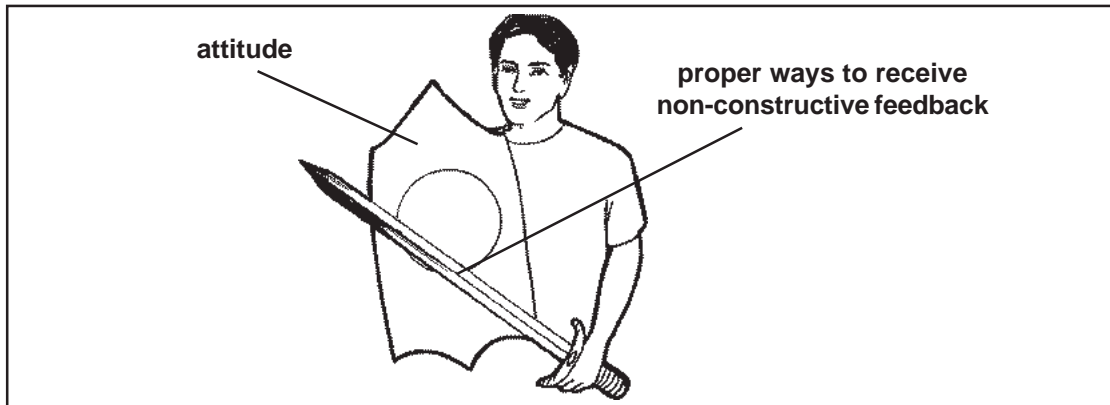
Receiving non-constructive feedback can be devastating. Non-constructive or destructive feedback can hurt or put down other people. If you have experienced being given non-constructive feedback before, you will know what I mean. **Non-constructive feedback** are statements that are not carefully worded. They do not consider other people's feelings and often do not achieve the desired results. They usually hurt other people's feelings and strain interpersonal relationships.

Study another example of a destructive criticism below.



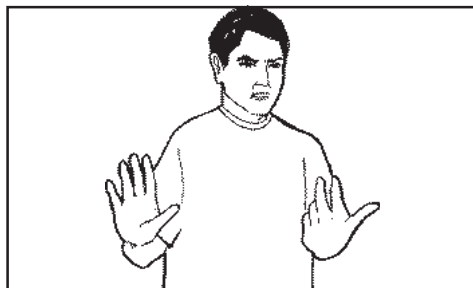
What do you think of the conversation above? How would you feel if you were the receiver? How would you react?

The example of a destructive criticism in the illustration in the previous page can cause the process of communication to become ineffective. Nevertheless, if you were the receiver in a similar situation, there is still something you can do. Although you would have wanted the criticism to be done constructively, they can't always be so. Hence, you need to know how to respond when given a non-constructive criticism.



Study the ways of reacting to non-constructive feedback listed below.

1. After receiving non-constructive feedback, do not react immediately. Chances are, your feelings were hurt. Hurt feelings can lead you to retaliate and say hurting words in return. When you receive non-constructive feedback, think first. Again, your mind should always be faster than your mouth. Give some time for your anger to die down before responding.



2. Once your anger subsides, assess the situation. Analyze why the feedback was given. What was the purpose of that feedback? Knowing why the statements were made is as important as knowing the statements themselves. Ask yourself, "Why am I hurt?" "Why is this person saying these things to me? Are what he/she is saying true?"

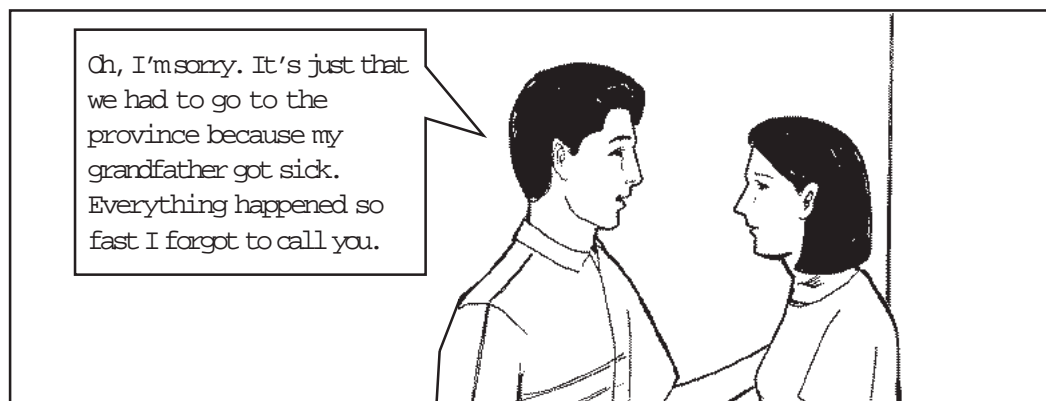


Avoid reacting when angry. Analyze the situation first. Know why the feedback was given and see if it has a tinge of truth in it.

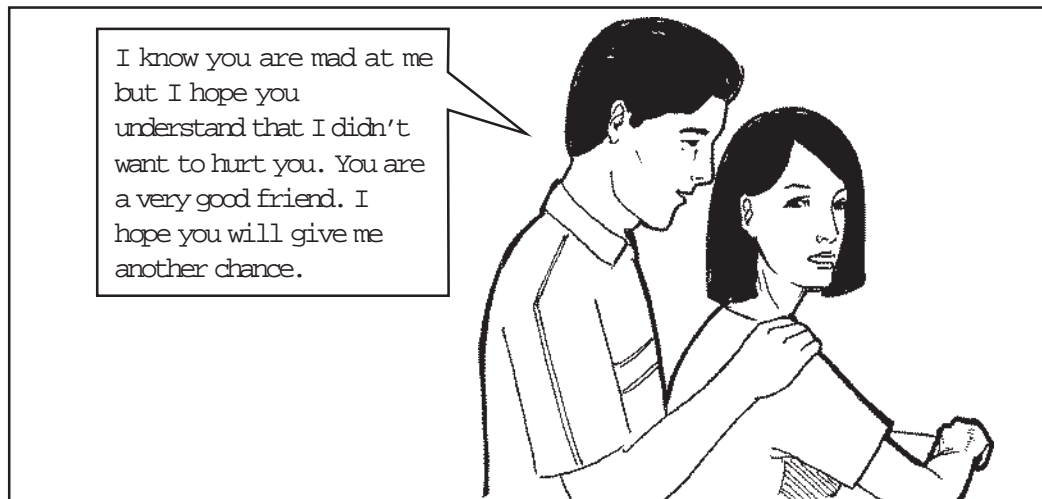
3. Ask the person what made him/her give the non-constructive feedback to clarify the situation. Have him/her enumerate his/her reasons as much as possible. These reasons should be specific and clear.



4. Listen very well as the sender explains the reasons for his/her non-constructive feedback. Think of the truthfulness of his/her claims. Try to put yourself in his/her shoes and understand why he/she said words that hurt your feelings.



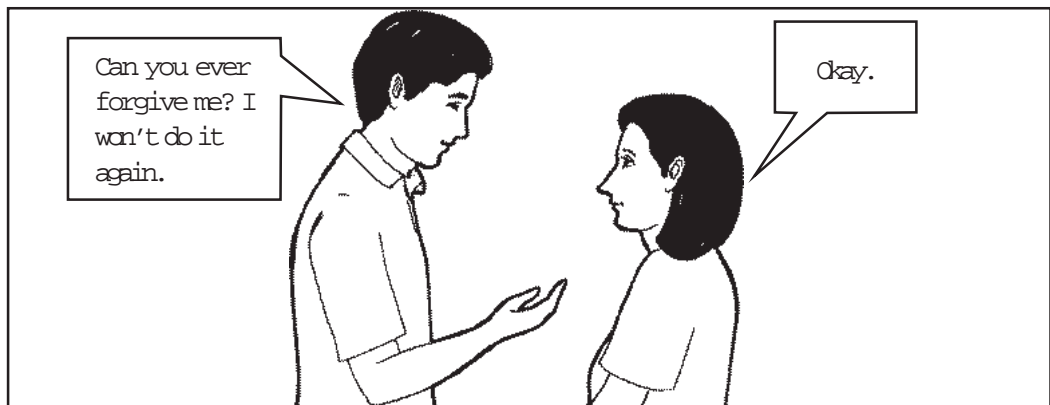
5. When the issues are already clarified, you have the option of responding to the raised issues one by one. Keep calm while doing so. In giving your own feedback to the non-constructive feedback you received, it is important to remain calm. Acknowledge the other person's feelings. If hurting words cannot be avoided, it is important to focus not only on his/her faults or mistakes but also on his/her strengths. Emphasizing a person's merits promotes self-esteem and encourages him/her to act toward the desired results. Study the conversation on page 30.



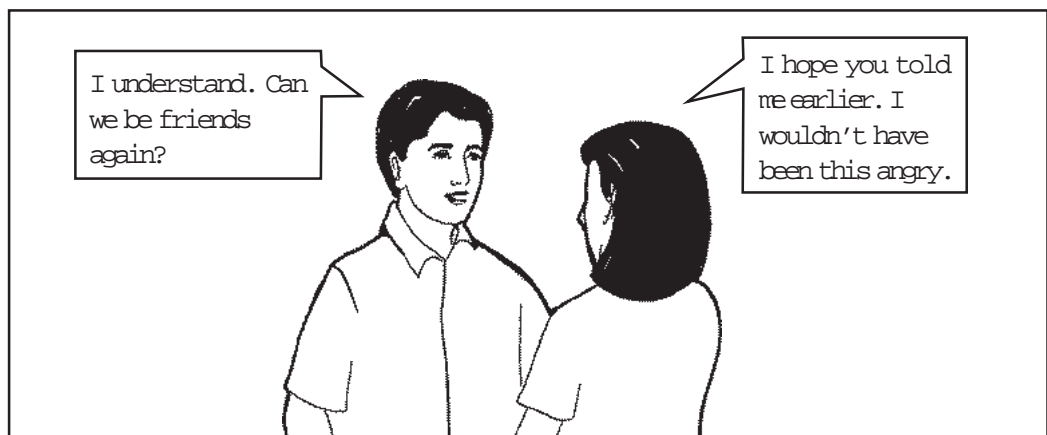
6. Start your own feedback by acknowledging the other person's feelings. Say words such as "I understand that you are angry with me but I want to explain." You can then narrate your explanations. Be as clear and calm as possible.



7. After giving your feedback, gently ask for the person's reaction or response to find out whether you were understood and interpreted the way you wanted to be.



8. Together with the other party try to resolve the issue. It is best to come up with a compromise. You can also make follow-up responses to emphasize important points and make sure that the communication process was effective.



Through all this, it is important to remain calm and friendly. Words can hurt your feelings only if you allow them to. Know your own self worth. Effective communication requires practice. Think of being hurt as part of your learning process. In each conversation, learn something new and apply this in your daily life. The important thing is you now know what effective communication is. It is the sharing of ideas that ultimately leads to desired results. You are well on your way to being an effective communicator. Good luck!



## Let's Think About This

If a friend gives you non-constructive feedback, your feedback does not have to be non-constructive too. Effective communication requires clarification of issues and calmness all throughout the process, don't respond immediately. Wait for your anger to subside. Talk only when you are already calm and composed. Always use a friendly tone.

On the left column are some non-constructive feedback. Study the possible responses on the right column.

### Non-Constructive Feedback

### Possible Response

"You are so useless! I don't like your work."

"I understand that you are angry now. Can you please tell me exactly what you don't like about my work? Why do you think I am useless?"

"I hate you!"

"You feel angry right now because of something I said or did. Can you please tell me what it is that made you angry with me?"

"Why are you so hardheaded?"

"What do you mean when you said I am hard-headed? Have I done anything wrong? . . . Let me explain."



## Let's Try This

Below are some non-constructive feedback. Fill in the blanks with constructive responses.

### Non-Constructive Feedback

### Response

"I don't want you in our group anymore."

"I understand how you feel.  
I hope \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.  
Can you please explain why  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_."



“I think you are stupid.”

“You know I feel \_\_\_\_\_  
about what you said. I think

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Although there are many possible ways to respond, check out the sample responses in the *Answer Key* on page 41.



## Let's Try This

Talk to a friend again. Pretend that you are planning a surprise party for another friend. His/Her ideas do not seem to work. Give examples of constructive and non-constructive feedback. How will you tell his/her that him/her ideas are not quite good? Focus on how each one feels when receiving non-constructive feedback. Apply what you have learned about receiving non-constructive feedback from this lesson. Exchange roles afterward. Then discuss how non-constructive feedback is best received.



## Let's See What You Have Learned

Give responses to the non-constructive feedback given below. Use the blank provided.



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Compare your answers with those in the *Answer Key* on page 41. You may give different answer as long as you follow the guidelines discussed in the lesson.



## Let's Remember

- ◆ Receiving constructive feedback is easy. Receiving non-constructive feedback, on the other hand, is not. To make the process of communication effective, it is best to know how to receive non-constructive feedback. The following are the steps in receiving non-constructive feedback.
  1. Do not react or respond immediately after receiving non-constructive feedback. Chances are, you are still angry at this point. Give yourself some time to think and relax first before responding.
  2. When you are already calm, assess the situation. Analyze why the feedback was given.
  3. Ask the person what motivated him/her to give the non-constructive feedback. Clarify his/her reasons and analyze them.
  4. Listen very well to his/her explanations. Try to put yourself in his/her shoes by understanding the situation from his/her viewpoint.
  5. Respond only after issues have been clarified. Give your own constructive feedback to the points raised. Start your feedback by acknowledging his/her feelings.
  6. Remain calm and be as clear as possible while explaining your side.

7. Ask for a response after you made your own feedback. Assess his/her responses.
8. Come up with a compromise if possible. Resolve the issues together and offer acceptable solutions. This will then make the communication process effective.

Well, this is the end of the module! Congratulations for finishing it. Did you like it? Did you learn something useful from it? A summary of its main points is given to help you remember them better.



## Let's Sum Up

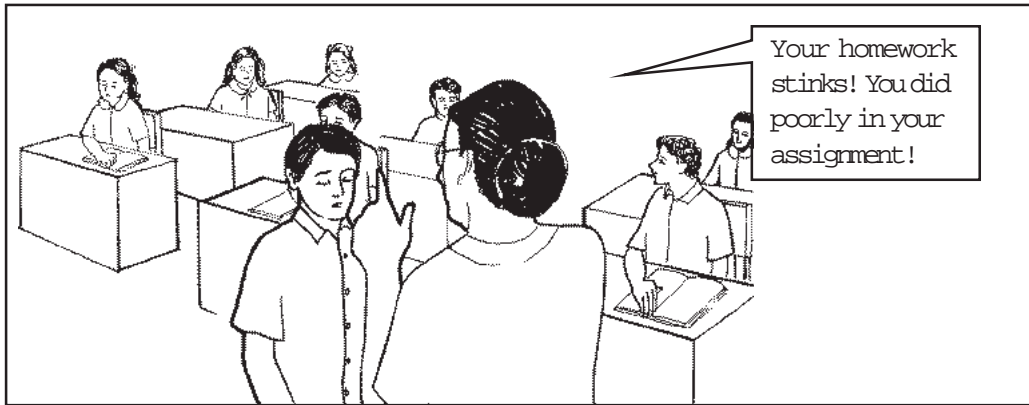
- ◆ The process of communication has four components, namely:
  - ◆ **Sender** — the person who sends messages;
  - ◆ **Receiver** — the person who receives messages;
  - ◆ **Medium** — the means by which messages are sent such as:
    - a. orally
    - b. through writing
    - c. non-verbally; and
    - d. technological media
  - ◆ **Message** — the information that is being sent.
- ◆ The four components of communication must be interactive for communication to be effective.
- ◆ A **constructive feedback** is a response given to a message which aims to achieve results without hurting the receiver's feelings. The following steps should be followed in giving constructive feedback.
  1. Think first before giving feedback.
  2. Determine if the feedback is really necessary before saying anything.
  3. Be clear as to why feedback is needed.
  4. Choose words carefully when giving feedback.
  5. Focus on the situation and not on the mistakes of the receiver.
  6. Emphasize the receiver's positive points and avoid fault-finding.

7. Start your feedback with encouraging words and explain why it is necessary.
  8. Ask for the receiver's reactions to your feedback to assess the situation and determine if further feedback or clarification is needed.
  9. Give follow-up feedback if needed.
- ◆ The following are the guidelines in receiving non-constructive feedback:
1. Avoid reacting in anger. Give yourself some time to think and relax first before responding.
  2. Assess the situation. Analyze why the feedback was given.
  3. Clarify and analyze the reasons behind the non-constructive feedback. Listen very well to the sender's explanations.
  4. Respond only after the issues have already been clarified. Give your own constructive feedback to the points raised. Start the feedback by acknowledging the other person's feelings.
  5. Ask for a response after you make your own feedback. Assess this afterward.
  6. Come up with a compromise if possible. Resolve the issues together and offer effective solutions. This will make the communication process more effective.



## What Have You Learned?

1. In the illustration below, determine who the sender and the receiver are. Identify the medium and the message. Write your answers in the blanks provided.



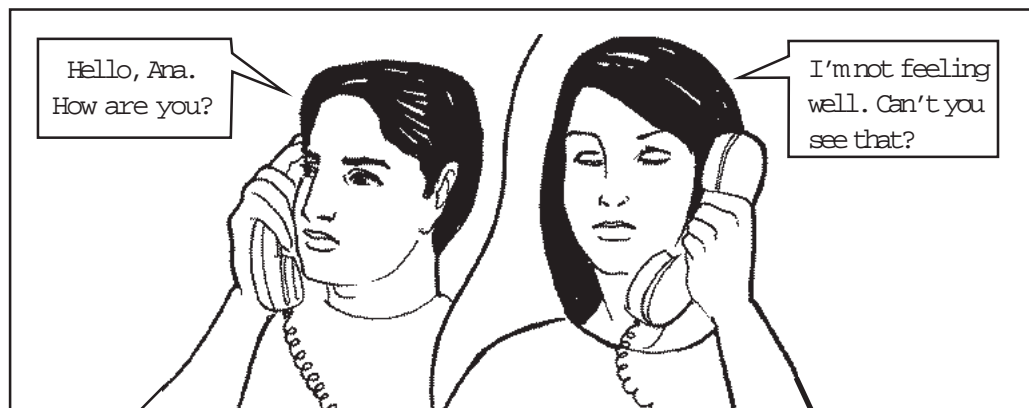
Sender \_\_\_\_\_

Receiver \_\_\_\_\_

Medium \_\_\_\_\_

Message \_\_\_\_\_

2. Change the non-constructive feedback in the figure below to a constructive one. Write your answers on the space provided.



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3. Respond to the non-constructive response in the illustration below. Write your answer on the blank space provided.



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Compare your answers with those in the *Answer Key* on page 41. The answers to question numbers 2 and 3 may vary. If your answers are similar to those in the *Answer Key*, well done! You can now apply giving and receiving constructive feedback to be able to communicate better. Congratulations!



## Answer Key

### A. Let's See What You Already Know (*page 2*)

1. message
2. medium
3. sender
4. receiver
5. Constructive feedback does not hurt other people's feelings.
6. Constructive feedback makes it easier to achieve desired results.
7. Remain calm always.
8. Clarify the other person's motivation for giving the feedback.
9. It could hurt the other person's feelings.
10. It may hinder the achievement of your desired results.

### B. Lesson 1

*Let's Try This (pages 6–7)*

1. anger, irritation, dissatisfaction
2. happiness, joy, gladness, satisfaction
3. approval
4. disapproval
5. saying goodbye

*Let's See What You Have Learned (pages 10–11)*

#### Frame 1

- A.
1. Sender : Mother
  2. Receiver : Joey
  3. Message : Please buy a can of sardines from Aling Josie's store.
  4. Medium : Spoken language

## **Frame 2**

- B. 1. Sender : Joey  
2. Receiver : Aling Josie  
3. Message : I want to buy a can of sardines.  
4. Medium : Non-verbal signals or body language

## **Frame 3**

- C. 1. Sender : Joey  
2. Receiver : Mother  
3. Message : Here's the can of sardines.  
4. Medium : Spoken language

## **C. Lesson 2**

### *Let's Try This (page 20)*

1. I appreciate your concern but I think our group cannot accommodate another member as of this time.
2. I noticed that you are always on time for our meetings, that's great. However, the organization needs more from you in terms of selling our products.
3. You seem to be very interested in the project. It would help the project more if you arrived on time for our meetings.
4. Your honesty is something I admire in you but you seem to talk too much.
5. You are very organized and this is appreciated. But it would be better if you become less demanding of our other group members.

### *Let's Try This (page 23)*

1. I appreciate your suggestion. However, I think it would be better if we just follow what the group had already agreed upon.
2. I am sorry but I think the company needs to increase it's sales performance. You have to double your efforts to sell our products.
3. I think you are very energetic. Can you please be a little less too eager this time?
4. How about a meeting to discuss our proposal? I think that would be great.
5. I hope you continue the work that you already started because you are an important part of this presentation.



*Let's See What You Have Learned (page 24)*

Do you have any problem at home? Is it why you're always late? I can talk to your parents, if you want.

#### **D. Lesson 3**

*Let's Try This (pages 32–33)*

1. I understand how you feel, I hope you can clarify what you mean. Can you explain why you don't want me in the group anymore?
2. You know, I feel bad about what you said. I think we need to talk about how you feel about me.

*Let's See What You Have Learned (pages 33–34)*

1. I notice that you are very angry. I hope we can talk about this. Can you please clarify what you mean when you said I was arrogant and selfish?
2. What do you mean by my being stupid? Have I done anything wrong?

#### **E. What Have You Learned? (pages 37–38)**

1. Sender : Teacher  
Receiver : A boy in class  
Message : The boy did the assignment wrongly  
Medium : Spoken language
2. I'm not feeling well. Can you come and visit me?
3. I know you don't want to talk to me right now. I just want to explain what really happened. Please give me a chance.



## References

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