

Unit Standards 8962 & 8967

Activity 2 (8962 SO1, AC 1-7)

The facilitator will read/sign a piece of text. In a group, use the who, what, when, where, why and how questions to extract the main idea from the communication.

[illegible]

Effective Communication Self Evaluation

To help you become more aware of your communication habits, complete the following communication self-evaluation by checking either 'Strongly Disagree,' 'Disagree,' 'Neutral,' 'Agree,' or 'Strongly Agree' for each statement. After the quiz, follow the scoring and interpretation grid.

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree
1	I tend not to listen to people with whom I disagree.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
2	I find it difficult to fully participate in conversations where the subject is not of interest to me.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
3	When I feel I know the message the communicator is trying to get across, I stop listening	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
4	I find it easy to listen to others' views even if they are different from my own	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
5	I ask people to clarify things I don't understand.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
6	I usually form a rebuttal in my head while the other person is talking.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
7	I often look as if I am listening when, in fact, I'm not.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
8	I sometimes daydream when I should be listening.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree
9	If I'm not listening, I will tell the person	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
10	I listen for the main ideas, not the details.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
11	I recognize that words mean different things to different people.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
12	If I don't like or believe the other person, I block out what is being said.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
13	I look at the person who is talking.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
14	I concentrate on the other person's message rather than on physical appearance.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
15	I know which words and phrases cause me to react emotionally	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
16	I preplan my communications with others to accomplish my goals.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
17	I anticipate other's reactions to my communications	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
18	I take into consideration how others want to receive my information.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

		Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree
19	I try to determine the mood of the other person (angry, frustrated, worried, etc.)when communicating with them.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
20	I feel that I'm able to communicate my ideas to others so that they understand my meaning.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
21	I often feel others should have known my meaning.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
22	I am able to receive negative feedback without getting defensive	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
23	I practice my listening skills on a regular basis	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
24	I find it hard to concentrate on what someone is saying when there are noise distractions	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
25	I often judge the content of other's messages when they're communicating with me	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
26	I restate information given to me to make sure that I understand it correctly	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
27	I let others know that I recognize the emotional level they are at when speaking to them.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Scoring:

Circle the number that corresponds to your checkmarks for each question. Then add up these numbers to reach a total score.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	5	4	3	2	1
2	5	4	3	2	1
3	5	4	3	2	1
4	1	2	3	4	5
5	1	2	3	4	5
6	5	4	3	2	1
7	5	4	3	2	1
8	5	4	3	2	1
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	5	4	3	2	1
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5
21	5	4	3	2	1
22	1	2	3	4	5
23	1	2	3	4	5
24	5	4	3	2	1
25	5	4	3	2	1
26	1	2	3	4	5
27	1	2	3	4	5
Total =	_____	_____	_____	_____	_____
Grand Total =	_____				

Analysis

See where your grand total fits in the categories below and then read your analysis.

Total Score:

- 109 – 125 You have an excellent understanding of the communication process. Keep up the good work.
- 83 – 108 You have a strong understanding of the communication process and often use it effectively. You have a few areas that could use some extra work. Try to work on your weaknesses.
- 54 – 81 You have a general understanding of the communication process and may occasionally use it effectively. You frequently get into trouble when communicating with others and you have a number of areas that could use some improvement.
- 27 – 53 You have many opportunities to improve your communication effectiveness. Your skills are not what they should be in order to consistently get your message across clearly to others. Other people may frequently misunderstand your meaning.

Activity 3 (8962 S02, AC1-4)

Prepare a short presentation about a subject that interests you. It could be a hobby, sport, politics, etc. The presentation should not last longer than five minutes, with two or three minutes for questions. Present your speech to the group. The other group members will evaluate you about the following:

- Did you combine the spoken/signed word with visual features and body language and did this enhance the presentation?
- Did you use intonation/NMFs appropriately?
- Did you express your own ideas and opinions in ways that reflect respect for others and sensitivity to socio- cultural differences?
- Did the others in the group understand your speech?
- How did your form of politeness impact on the interaction during the question session?

Activity 4 (8962 S03, AC1-3)

The members of the group will take turns to read/sign the article about Jacob Zuma out loud. Each member can read a paragraph until the entire article has been read/signed. In a group, Identify unfamiliar words

Discuss how you can use contextual clues to find out the meaning of unfamiliar words.

[illegible]

Activity 5 (8962 SO4, AC1-6)

Refer back to the article about Mr Zuma. Sort the relevant facts into chronological order. Compare your notes to those of the other groups. Prepare a short presentation in the formal register about these facts. One member of the group to give the presentation to the other groups

[illegible]

Activity 6 (8962 S05, AC1-3)

As part of your pre training assessment, you had to watch an actuality show or documentary on TV, or listen to such a program on the radio.. Identify the facts and opinions. Motivate your answer. Include the details of the program in your assessment: date, subject, interviewer and interviewee.

Discuss your findings with your fellow group members.

What information do you think has been omitted by the interviewer? List at least two instances. Motivate your answer.

How does the tone of the interviewee (the person being interviewed) affect the audience's point of view? Motivate your answer.

How does the point of view of the interviewer affect the audience's point of view? Motivate your answer.

What information do you think has been selected by the interviewer? List at least two instances. Motivate your answer.

What information do you think has been left out by the interviewer?

How do your findings compare to those of the other group members?

Refer back to the article about Mr Zuma in handout 1. Do you think any facts or information has been left out? Motivate your answer.

Think of political speakers and how they use rhetorical questions. In a group, list at least three examples.

On the second page in handout 1 there is an article about the marriage of Nelson Mandela's grandson. In this article there is an example where the first person is quoted. Find the example and quote it below.

Think of political speakers who use the first person to include you in their speech, thereby influencing the audience. List at least two examples.

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Do you think using rhetorical questions and first person is a good way of influencing the audience?

Activity 7 (8967 SO1, AC1-2)

During your pre training assessment you were required to do research about future career prospects. List the sources you used.

Can you think of any other sources you can consult? Name them.

Where can you find information about HIV/AIDS? List two sources of information.

Activity 8 (8967 SO2, AC1-6)

Have a group discussion about the advantages and disadvantages of studying in a group.

[illegible]

Activity 9 (8967 S04, AC1-6)

In your groups, discuss the process of gathering information, classifying and recording the information. Refer to the activities you undertook during your pre-training assignments. What would you do differently?

[illegible]

Activity 10 (8967 SO5, AC1-4)

Have a group discussion about ways to improve the behaviour of bus and taxi drivers. Use the steps in the negotiation process to prepare for negotiations with taxi drivers. Break into separate groups, where one group represents taxi drivers and the other group represents passengers. Negotiate for better service from the taxi drivers

[illegible]

Break up into your groups. Take five minutes to list three examples of conflicts and disputes of importance to you in your work and in your life where negotiation could be used effectively. After the discussion, each person in the group, in turn, tells the group, very briefly, about one idea and then discussions, questions and suggestions are discussed within the group.

This is an individual activity that has to be discussed in the groups afterwards

Have you ever been involved in a team or group: at schools, work or sport? What was the purpose of the team?

Were the team goals achieved? Do you think teamwork or lack thereof affected the achieving of the team goals?

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What would you do differently if you were the team leader?

Activity 11 (8967 SO6, AC1-3)

Select one organisation from the services industry that is also a small business, such as a hair dresser. In a group, discuss the following:

Communication channels in the organisation
Communication resources such as telephone, fax, computers
Technological resources used by the organisation, such as computers
What multilingual needs exist in the organisation

In a group, discuss your research from the pre training assessment about a manufacturing business.:

Communication channels in the organisation
Communication resources such as telephone, fax, computers
Technological resources used by the organisation, such as computers
What multilingual needs exist in the organisation

Discuss your own organisation:

Communication channels in the organisation
Communication resources such as telephone, fax, computers
Technological resources used by the organisation, such as computers
What multilingual needs exist in the organisation

List the similarities and differences between the organisations and how the differences impact on the occupational learning of the employees.

[illegible]

Activity 12 (8967 SO3, AC1-3)

In a group, develop a lending sheet for the video list in handout 2

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