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Life Skills:

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Module 2: Interpersonal Communication

Facilitator's Manual



MYDev Life Skills Curriculum
An Adaptation of EDC's Work Ready Now! Curriculum

Module 2: Interpersonal Communication






*“Sa komunikasyon mahalaga ang unang impresyon”
The first impression you give is important in communication.*

Interpersonal Communication Objectives

By the end of the module, participants will:

- ✓ Identify and demonstrate non-verbal communication
- ✓ Listen actively and speak appropriately
- ✓ Identify and practice good customer service skills

Module Overview

|  Activity |  Time |
|--|--|
|  Session 1: Listening & Speaking Effectively | 4 hr 20 min |
| 1: Introductory Activity & Learner's Reflection | 1 hr |
| 2: Non-Verbal Communication | 35 min |
| 3: Effective Listening | 45 min |
| 4: Effective Speaking | 1 hr |
| 5: Choosing a form of communication | 1 hr |
|  Session 2: Cooperating with Others | 1 hr 45 min |
| 6: Self-Assessment of Working in Groups | 35 min |
| 7: Cooperating with Others | 1 hr 10 min |
|  Session 3: Customer Care | 3 hrs 5 min |
| 8: Giving Exceptional Customer Service | 1 hr 10 min |
| 9: Customer Service and the Role of Word of Mouth | 45 min |
| 10: Module 2 Review and Application | 1 hr 10 min |
| | Total Time: 9 hr 10 min |

Module 2 Materials and Preparations

- Basic training materials:** manila paper, markers, tape, A4 paper
- Make sure participants have their Participant's Handbook available.

Session 1:

- Before the activity, ask for 2 volunteers to prepare a brief role play for Step 3 (below)
- Prepare a visual with the phrase in Step 3 (below)
- 1 paper ball (or another object that can be tossed from person to person)
- Review main concepts from previous module
- Prepare a manila paper with the proverb (below) to discuss with learners.
- Learners' Reflection
- Review objectives of the module
- Identify how non-verbal communication plays a role in the next topics: listening and speaking skills
- Make 3 copies of **Facilitator Tool 2.A: Listening Scenarios** and select an appropriate role play to use with the participants or create a new one
- Before the activity, ask for volunteers to prepare the role play, give them a copy of the role play and brief them on what they will need to do
- Handout 2.1: Effective Listening Observation Form**
- Make 3 copies of **Facilitator Tool 2.B** and select an appropriate role play to use with the participants or create a new one
- Before the activity, ask for volunteers for the role play. Give them a copy of the description of the role play and brief them on what they will need to do
- Handout 2.2: Effective Speaking Skills & Strategies**
- Handout 2.3: Three Forms of Workplace Communication.**

Session 2:

- Handout 2.4: Working in Groups Self-Assessment**
- Handout 2.5: Cooperating with Others Roles**
- Make copies and cut-out the roles for all participants from **Trainer Tool 2.C: Roles for Actors and Observers**
- Handout 2.6: Elements of an Effective & Cooperative Team Member**

Session 3:


- Before the activity, ask for volunteers to prepare to perform the scenario in **Facilitator Tool 2.D: Role Play on Customer Service**. Make copies of this Trainer Tool as needed.
- Handout 2.7: Giving Exceptional Customer Service**
- Write down the phrase (Step 1 below) on manila paper.
- Paper strips with the statements: strength, weakness, learning, challenge
- Paperballs, box
- Fast music (mp3, cellphone)
- Make 1 copy per participant of the End-of-Module Assessment


SESSION 1: LISTENING AND SPEAKING EFFECTIVELY

Activity 1: Introductory Activity

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Review the main concepts of the previous module (Personal Development)
 - Identify the topics that are important for interpersonal communications
 - Take a Learner's Reflection

 **Time Required:** 60 minutes

 **Methodology:** pair share, large group discussion

 **Materials and Preparation:** manila paper, A4 paper, markers, tape

- Before the activity, ask for 2 volunteers to prepare a brief role play for Step 3 (below)
- Prepare a visual with the phrase in Step 3 (below)
- 1 paper ball (or another object that can be tossed from person to person)
- Review main concepts from previous module
- Prepare a manila paper with the proverb (below) to discuss with learners.
- Learners' Reflection
- Review objectives of the module

Steps:

1. Welcome learners to Module 2 and quickly review the main concepts from the previous module by having participants throw a ball or other object to one another. The person who catches the paper ball, has to mention a concept or idea from the previous module. (Types of important values and skills, how to set and reach goals, and different ways people learn.) Continue until the main concepts are covered, providing input as needed.

* Facilitator Tip *

You can use other techniques such as having a quiz bee or contest among groups to encourage learners to participate

(10 min)

2. Ask participants to think about the proverb found at the beginning of Module 2: "*Sa komunikasyon mahalaga ang unang impresyon*" (*The first impression you give is important in communication*). In your own words, how do you relate this proverb to yourself? Can you recall your first impression situation with someone else? Do you think the way you talk with your listener is important? (Facilitator calls someone who can start the sharing).

Explain that this module will focus on communication skills at work. Ask them what they think is the relevance between the proverb and the importance of

communication skills at work. How does it relate to their real life situation? The first session will cover speaking and listening.

(10 min)

3. Show the picture below or a visual with this line "I hear you, but I'm not listening" written in a manila paper and ask 2 volunteers (pre-briefed) to act out a short scenario on this as everyone observes. Then let them identify the characteristics of each actor. Ask them, *what do you observe about the 2 characters? Do you think the message speaks about a rude person? Is being rude a good attitude?*

Form 4 small groups by counting 1-4 (group them according to their number). Each group chooses a facilitator, a secretary to write down the ideas in the manila paper and a reporter to present the output. Each group discusses briefly and shares their thoughts on the following questions and write their answers on manila paper:



1. What does it mean to listen/speak effectively?
2. How do you know when you are/are not being listened to or ignored?
3. What do you do when speaking to get your point across?
4. How do you speak to an elder? Supervisor? Friend? Group of people?
5. Why is good (or effective) communication important in our personal and work lives?

(20 min)

4. Each assigned reporter in each group is given 2 minutes to present the group output. After all presentations, the facilitator will explain that in this session they are going to learn about communication skills and how to become more effective and confident listeners and speakers.

(5 min)

Have learners take the Learner's Reflection in their Participant's Handbook. Explain that this is not a test but is a way to see what they already know or do not know about the topics.

Explain the meaning of each column (1, 2, 3, 4). Tell them that you will read a few statements. For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

Read one statement at a time and allow time for learners to think of an answer.

(15 min)

↔ Key Topics ↔

- Non-verbal communication
- Effective speaking skills & strategies
- Effective listening skills & strategies

Learners' Reflection: Module 2 Interpersonal Communication

This is not a test but is a way for us to see what you already know or do not know about the topics. I will read a skill that is listed in the left column. Think about yourself and your experience. I will read the statements across the top. Check the column that best represents your situation. The results will guide me in helping you learn more about this topic.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman natin ang inyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Lahat ng inyong mga kasagutan ay ating tatanggapin.


Babasahin ko ang bawat tanong. Magbalik-tanaw sa inyong mga karanasan at i-tsek ang sagot na naaangkop sa inyong sitwasyon. Ang inyong kasagutan ay magiging gabay ko sa pagpapalawak ng inyong kaalaman tungkol sa paksang ito.


| My experience Knowledge, skills and abilities <i>Kaalaman, kasanayan at kakayahan</i> | 1 I don't have any experience doing this. <i>Wala akong karanasan sa paggawa nito</i> | 2 I have very little experience doing this <i>Kaunting-kaunti lamang ang karanasan ko sa paggawa nito</i> | 3 I have some experience doing this. <i>Mayroon akong karanasan sa paggawa nito</i> | 4 I have a lot of experience doing this. <i>Marami akong karanasan sa paggawa nito</i> |
|---|---|---|---|--|
| Using a variety of strategies to listen carefully to others / <i>Paggamit ng iba't-ibang istrategiya para makinig nang mabuti sa iba.</i> | | | | |
| Using and understanding non-verbal communication cues / <i>Paggamit at pag-unawa ng mga kilos na nagpapahiwatig ng pakikipag-usap.</i> | | | | |
| Asking questions of others when I do not understand / <i>Paghingi ng tulong sa iba kung merong hindi naintindihan.</i> | | | | |
| Speaking clearly and effectively in front of individuals or groups / <i>Pagsalita nang maliwanag at mabisa sa harapan ng mga tao o grupo.</i> | | | | |
| Understanding the importance of customer care and service / <i>Pag-intindi sa kahalagahan ng pag-alaga ng kustomer at pagbibigay ng kaukulang serbisyo.</i> | | | | |
| Striving to provide exceptional customer service, in person or on the telephone / <i>Pagsikap upang makabigay ng pinakamagandang serbisyo sa telepono o harapang pakikitungo sa tao</i> | | | | |

Activity 2: Non-Verbal Communication

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Identify and demonstrate examples of non-verbal communication
 - Be aware of how non-verbal communication impacts the way we give and receive information

 **Time Required:** 35 minutes

 **Methodology:** pair work, large group discussion

 **Materials and Preparation:**

- Identify how non-verbal communication plays a role in the next topics: listening and speaking skills

Steps:

1. Divide participants into 2 groups by having them count 1, 2, 1, 2... Ask group 1 to form a circle. Ask group 2 to form a circle around group 1. Participants in the inner circle should face those in the outer circle.

(5 min)

2. Tell participants to demonstrate to the person they are facing as many ways that they can think of for communicating without using words.

“Show ways that you can communicate how you feel, what you think, or what you want – without talking.”

(10 min)

3. Before introducing the topic, you may ask participants what type of communication were they using when doing the activity. Explain that non-verbal communication is a way to communicate using your body, including facial expressions, using hands or feet, and more. Some examples of non-verbal communication include nodding one's head in agreement, rolling eyes in disagreement, looking at watch and tapping foot in boredom, smiling, etc. Explain that *“the way we use our body can help or interfere our communication with others. Our body can show if we are interested in what the other person is saying or distracted, can show respect or disrespect to the other person, and can give many more messages. We do not always need to talk in order to communicate. There are other ways to send messages.”*

Using the same group, give copies of a picture below and let them identify what each facial expression means.



Source: <https://www.linkedin.com/pulse/20131002044532-4121268-passion-i-like-the-way-you-look>

To process – ask “Why do you think non-verbal communication is important when giving information or when listening to someone? Can you tell the importance of knowing and recognizing non-verbal communication?”

(20 min)

Activity 3: Effective Listening

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Identify effective listening skills & strategies




Time Required: 45 minutes



Methodology: role play, pair work, large group discussion



Materials and Preparation: manila paper, markers, tape

- Make 3 copies of **Facilitator Tool 2.A: Listening Scenarios** and select an appropriate role play to use with the participants or create a new one
- Before the activity, ask for volunteers to prepare the role play, give them a copy of the role play and brief them on what they will need to do
-  **Handout 2.1: Effective Listening Observation Form**



Steps:

1. Explain to participants that they are going to observe a 3-minute role play of a workplace situation. Ask pre-selected volunteers to role play any scenario from **Facilitator Tool 2.A: Listening Scenarios**. Discuss the role play by asking:
 - What is the role play all about?
 - Can you identify any misunderstanding?
 - Why did this situation happen?
 - Has a similar situation happened to you? Have you experienced not listening to someone speaking? Have you experienced speaking and the other person was not listening to you? What happened?
 - If you were one of the characters, what will you do to avoid such situation?

(30 min)
2. Discuss effective listening skills and strategies using **Handout 2.1: Effective Listening Observation Form** in their Participant's Handbook.

Read one statement at a time. Allow learners to show their answers standing up (Yes) or sitting down (No). If many learners answer "no" (sit down), ask: "What could the person have done differently?" Explain that feedback should be given in a positive and encouraging way, not in a way that is judgmental or discouraging. Clarify if there are any questions.

(15 min)

Facilitator Tool 2.A: Listening Scenarios

Role Play 1: At the Hotel

Omar is a front desk worker at Lantaka Hotel. He is responsible for checking guests in, answering the phone, and responding to the needs of hotel guests. He and his girlfriend Sitti have been having some misunderstanding lately so he has been distracted at work. An angry guest from room 202 comes to the desk to complain about dirty sheets. While the guest was complaining, Omar's mobile phone rings. It was his girlfriend. He asks the guest to wait for a minute but he ends up getting into a heated discussion with Sitti. The guest becomes annoyed and says she is going to go out and expects clean sheets by the time she returns in her hotel room. Omar nods his head in agreement and says, "No problem, it will be taken care of". He continues with his phone conversation and he is quite upset when he gets off. Things start to get busy at the hotel ---the hotel phone keeps ringing and a busload of guests arrives to check-in. The guest from room 202 returns, gets her key and within minutes she went down in the lobby shouting that her dirty sheets have not been replaced.

Role Play 2: At the Store

A young man named Jose works in a store selling items such as toothpastes, candles, pens, salt, sugar, and bread. He finds his boss, Maria, annoying and he tends not to listen to her all the time. One day, they had two types of bread to sell. Maria made it clear that the higher quality loaves should go for 50 pesos and the other ones for 30 pesos. All morning many customers came in to buy bread. Jose sold all loaves for the same price --- 30 pesos. When Maria returned, she realized that Jose sold the good quality bread for only 30 pesos. She got angry and said she would make Jose pay the difference.

Role Play 3: At the Construction Site

Patrick is new in his job at Candace Construction. His job is to mix cement for a wall that they are building. His supervisor had told him that for every bag of cement he should mix in 5 bags of sand. Distracted by all the noise around him, he couldn't remember the number of bags of sand to add to the cement. He feared he would lose his job if he asked the supervisor again, so he did what he thought was right – 10 bags of sand for every bag of cement. After the wall had been up a few days, the wall crumbled.

Handout 2.1: Effective Listening Observation Form


Stand up if your answer is **yes** (if the listener uses the standard) or sit down if your answer is **no** (if s/he does not use the standard).


| Standards | Yes | No |
|--|-----|----|
| Do you use appropriate body language to show you are listening? (eye contact, sit upright, nod head, etc.) | | |
| Do you listen to the speaker without interrupting? | | |
| Do you repeat what the speaker has said to make sure you have understood correctly? | | |
| Do you ask questions for clarification when you do not understand something? | | |
| Do you avoid being distracted by noises, mobile phones, or by what other people are doing? | | |
| Do you avoid being distracted by the mannerisms, speaking style, clothing of the person speaking? | | |
| Are you aware of your own attitude & do you avoid being judgmental? | | |


Activity 4: Effective Speaking

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Identify effective speaking skills and strategies

 **Time Required:** 60 minutes

 **Methodology:** role play, pair work, large group discussion

 **Materials and Preparation:** manila paper, markers, tape

- Make 3 copies of **Facilitator Tool 2.B** and select an appropriate role play to use with the participants or create a new one
- Before the activity, ask for volunteers for the role play. Give them a copy of the description of the role play and brief them on what they will need to do
-  **Handout 2.2: Effective Speaking Skills & Strategies**



Steps:

- Facilitator introduces a message relay game. Learners form 3 teams with equal no. of members. All members of the team line up in front of a desk with pencil and paper on it. The last person in the line is designated as the READER. The READER of every team comes in front to silently read a sentence that you have written in a metacard. When the signal is given, the READERS go back to their respective lines and whispers the sentence starting with the person from the back, and so on until the message reaches the person in front. The latter writes down the sentence. When the writer is finished s/he runs to the teacher with the paper. The first team to get the sentence correctly wins. End the game by asking the class to read the sentence with correct pronunciation. Process the game by asking:
 - *What lesson can we get from the activity?*
 - *What will happen if we don't speak clearly?*

(15 min)
- Explain to the learners the importance of focusing on speaking. Discuss the importance of being present, open and connected to those you are speaking to both in speech and body language.

Ask participants when do they think they will need to use effective speaking skills. (*Presenting ideas at work either formally to a supervisor or group of colleagues or informally to co-workers; socially with family and friends.*)

(10 min)
- Explain to participants that they are going to observe a 3-minute role play of a workplace situation. Select the role play you chose from **Facilitator Tool 2.B** and read it out loud. Then ask some volunteers (that you pre-selected and briefed ahead of time)

to act out the scenario.

Discuss the role play by asking:

- Was the speaker able to give a clear message?
- What are some effective speaking strategies that the speaker used?
- What are some things that the speaker can use next time to be a more effective speaker?

✧ **Facilitator Tip** ✧

You may need to change the speaking scenarios so they are more relevant to the work context in which the participants are coming from.

(15 min)

4. In a large group review and discuss the effective speaking skills and strategies. Ask learners to go to **Handout 2.2: Effective Speaking Skills & Strategies** in their Handbook.

(10 min)

5. Ask them to use the standards in **Handout 2.2** to assess the listening skills they observed in the role play.

Read one statement at a time, allow learners to show their answers clapping or stomping. If many learners answer “no” (stomp), ask: “What could the person have done differently?” Explain that feedback should be given in a positive and encouraging way, not in a way that is judgmental or discouraging. Clarify if there are any questions.

(10 min)

Facilitator Tool 2.B: Speaking Scenarios

Scenario 1: At the Mall

You work as a cleaner at a mall with a team of 15 other cleaners. Recently, you have noticed that the quality of the cleaning of some of your colleagues have not been very good and many of them have not been showing up on time. The mall's staff members have started complaining about the unclean halls and stairways. Before these complaints get taken further to the cleaners' manager, you decided to talk with your co-workers to encourage everyone to show-up on time and do a better job next time.

Scenario 2: At the Construction Site

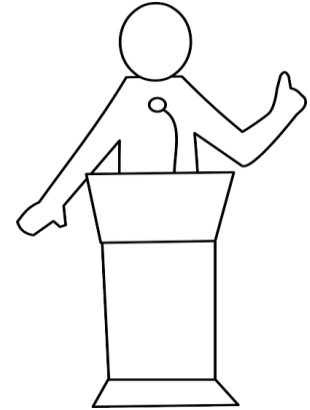
You have been hired by Royal Contractor. For the first few days, your supervisor has asked you to follow one of your co-workers so you can be trained on the job. The co-worker has a negative attitude and does not want to show you how to use all of the equipment properly. You know that if he shows you what to do, the two of you will be able to get the job done quickly and the boss will be pleased. You decide to talk to your co-worker in a friendly and kind way that will convince him to train you properly.

Scenario 3: At the Restaurant

Jericho is a young waiter at Cotabato Restaurant. One busy lunch time, an impatient customer was told it would take over 30 minutes to prepare his Sinigang soup. The customer was angry and began insulting Jericho. Jericho tries his best to calm down the customer and he assures him they'll cook his order as fast as possible and serve it right away.


Handout 2.2: Effective Speaking Skills & Strategies


- ✓ Be clear, brief, concise – to the point
- ✓ Use examples to get to the point
- ✓ Be polite / friendly
- ✓ Be honest
- ✓ Be respectful
- ✓ When you need to be direct, speak with respect
- ✓ Speak with confidence but not with arrogance
- ✓ Be flexible – check the mood and attitudes of others and adjust accordingly
- ✓ Be aware of body language – your own and that of others





Activity 5: Choosing a Form of Communication

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Choose when to communicate verbally, electronically or in writing.

 **Time Required:** 1 hour

 **Methodology:** large group discussion, independent work

 **Materials and Preparation:**

-  **Handout 2.3: Three Forms of Workplace Communication.**



Steps:

1. Explain that nowadays, there are many different ways of communicating. You may choose to write an email, send an instant message, a text message, make a phone call, or write a formal letter. This activity will help you understand the different types of communication used in the workplace so you can choose the right form depending on your needs.

(5 min)

Ask for examples of each of the 3 main ways of communicating at work:

- 1) Verbal
- 2) Written
- 3) Electronic

2. Ask participants to go to **Handout 2.3: Three Forms of Workplace Communication, Part 1** in their Participant's Handbook. Have them work in pairs to complete Part 1, deciding whether each form of communication is verbal, written and/or electronic.

(15 min)

3. Review their responses in a large group. For each item, invite a participant to:
 - a) Explain what it is.
 - b) Give an example of when you may choose to use it in the workplace.

★Trainer Tip ★

Go around the room so everyone shares at least once.

(15 min)

4. Review Part 2 of **Handout 2.3** together as a group. Explain: Once you know what you are trying to communicate, you need to select the best form of communication for your message. The method you choose can make a big difference in how effectively you communicate your message.

(10 min)

5. Have participants complete Part 3 of **Handout 2.3**. Review their responses as a large group.

(15 min)

Handout 2.3: Three Forms of Workplace Communication¹

Part 1: Select the type(s) of communication for each format.

| Format | Verbal | Written | Electronic |
|----------------------------|--------|---------|------------|
| Face-to-face conversation | | | |
| Phone (landline) | | | |
| Mobile phone | | | |
| Interview | | | |
| Meeting | | | |
| Training | | | |
| Presentation | | | |
| Letter | | | |
| Memo | | | |
| Report | | | |
| Proposal | | | |
| Email | | | |
| Fax | | | |
| Voicemail | | | |
| Webinar | | | |
| Conference Call | | | |
| Video Conference | | | |
| Project Management Website | | | |
| Instant Messaging (Skype) | | | |
| Email Mailing List | | | |
| SMS / Text Message | | | |
| Sticky note | | | |
| Other (please add): _____ | | | |

¹ Adapted from Ford Partnership for Advanced Studies, Media and Messages: Building a Foundation of Communication Skills, 2005.

Part 2: Choosing a Form of Workplace Communication²

| Choose a verbal message if... | Choose a written message if... | Choose an electronic message if... |
|--|--|--|
| You want immediate feedback. | You don't need immediate feedback. | You need quick but not immediate feedback |
| Your message is simple and easy to understand. | Your message is complex and requires planning. | Your message is simple, but you're physically separated |
| You don't need a written record of the interaction | You need a written record for your files | You need an electronic record |
| You can get together easily | Your audience is more formal | You are geographically spread out, or want to avoid time-zone barriers |
| You want to solve a problem or make a decision | You want to avoid miscommunication | You want to avoid miscommunication. |

Part 3: Choosing a Form

Instructions: For each type of communication, there are 2 examples of how and when to use that form of communication. Write 3 more examples for each form.


| Verbal | Written | Electronic |
|---|--|---|
| You call a co-worker to see if they can come help you solve a problem | You write a letter inviting people to an event | You use Skype to ask your co-worker a quick question |
| You introduce a new intern to coworkers | You prepare handouts for a presentation | You set up a webinar to show the client the work you did for them |
| | | |
| | | |
| | | |


² Ibid.


SESSION 2: COOPERATING WITH OTHERS

Activity 6: Self-Assessment of Working in Groups

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Assess how they tend to work in groups
 - Recognize that different personalities and approaches affect how a group performs its roles and responsibilities

 **Time Required:** 35 minutes

 **Methodology:** self-assessment, large group discussion

 **Materials and Preparation:** manila paper, markers, tape, key

 **Handout 2.4: Working in Groups Self-Assessment**

 **Steps:**

1. Explain to participants that they are going to do a group activity called “Pass the Key Please”. Divide the group into 2 teams. Arrange the teams so they face one another. Members of each team then join hands. This leaves two “free” hands on each team (the two people at the ends of each line). Give a single key to one of the “end” people on each team. The task is to pass the key from one end to the other without unclasp the hands of the team. The key cannot be passed or kicked along the ground. If the key drops, it must be picked up while all hands remain clasped. The team who gets the key to the end of the line wins.

(10 min)

Debriefing Questions:

- Was the task easy to accomplish? Why or why not?
- How did you find participating in the process – fun, frustrating ...? Why?
- Did people all behave the same way or did people take on different roles?
- Did the task become easier as time went on? Why or why not?

(10 min)

In order to accomplish the task, the group needs to work well together. They need to communicate & encourage one another. Often, different personalities will come out – some will want to take over the process, some will want to encourage others, some will not say anything at all. When working in a group, it is important to have a mixture of these.

2. Ask participants to go to **Handout 2.4: Working in Groups Self-Assessment** in their Participants' Handbook. Give each learner a copy of this handout and let them read the list

together and ask them to check the three boxes that best describe how they work in a group.

(5 min)

3. Go through each item, asking for a show of hands if a person checked that particular item. Ask participants what types of conclusions they can draw after doing the key exercise and seeing the show of hands for the items checked.

(5 min)

4. Explain that people work in different ways in a group. It is necessary to be aware of people's different styles, and that depending on the task at hand, some styles are more suitable to accomplishing a task than others. It is good to have a balance of approaches.

(5 min)

↔ Key Topics ↔

- Self-assessment of how one tends to work in groups
- Elements of effective cooperation and team work


Handout 2.4: Working in Groups Self-Assessment


| <i>In groups, do you mostly tend to:</i> | Check 3 boxes |
|--|--------------------------|
| 1. Stay quiet for some time and then join in? | <input type="checkbox"/> |
| 2. Feel uneasy/uncomfortable and wish you were working alone? | <input type="checkbox"/> |
| 3. Want to lead? | <input type="checkbox"/> |
| 4. Encourage others to make contributions? | <input type="checkbox"/> |
| 5. Come up with new ideas? | <input type="checkbox"/> |
| 6. Interrupt others to ensure your point is made? | <input type="checkbox"/> |
| 7. Keep the group focused on the task at hand? | <input type="checkbox"/> |
| 8. Make everyone relaxed and promote harmony? | <input type="checkbox"/> |
| 9. Get frustrated when there is too much talk and not enough decisions and action? | <input type="checkbox"/> |
| 10. Make peace between those team members strongly disagreeing with each other? | <input type="checkbox"/> |


Source: Pretty, Jules. *Participatory Learning and Action: A Trainer's Guide*. London: International Institute for Environment and Development, 1995.



Activity 7: Cooperating with Others

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Recognize the different personalities and approaches that individuals bring to a group
 - Identify ways on how to handle different personalities in a group
 - Identify and demonstrate the characteristics of an effective and cooperative team member
 - Value the importance of teamwork

 **Time Required:** 1 hour & 10 min

 **Methodology:** large group activity (inner/outer circles) and discussion, line-up

 **Materials and Preparation:** manila paper, markers, tape, scissor, paper ball

-  **Handout 2.5: Cooperating with Others Roles**
- Make copies and cut-out the roles for all participants from **Facilitator Tool 2.C: Roles for Actors and Observers**
-  **Handout 2.6: Elements of an Effective & Cooperative Team Member**



Steps:

1. Introduce the basketball game: Make groups with an equal number of members. Ask a volunteer from each group to serve as basket by forming his hands as basketball ring in front of his/her team members. Let the team members line-up opposite the goal and let them count off. Each member should remember his/her assigned number. The goal of the game is to shoot the paper ball and gain the highest score. Whoever holds the ball should follow what the facilitator says, e.g. *No. 1 dribble the ball!, pass the ball to No.3 , No. 3 pass the ball to No. 7; No. 7 Lay-up! Dunk!* The team member serving as the basket should not move to avoid disqualification of his team. The group who gets the highest score will be declared winner.

(10 min)

2. Acknowledge the winner and encourage the other groups to do it better next time. Process the activity by asking these questions:
 - For winners, what strategies did you use to win the game?
 - For non-winners, what difficulties did you encounter?
 - What lessons can we learn from the game? (*Cooperation, group effort and teamwork*)

Emphasize that each member of the team is an important player to achieve a goal.

(15 min)

3. Explain to the participants that now they are going to participate in an activity that will help them be a cooperative and effective team player. Let half of the participants be the *Actors*. The other half will be the *Observers*. The *Observers* form a circle around the *Actors*.

Ask learners to go to **Handout 2.5: Cooperating with Others Roles** in their Participant's Handbook. Read aloud the scenario only (not the roles):

Renovations are complete and the new office space is ready for people to move into. A group of co-workers has been called together to plan the move. A leader has been selected but everybody else's roles need to be determined. This is the first time you are meeting as a group. You need to discuss the location of people's desks, the photocopier, printers, etc. and to decorate so the office will attract customers. You all need to determine the steps necessary to accomplish the task and the roles and responsibilities of those in the group.

(15 min)

4. Distribute cut-outs of roles that you prepared (ahead of time) from **Facilitator Tool 2.C: Roles for Actors and Observers** but ask them not to share their assigned role with anyone. **(5 min)**

► LOW LITERACY ALTERNATIVES ◀

Read the scenario a few times out loud so participants can remember it. Instead of giving slips of paper, explain the roles to those who will be acting them.

5. Allow the *Actors* group to meet for 5 minutes. The *Actors* then perform their roles and the *Observers* should take notes according to the questions on their sheets.

(20 min)

Once the role play is over, debrief the activity:

Debriefing Questions:

- a. Actors – What did it feel like to be in your role (read or describe the role to the group)
- b. Observers – What did you observe about your assigned actor? (What type of personality did the person have? Was s/he helping the group make decisions? Was s/he preventing the group from making progress? How could others encourage this person to contribute to the group?)
- c. What conclusions can we make about how to work collaboratively in a group?
Working collaboratively in a group requires people to be respectful and to be good listeners. They offer ideas without interrupting, ask the opinions of others and are accepting of differences. They stay focused and move the group towards accomplishing the tasks / goals of the group.

6. Ask participants to go to **Handout 2.6: Elements of an Effective & Cooperative Team Member** in their Handbook. Discuss in a large group and let them add new ideas as appropriate.

(5 min)

Handout 2.5: Cooperating with Others Roles

Scenario:

Renovations are complete and the new office space is ready for people to move into. A group of co-workers has been called together to plan the move. A leader has been selected but everybody else's roles need to be determined. This is the first time you have met as a group. You need to discuss the location of people's desks, the photocopier, printers, etc. and decorate so the office will attract customers. You all need to determine the steps necessary to accomplish the task and the roles and responsibilities of those in the group.

Roles:

Group leader: You are a strong leader who tries to speak clearly and listen effectively. You need to clearly explain the objectives to the group and keep the group on task. Try to involve all in the discussion. You are responsible for developing the plan.

Quiet / shy person: You have a lot of very good ideas but you won't say anything until someone asks you directly.

Domineering person: You want to take over the discussion and lead the group. You think you have all the answers and do not want to waste time having everybody share their ideas.

Disagreeable person: You have a negative attitude and are resistant towards all ideas.

Harmonious person: You always try to make people feel relaxed and are constantly trying to smooth things out between people who are disagreeing.

Encouraging person: You want to make sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation.

Ideas person: You get very excited in the group and love to brainstorm and share extravagant ideas that aren't always realistic.

Task master: You are always very organized and like to stay focused on the task at hand. You keep bringing the group back to the practical actions that need to be taken to accomplish the task.

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

Facilitator Tool 2.C: Roles for Actors and Observers (Cut out and give to individual participants)

----- ✂ ----- ✂ -----

Group leader: You are a strong leader who tries to speak clearly and listen effectively. You need to clearly explain the objectives to the group and keep the group on task. Try to involve all in the discussion. You are responsible for developing the plan.

----- ✂ ----- ✂ -----

Quiet person: You have a lot of very good ideas but you won't say anything until someone asks you directly.

----- ✂ ----- ✂ -----

Domineering person: You want to take over the discussion and lead the group. You think you have all the answers and do not want to waste time having everybody share their ideas.

----- ✂ ----- ✂ -----

Disagreeable person: You have a negative attitude and are resistant towards all ideas.

----- ✂ ----- ✂ -----

Harmonious person: You always try to make people feel relaxed and are constantly trying to smooth things out between people who are disagreeing.

----- ✂ ----- ✂ -----

Encouraging person: You want to make sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation.

----- ✂ ----- ✂ -----

Ideas person: You get very excited in the group and love to brainstorm and share extravagant ideas that aren't always realistic.

----- ✂ ----- ✂ -----

Task master: You are always very organized and like to stay focused on the task at hand. You keep bringing the group back to the practical actions that need to be taken to accomplish the task.

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----

----- ✂ ----- ✂ -----

Observers: Observe the person directly in front of you. What type of personality does this person have? Is s/he helping the group make decisions? Is s/he preventing the group from making progress? How could others encourage this person to contribute to the group?

----- ✂ ----- ✂ -----


 **Handout 2.6: Elements of an Effective and Cooperative Team Member****An effective and cooperative team member ...**


- ✓ Interacts with and includes others in courteous, respectful and honest ways
- ✓ Is respectful of differences – in opinions, culture, ethnicity ...
- ✓ Provides opinions and ideas and seeks the opinions and ideas of others
- ✓ Negotiates and discusses ideas while being flexible to meet the goals of the group
- ✓ Performs identified tasks to meet goals of the group
- ✓ Listens without interrupting
- ✓ Offers ideas without interrupting
- ✓ Is aware of own emotions, thoughts and feelings and keeps them under control for the good of the group
- ✓ Moves the group towards resolving conflict (if it exists) so goals can be met


SESSION 3: CUSTOMER CARE


Activity 8: Giving Exceptional Customer Service

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Share prior experiences regarding customer service
 - Identify how our needs and perceptions greatly affect our satisfaction as customers
 - Identify ways to give exceptional customer service

 **Time Required:** 1 hr and 10 minutes

 **Methodology:** individual reflection, large group discussion, role play

 **Materials and Preparation:** manila paper, markers, tape

- Before the activity, ask for volunteers to prepare to perform the scenario in **Facilitator Tool 2.D: Role Play on Customer Service**. Make copies of this Trainer Tool as needed.
-  **Handout 2.7: Giving Exceptional Customer Service**



Steps:

1. Ask 2 volunteers (briefed ahead of time) to perform the scenario in **Facilitator Tool 2.D: Role Play on Customer Service**.

After the role play, ask participants the following question:

- What is the topic of the role play?
- How did the clerk/sales rep handle the situation?
- Do you think the way he/she treated the customer was exceptional?

(15 min)

2. Explain that in the next topic, they will deepen their understanding about customer care. Ask participants to work in pairs. Each pair discusses their understanding of what **customer** means. Ask each pair to also share examples of their experiences as customers or their experiences in serving customers. Emphasize that any time we buy something at a store, in a market, in a restaurant, etc. we are **customers**. Those who provide services are providing **customer service** or **customer care**. It is extremely important to **always provide excellent customer service**.

(10 min)

3. Ask participants: What is important to you when you go out to a restaurant? What determines “exceptional service”? Think about things such as cost, speed of service, attitude of waiter/waitress, taste, etc.

Discuss: How were your answers different or the same? What can a restaurant do to

meet the needs of the customers as best as they can?

(5 min)

4. Ask learners to go to **Handout 2.7: Giving Exceptional Customer Service** in their Handbook. In a large group, review the main points, focusing on how to meet customer needs.

(10 min)

5. Ask participants to form groups of three people. Each group should represent a different sector – construction, hospitality services, agro---processing, etc. One person should play the role of the customer, one should provide the service and the third person should observe. They should act out a scenario that shows exceptional customer service using the suggestions in **Handout 2.7** on how to meet customer needs. The observer should also use **Handout 2.7** to assess if the business is meeting the needs of the customer.

(20 min)

6. Pass a paper ball around asking learners to mention one thing to remember about how to give exceptional customer care. Ask if there are any questions.

(10 min)

🔑 Key Topic 🔑

- Exceptional customer service

Handout 2.7: Giving Exceptional Customer Service

A. Exceptional Customer Service

- ✓ Anticipates the customer's needs
- ✓ Tries to understand what the customer is thinking
- ✓ Meets and exceeds the customer's highest expectations

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

1. Welcome
2. Understood
3. Important
4. Comfortable

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

Welcome:

- Be friendly
- Greet customer
- Introduce yourself
- Use a positive tone of voice
- Smile / lighten up

Understood:

- Listen carefully
- Repeat or rephrase to make things clearer

Important:

- Refer to customer by name
- Show interest in clients need
- Ask open-ended questions to understand customer's needs
- Thank customer for coming

Comfortable:

- Use open body language
- Show concern

D. Customer Perceptions

Perception is how we see, hear or understand a situation. No two people see a situation exactly the same! A customer does NOT always think the way you do. S/he may therefore not see a situation the way you do. Always check to see what the customer is thinking. Never make assumptions!

E. Meeting & Exceeding Expectations

Make sure you know your customer's attitudes, beliefs, ideas & feelings. Try to see things the way your customer does. This will help you meet & exceed his expectations.

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

Bad Customer Service:



BAD CUSTOMER EXPERIENCE

Good Customer Service:



GOOD CUSTOMER EXPERIENCE

<http://1.bp.blogspot.com/-r49xbsaV2D0/UOVsoWRimSI/AAAAAAAAAB7U/LAhYb8ZNeRg/s1600/face-sad.png>

<http://www.smile-day.net/wp-content/uploads/2012/03/Happy-Smiley-Faces.jpg>

Facilitator Tool 2.D: Role play on Customer Service

Situation

A woman bought a jacket yesterday, but today she wants to return it because there is something wrong with the clothes. It has a tear in the lining and some of the buttons are very loose. Having checked the clothes, the clerk felt deeply sorry and asked for the receipt.

Clerk: May I help you?

Melanie: Yes, I'd like to return this jacket.

Clerk: Is there something wrong with it?

Melanie: Yes. I didn't notice when I bought it, but there are few problems. First, it has a tear in the lining, and some of the buttons are very loose. This one came off.

Clerk: I'm really sorry about this. Would you like to exchange it for another one?

Melanie: Well, to be honest, I don't think this jacket is very well made. I'd rather get a refund.

Clerk: I understand. Do you have the receipt?


Melanie: Yes, I do.


Clerk: Please have a sit and make yourself comfortable as I process your refund Ma'am.

Activity 9: Customer Service and the Role of Word of Mouth

- ✓ **Objective** - By the end of the activity, participants will be able to:
- Describe the importance of customer service for a business
 - Describe how word of mouth can travel and affect a business, positively and negatively

 **Time Required:** 45 minutes

 **Methodology:** Analogy with physical movement, small group discussion, large group discussion, role play.

 **Materials and Preparation:** flipchart paper, markers, small cards, tape,
 Write down the phrase (Step 1 below) on manila paper.



Steps:

- Display the following phrase on manila paper in front of the room and ask participants what they think this means for a business – where they work or their own business.

“It takes much more effort to win a new customer than to maintain a relationship with an existing one.”³

Ask participants:

- Why do you think good customer service may be that important for a business?
- What role do you think word of mouth can play in your business?

Customers are the heart of any business. Let's keep them happy! **(10 min)**

- Explain that they will now see how customer service can have a multiplying effect on a business as result of word of mouth.

Form one large circle with all participants, and you as part of the circle. Explain that you will read a few scenarios that describe different customer experiences and we will see how the message travels around.

Explain the activity: The two people next to me (to my left and to my right) need to quickly decide: Did the customer in this scenario have a positive or a negative customer experience? If it is a **GOOD** customer experience, the person on my **LEFT** will **TAP THE SHOULDER** of the next person (to his/her left), who will do the same to the next person, until tapping shoulders goes around the circle and reaches me again. If it is a **BAD** customer experience, the person on my **RIGHT** will **STOMP HIS/HER FEET**, then the next person will

³ Wesihaar, Julie. *Build a Strong Business with Strong Customer Relationships*.
<https://www.youtube.com/watch?v=HUm00Z570bk> (Retrieved: June 4, 2016)

do the same, until stomping feet goes around the circle and reaches me again.

Start the activity, ask them to observe how the message travels through the group.

Read these scenarios one at a time. Allowing time for the persons on your right and on your left to decide whether to start tapping shoulders (left) or stomping feet (right):

- Sandra: I went to the new hair salon and I felt happy as soon as I walked in with everyone smiling at me and being nice, although I know they work very long hours. *(Positive experience)*
- Jose: I was eager to see the new hair salon so I went to ask for prices. When the woman working there realized I just wanted to know the costs, she looked at me disappointed. I did not feel welcomed. *(Negative experience)*
- Fatima: I went to get my hair trimmed. While I was waiting, hairdressers were arguing with one another and taking scissors from each other's stations without asking for them. I was uncomfortable and left. *(Negative experience)*
- Abdul: I went to have a haircut and there was a long wait, but they gave us tea, magazines to read, and kept us informed about the wait time. I did not mind waiting because I felt comfortable. *(Positive experience)*

(20 min)

3. Debrief with the large group:

- What did you observe about how the message traveled? Do messages with positive experiences travel the same as messages with negative experiences?
- What do you think this means for a business?
- What role do you think customer service plays in a business?
- What role do you think technology plays, mainly the Internet, in spreading the word about good or bad customer service experiences?

This exercise showed the power of word of mouth! Positive and negative experiences travel fast and they reach a lot of people quickly. If the message goes out, it goes into so many different directions that you cannot stop it. With technology and the internet, this spreads a lot faster and to more people! *Good* customer service will lead to positive messages that will spread out. However, *bad* customer service will lead to negative messages that will also spread out, and sometimes even faster (as they may have observed that stomping feet travels faster than tapping shoulders). It is said that, "when a customer has a bad experience with a business, he or she will tell at least 10 people about it".


Customers are the heart of a business because they bring the profit; they determine the success of a business. We should pay careful attention to customers.

(15 min)

Activity 10: Module 2 Review and Application

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. State the main topics presented during the module
- b. Reflect on their performance regarding listening and speaking by identifying their strengths, challenges and what they can do to address their challenges
- c. Perform a role-play

 **Time Required:** 1 hr 10 minutes

 **Methodology:** pair work, large group discussion, individual work

 **Materials and Preparation:**

- Paper strips with the statements: strength, weakness, learning, challenge
- Paperballs, box
- Fast music (mp3, cellphone)
- Make 1 copy per participant of the End-of-Module Assessment

 **Steps:**

1. To review, the facilitator introduces an energizer – The Seven Up game: 7 Up game is played by counting 1 to 7. Assign any learner as number 1 and explain that he/she will point to the next person who should continue counting through 7, and then, start with 1 again. When counting, you have to place one hand on your chest and with the other hand, point to another learner, who will need to continue the counting and do the correct hand action. For Numbers 1-6, the action is to place a hand on your chest. But for number 7, you must place your hand over your head and point to someone else to start counting again. Whoever makes the wrong action, says the wrong number, or takes too long to respond when selected, will loose and should pick one strip of paper. Strips of paper include the statements: Learnings, Strength, Weakness, and challenges in communication. Learners should briefly share the following based on the strip that they pick:
 - Learning: Share 2 main things you learned about communications in Module 2.
 - Strength: Share 2 strengths that you think you have in communication.
 - Weakness: Share 2 weaknesses that you think you have in communication that you can improve in the future.
 - Challenges: Share 2 things that you find very challenging in effective communication.

Continue the game until all 4 strips have been picked or until enough has been shared about aspects of communication covered in Module 2.

(5 min)

2. Application of learning in speaking and listening: the class holds a debate on an issue of their interest. Ask the learners to form three groups: Group 1 -The affirmative team, Group 2 opposing team, and Group 3 the audience or observers.

(5 min)

3. Have groups 1 and 2 carry out the debate. Ask group 3 to observe the different communication skills that are displayed or that are lacking in some instances. Make sure to facilitate the discussion as needed.

(25 min)

- The first speaker on the opposing team presents arguments opposing the statement. The second speaker on the affirmative team presents further arguments in support of the statement and answers questions that may have been raised by the opposition speaker.
 - The second speaker on the opposing team presents further arguments against the statement and answers questions that may have been raised by the previous affirmative speaker.
 - The rules may include a short recess for teams to prepare their rebuttals.
 - The opposing team begins with the rebuttal attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information.
 - First rebuttal of the affirmative team
 - Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak.
 - There cannot be any interruptions. Speakers must wait for their turn. The facilitator should enforce the rules.
 - Below are possible topics for the debate. The facilitator may include current issues that learners are interested to discuss:
 - Premarital sex
 - Use of contraceptives
 - Abolishment of SK
 - Separation of Church and State
 - Same sex marriage
4. When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented, but briefly.

Focus the discussion on a debrief of the types of communication skills that were displayed and what was missing that could have helped the dialogue. Ask Group 3 that was observing:

- In what ways did this debate relate to what you learned in this Module on Interpersonal Communication?
- What good communication skills did you see displayed in this debate? Give examples.
- What communication skills were not observable, but you think could help in a debate or similar dialogue?

Members of the debate groups may also wish to reflect on their performance and seek feedback from the audience including the facilitator. Include them in the debrief.

(15 min)

5. Congratulate participants for finishing Module 2. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will not affect your ability to continue in the program.

(20 min)

Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.

End-of-Module Assessment

Module 2: Interpersonal Communication

Circle an answer for each statement.

| English | Tagalog |
|--|---|
| <p>1. When you are discussing an issue at work with a co-worker and she or he is saying something that you do not agree with, you:</p> <ul style="list-style-type: none"> a. Interrupt your co-worker to let him or her know you disagree b. Shake your head in disagreement to let your co-worker know how you feel c. Try to think about something else until your co-worker stops talking d. Are aware of your own feelings but listen to what your co-worker has to say before responding e. All of the above | <p>1. Kapag may tinatalakay kang usapin sa isang katrabaho at hindi ka sumasang-ayon sa sinasabi niya, dapat:</p> <ul style="list-style-type: none"> a. Singitan mo ang katrabaho mo para ipaalam sa kaniyang hindi ka sumasang-ayon b. Umiling ka para ipaalam sa katrabaho ang iyong damdamin c. Subuking mag-isip tungkol sa ibang bagay hanggang sa tumigil magsalita ang iyong katrabaho d. Alam mo kung ano ang damdamin mo, pero makikinig sa sinasabi ng iyong katrabaho bago ka magsalita e. Lahat ng nabanggit |
| <p>2. When someone else is speaking, you should give non-verbal communication cues to show that you understand.</p> <ul style="list-style-type: none"> a. True b. False | <p>2. Kapag may nagsasalita, dapat magpakita ka ng mga non-verbal communication cues para ipakitang naiintindihan mo.</p> <ul style="list-style-type: none"> a. Tama b. Mali |

| | |
|---|---|
| <p>3. When speaking to a group of people, it is important to:</p> <ul style="list-style-type: none"> a. Stay focused on the topic at hand b. Maintain good eye contact c. Be well informed on the topic d. Present information in a logical, flowing way e. All of the above | <p>3. Kapag nagsasalita sa isang grupo ng tao, mahalagang:</p> <ul style="list-style-type: none"> a. Manatiling nakatuon sa paksang tinatalakay b. Tumingin sa mata ng mga kinakausap c. Maging maalam sa paksang tinatalakay d. Itanghal ang impormasyon sa isang lohikal at dumadaloy na paraan e. Lahat ng nabanggit |
| <p>4. When you do not fully understand instructions given to you by your supervisor at work, you:</p> <ul style="list-style-type: none"> a. Nod your head in agreement so you do not waste your supervisor's time b. Assume you will figure it on your own c. Ask your supervisor to repeat the instructions so you are clear on what you need to do d. Ask a co-worker what she or he thinks you are supposed to do e. All of the above | <p>4. Kapag hindi mo lubusang naiintindihan ang sinasabi ng iyong supervisor sa trabaho:</p> <ul style="list-style-type: none"> a. Tatango ka sa pagsang-ayon para hindi masayang ang oras ng iyong supervisor b. Umasang maiintindihan mo rin iyon mag-isa c. Hilingin sa supervisor mo na ulitin ang mga sinasabi niya para malinaw sa iyo ang dapat mong gawin d. Tanungin ang isang katrabaho kung ano sa tingin niya ang dapat mong gawin e. Lahat ng nabanggit |
| <p>5. When giving instructions or information to a group of co-workers, you should ask a person to repeat back what you have said to make sure everyone is clear on the task at hand.</p> <ul style="list-style-type: none"> a. True b. False | <p>5. Kapag nagtuturo o nagbibigay ng impormasyon sa isang grupo ng mga katrabaho, dapat mong hilingin sa isang tao na ulitin sa iyo ang sinabi mo para makasiguradong malinaw sa lahat ang dapat gawin.</p> <ul style="list-style-type: none"> a. Tama b. Mali |

| | |
|--|---|
| <p>6. Someone who works well in a team_____.</p> <ol style="list-style-type: none"> Interrupts only when offering new ideas Pays attention only to those who have the same opinions Provides inputs and seeks the ideas of others in the group Creates conflict to make the discussion interesting All of the above | <p>6. Ang isang taong mahusay makipagtrabaho sa loob ng isang grupo ay _____.</p> <ol style="list-style-type: none"> Sumisingit lang sa usapan kung magbibigay ng mga bagong idea Nakikinig lamang sa mga may kaparehong opinyon Nagbibigay ng opinyon at humihingi ng mga idea ng iba sa grupo Lumilikha ng di-pagkakasundo para maging interesante ang talakayan Lahat ng nabanggit |
| <p>7. Good customer service always includes doing what the customer tells you to do.</p> <ol style="list-style-type: none"> True False | <p>7. Laging bahagi ng magandang serbisyo sa customer service ang paggawa sa sinabi ng customer sa iyo.</p> <ol style="list-style-type: none"> Tama Mali |
| <p>8. When dealing with a customer on the telephone:</p> <ol style="list-style-type: none"> Say the name of the organization and your name when you answer the phone Be polite and courteous Listen well and do not interrupt Record all the necessary information such as person's name and number, date of call, what the person needs All of the above | <p>8. Kapag nakikipag-usap sa isang customer sa telepono:</p> <ol style="list-style-type: none"> Sabihin ang pangalan mo at pangalan ng organisation sa pagsagot ng telepono Maging magalang Makinig nang mabuti at huwag sumabat Itala ang lahat ng mahahalagang impormasyon tulad ng pangalan ng tao, numero, oras ng tawag, at kung ano ang kaniyang pangangailangan Lahat ng nabanggit |

| | |
|--|---|
| <p>9. When dealing with a difficult customer:</p> <ol style="list-style-type: none"> Ignore the person Remain calm Tell them you will not talk to them anymore Tell them to please leave Yell at them so they understand your point of view | <p>9. Kapag nakikipag-usap sa isang mapilit na customer</p> <ol style="list-style-type: none"> Huwag pansinin Manatiling kalmado Sabihan siyang hindi mo na siya kausapin Pakiusapan siyang umalis Sigawan siya para makita niya kung saan ka nanggagaling |
| <p>10. If a customer is angry, you too should get angry to respond effectively.</p> <ol style="list-style-type: none"> True False | <p>10. Kapag galit ang isang customer, kailangan mo ring magalit para tumalab ang iyong pagtugon.</p> <ol style="list-style-type: none"> Tama Mali |

End-of-Module Assessment Answers Module 2: Interpersonal Communication

1. d
2. True
3. e
4. c
5. True
6. c
7. False
8. e
9. b
10. False