Ethiopian TVET-System

Health Extension Service
Level III
Based on Jan.2018G.C Occupational Standard

Module Title:	Lead Workplace Communication
TTLM Code:	HLTHES3 TTLM 1019v1

This module includes the following Learning Guides

LG67: Communicate information about workplace processes

LG68: Lead workplace discussion

LG69: Identify and communicate issues arising in the workplace

Instruction Sheet	LG67: Communicate information about workplace processes

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

- Selecting appropriate communication method
- Identifying correct sources of information
- Selecting and organizing information correctly
- Requiring verbal and written report
- Maintaining communication skills.

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1 and Sheet 2, **in page 3 and 9,** respectively.
4. Accomplish the "Self-check 1 and Self-check t 2 "**in page 8 and 13** respectively

Information Sheet-1	Communication Method

1.1 Communication

Communication is the transfer of information meaningful to those involved. It is the process in which messages are generated and sent by one person and received and translated by another person. However, the meaning generated by the receiver can be different from the sender's intended message.

1.1.1 **Forms of communication**

There are two form of communication.

- Verbal communication (or written and oral communication)
- Non-verbal communication

Verbal communication is such which engages the use of words – whether written or spoken.

- **Written communication** is such communication done through writing. Letters and correspondence , written news and articles from magazines, newspapers and the likes, books and other reading materials, literary pieces such as essays, short stories and the likes, song and poetries, billboard materials, bulletins and any other written forms comprise this kind.

- **Oral communication** uses spoken words. Thus, speeches-whether formal or informal, discourses like debate, argumentation and open forum, dialogues and monologues, poetry readings, drama presentation, singing or just common talks, all of these fall under the category of oral communication.

Non-verbal communication: It is neither written nor uttered but it is such an effective means of communication. This is the Sign communication or the Sign Language. It uses the aids of the hands, the fingers, the eyes, and other body mechanism as in the form of gestures. Sometime, it simply aids the oral communication in getting the idea across but in some cases, it is the only means of having an understanding with each other

1.1.2 **Ways of communication**

- **One-way communication**

If the flow of information from the sender to the receiver is one-way the communication is dominated by the sender's knowledge and information is poured out towards the receiver .This

model does not consider feedback and interaction with the sender. A familiar example of this model is the lecture method used in a classroom, where the teacher stands at the front of the class and lectures on a subject without any interaction or activities .Unless mechanisms are put in place to get feedback from the audience, many mass media communication methods are one-way.
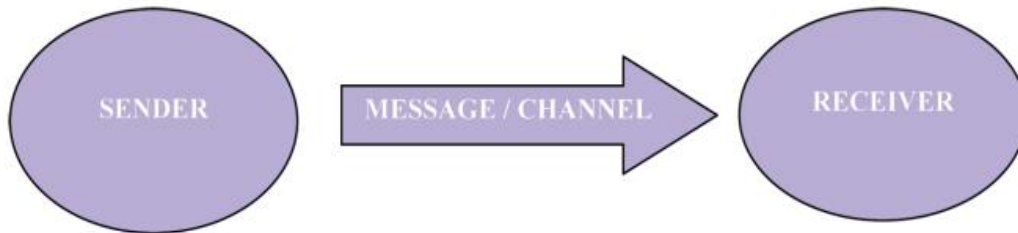

Figure.1 One-way communication.

- **Two-way communication**

In this model the information flows from the sender to the receiver and back from receiver to the sender again in the other direction (Figure .2). Two-way communication is reciprocal, the communicant (receiver) becomes the communicator (sender) and the communicator (sender) in turn becomes a communicant (receiver). Most ordinary conversations are along the lines of this model .Two-way communication is usually more appropriate for problem-solving situations.

Figure.2 Two-way communication

1.2 **Methods of communication**

- **Intrapersonal communication**

Intrapersonal communication takes place within a single person. It is usually considered that there are three aspects of intrapersonal communication, self awareness, perception and expectation. Self-awareness is the part of intrapersonal communication that determines how a person sees him or herself and how they are oriented toward others. Self-awareness involves three factors: beliefs, values and attitudes.

Perception is about creating an understanding of both oneself and one's world and being aware that one's perceptions of the outside world are also rooted in beliefs, values and Methods and Approaches of Health Communication attitudes.

Expectations are future-oriented messages dealing with long-term roles, sometimes called 'life scripts'. Intrapersonal communication is used for clarifying ideas or analyzing a situation and also reflecting on or appreciating something.

Self-awareness is a life skill that is practiced and then applied to overcome the day-to-day challenges of life in a more positive and effective way. Self awareness also affects one's view of oneself in the context of either being.

- **Interpersonal communication**

Interpersonal communication is the interaction between two or more people or groups. You will be using this form of communication all the time during your health work. This form of communication can be face-to-face, two-way, verbal or non-verbal interaction, and includes the sharing of information and feelings between individuals or groups.

The most important parts of personal communication are characterized by a strong feedback component, and it is always a two-way process.

Interpersonal communication involves not only the words used, but also various elements of non-verbal communication.

The purposes of interpersonal communication are to influence, help and discover as well as to share and perhaps even play together.

The main benefits of interpersonal communication include the transfer of knowledge and assisting changes in attitudes and behavior. It may also be used to teach new skills such as problem solving. The communication takes place in both directions from the source to the receiver and vice versa. There is a chance to raise questions and start a discussion so that the idea is understood by both parties. Since the communication is interactive there is a high chance of utilizing more than two senses such as seeing, hearing and touching.

Adoption of a behavior passes through several stages and interpersonal communication has importance at all of these stages. So if you want to help someone change their health behavior you will certainly have to use interpersonal communication effectively. This is especially important when the topic is taboo or sensitive..

- **Mass communication**

Mass communication is a means of transmitting messages to a large segment of a population. Electronic and print media are commonly used for this. The word 'media' is currently used to refer

not only to broadcast media such as radio, the internet and television, but also to print media such as papers, magazines, leaflets and wall posters. Remember also the importance of local folk media such as local art, songs, plays, puppet shows and dance.

The powerful advantage of mass media over face-to-face contact is the rapid spread of simple facts to a large population at a low cost. The main effects of mass communication are the increased knowledge or awareness of an issue, the potential influence on behaviors at the early stages and the possibility to communicate new ideas to early adopters .

The other benefits of mass communication are accuracy and plausibility. Think of the influence of a newspaper article, giving the opinion of a highly respected person. However it also has limitations. These include the lack of feedback because the broadcaster transmits this message without knowing what is going on in the receiver's mind.

There is also the danger of selective perception because the audience may only grasp part of the message, or selectively pick up the points that they agree with and ignore others.

Mass communication does not differentiate between targets and so some people may think. 'This does not concern me'. It only provides non-specific information because it is broadcast to the whole population, and it is difficult to make the message fit the local needs of your community, whose problems and needs may be different from the rest of the country.

For an effective mass media communication, the message or advice should be realistic and pre-tested so that it is transmitted accurately without distortion.

The message should be useful in creating awareness, and has to be followed by individual or group approaches to achieve positive behavior change.

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Communication method expressed in the form written or oral method

A. Verbal communication

B. Non-verbal communication

2. Flow of information from the sender to the receiver symmetrical way

A. One-way communication

B. Two-way communication

3. Communication method takes place b/n two individuals

A. Interpersonal communication

B. Mass communication

C. Intrapersonal communication

D. all

4. Means of transmitting messages to a large segment of a population.

A. Interpersonal communication

B. Mass communication

C. Intrapersonal communication

D. all

Note: **Satisfactory rating_____   Unsatisfactory rating____**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	Selecting appropriate source and maintaining communication Skill

2.1 Selecting appropriate source

The rules for selecting channels Having the right health message, the right audience and the right products is important, but delivering them via effective channels is another thing to consider. Select channels that are accessible and appropriate for the target audience. For example, radio messages should be scheduled for those radio stations that the target audience actually listens to and that are broadcast at times when that audience listens. Print materials should be used only for literate or semiliterate audiences who are accustomed to learning through written and visual materials.

Materials should be distributed in accessible and visible places where the target audience already goes. Remember that the different channels play different roles. It may be best to use several channels simultaneously. The integrated use of multiple channels increases the coverage, frequency and effectiveness of communication messages. The combination of these channels is often called the media mix. Select a media mix that is within the program's human and financial resources and use channels that are familiar to the specific target audience.

2.2 Maintaining Communication Skill

Communication skills are those skills which are needed to speak and write properly. A person who is able to speak appropriately whilst maintaining eye contact with the audience, uses varied vocabulary and articulate speech to suit the need of the audience is generally said to be an effective speaker. Similarly, an effective writer should be able to use written words in various styles and techniques to communicate his/her message and ideas to the readers. One should have the ability to listen carefully and write and speak clearly in any situation.

Therefore good reading, writing, speaking and listening skills are essential for effective communication. As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly.

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relationships. For example, you can inform about something or you can also influence others through communication.

Communication skills are needed to:

- **Inform:** You may be required to give facts or information to someone. For example, communicating the timetable of an exam to a friend.

- **Influence**: You may be required to influence or change someone in an indirect but usually important way. For example, negotiating with a shopkeeper to reduce the price or helping a friend to overcome stress due to exam or any other reason.

- **Express feelings**: Talking about your feelings is a healthy way to express them. For example, sharing your excitement about doing well in your exams or sharing your feelings with your parents and friends.

2.3 Reporting and documentation

Documentation is the written or printed record of a client's care; it's an essential Technician responsibility. It is the Technician's responsibility that the record remains confidential. Documentation allows continuity of care, gives a way to let other healthcare workers know what we have done, and is a legal documentation on the client.

Purposes for documentation. Could include:

1. Communication
2. Legal documentation
3. Financial billing/reimbursement
4. Education
5 . Research
6. Audit-monitoring/quality assurance

Documentation needs to be:

- Concise
- Complete
- Factual
- Legible
- Accurate
- Timely (current)

2.4 Work place communication

In a workplace situation, a worker interacts with people occupying different position that is from janitor to manager. Likewise, communication is the best, to give receive and have a feedback on the ideas being communicated. As part of the organization, it is very important to be aware on how

a message flows in a company. In this case, organizational/ work place communication would be applied to observe proper communication in the workplace. It may be oral or written depending on the content of the message. There are four types of organizational communication:

2.4.1 Downward communication which is the top-to-bottom communication from the management not only clears job directions and safety rules but also facts about organizational goals, products and view-points on important controversial issues.

The following media tools of internal communication can be used to carry information down to its intended receiver:

- Memo
- Letters
- Orientation manuals
- Pay envelope inserts
- Annual report
- Public address system
- Human channels, like supervisor or foreman.

2.4.2 Upward communication: gives management with feedback needed for proper planning, decision-making and controlling. On the part of the employees communication up to management maybe a form of release from emotional tensions and pressures, a means to offer valuable ideas to management or simply to show whether directions or policies are understood and acceptable to the employees.

2.4.3 Horizontal or lateral communication: takes place between sections, divisions, or departments
of the same level. Keep employees aware of activities in a related department, like for example one supervisor with another, one worker with another and so forth. The tools used in horizontal or lateral are: meetings and conferences; seminars and workshops; telephones and intercoms; social and other similar activities.

2.4.4 Diagonal communication: takes place from one level to another level without passing through traditional channels.

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Importance Selecting appropriate source channel

A .to get the right message

B. to get relevant message

C. complete message

D. all

2. Communication skills are needed to_____

A. inform

B. influence

C. Express feeling

D. All

3.not true about purpose of documentation

A. Education

B. research

C. communication

D. none

4. Takes place between sections, divisions, or departments of the same level.
A. Upward communication
B. lateral communication
C. Diagonal communication
D. Downward communication

Answer sheet

Score = _____

Rating: _____

Note: **Satisfactory rating ____**   **Unsatisfactory _____**

Name: _____   Date: _____

Instruction Sheet	**LG68: Lead workplace discussion**

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

- Seeking response to workplace issues
- Providing workplace response issues
- Making Constructive contributions to workplace
- Communicating Goals/objectives and action plans

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

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

   communicated

 Learning Instructions:

1. Read the specific objectives of this Learning Guide.

2. Follow the instructions described below 3 to 4.

3. Read the information written in the information "Sheet 1 and Sheet 2 "**in page 3, and 7** respectively.

4. Accomplish the "Self-check 1, Self-check t 2 and Self-check 3 "**in page 6, and 11** respectively

Information Sheet-1	Seeking and providing response to workplace issues

1. Seeking Response to Workplace Issues

Most workplace issues occur because people don't know what the law is, or because communication has broken down. The quickest, cheapest and most effective way for you to resolve a workplace issue is to find out what the law is and then work with your employee to fix the problem.

Five-step process to help you resolve workplace issues with your employees:

Step 1: Identify the issue

Step 2: Check the law

Step 3: Talk to the employee

Step 4: Resolve the matter

Step 5: Seek further assistance

Step 1:Identify the issue

Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious.

Handling workplace issues promptly can also help you to:

- Build better relationships with your employees
- Maintain employee morale and job satisfaction
- Retain your staff maximize workplace productivity.

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

- Demonstrate you are ready and willing to talk and listen
- Be calm and polite – being defensive or aggressive won't help you to resolve the problem
- Ask questions if you do not understand the employee's concerns
- Find out what action the employee would like you to take to resolve the issue
- Take copies of any supporting information provided by the employee
- Reassure the employee that you take their concerns seriously and advise them when you will respond.

Step 2: Check the law

Once you know what the issue is, you need to check your rights and responsibilities under the law.

Minimum pay rates and entitlements will depend on the award or enterprise agreement that applies. There are also minimum entitlements such as leave and notice under the National Employment Standards (NES). It is very important that you are familiar with the NES and the terms of the award or agreement that applies to your employees. The award or agreement that applies to your business will set out pay rates based on an employee's duties and other factors like their age and qualifications.

Step 3: Talk to the employee

Once you have checked your records and the law and have an understanding of the problem, you should organize a time to speak with the employee.

It's important to prepare for this conversation. You can do this by summarizing the key points you want to cover, gathering any supporting documents or information and considering your options for resolving the issue. After the conversation, you should make notes about the discussion you had and any agreement you have made. Include the date and time of the meeting and who was present.

Step 4: Resolve the matter

Depending on the issue raised, there may be a number of ways to resolve it. These may include:

- Giving an explanation to the employee about their entitlements
- Back paying any unpaid entitlements
- Updating the employee's records to rectify any mistakes
- Updating any relevant policies and procedures
- Providing training

Setting a date in the future to check in with the employee to ensure the issue has not re-occurred. It's important that you take action in a timely manner and monitor the situation to ensure the issue has been resolved. After talking to your employee, it's a good idea to write to them to confirm your discussion and any actions that will be taken to resolve the matter. Remember, you will need to change the letter to reflect your circumstances.

If other staff members are affected by the same issue, you should fix the matter and discuss this with all affected employees. This may involve checking the entitlements of other employees, updating any relevant policies and procedures or providing information to other employees

Step 5: Seek further assistance

If you have followed Steps 1 to 4, and still haven't been able to resolve the issue, you may want to ask a third party to help. A third party might be a mediator, your industry association or a solicitor. The approach you choose will depend on the issue you're trying to resolve.

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Handling workplace issues promptly important for _____

A. Build better relationships

B. Maintain employee morale

C. Retain your staff maximize

A. All

2. Your employee approaches you with a question or a problem do the f/f

A. Demonstrate you are ready

B. Be calm and polite

C. Reassure the employee

D. All

3.the first step in solving work place issues

A. Check the law

B. Resolve the matter

C. Identify the issue

D. Talk to the employee

Note: **Satisfactory rating - 3 points**   **Unsatisfactory - below 3 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	Making Constructive contributions to workplace, Communicating Goals/objectives and action plans

2. 1 **Making Constructive contributions to workplace**

Good interpersonal relations is entering into and maintaining effective peer-group relationships in the work setting. This is vital if work is to be performed effectively and completed according to the goals set by the organization. Workgroups/teams enable organizations to accomplish tasks that individuals cannot do alone.

An effective group/team has positive synergy and can become a key human resource of the organization. An effective group or team that is working towards the organization's goals can have a positive effect on individuals in the team, which will improve their performance. It is therefore important for managers to recognize that:

- Group/team activity is important in organizations
- Groups/teams can have a positive / negative effect on the people who work in it.
- An understanding of group/team behavior can have a desirable effect on workers

The use of joint labour–management committees to discuss a wide range of organization conditions has been growing for a number of years conditions such as :

- occupational health and safety,
- training or production policy.

Strategies to improve workgroups should be put in place as outlined below. Margerison and McCann (1995) identified eight basic types of work functions that group/team members need to perform in order to work effectively:

1. **Advising**:   Gathering information and providing it to others.

2. **Innovating**: Coming up with new ideas and new procedures.

3. **Promoting**: Making people aware of new ideas and procedures.

4. **Developing**: Taking the ideas and developing them so that they will work in practice.

5. **Organizing**: Making plans, obtaining approvals, working out budgets, developing schedules.

6. **Producing**: Carrying out the work to implement the ideas or produce the products, ensuring that this is done in an effective way.

7**. Inspecting**: Ensuring that the work carried out meets the standards and policies and procedures of the organization.

8. **Maintaining**: Supporting the other activities to maintain standards. Linking skills Linking skills ensure that team members work together in carrying out the above functions: these skills include:

- active listening
- communication
- problem-solving
- team development
- work allocation and delegation
- building team relationships
- setting objectives

2.2 Communicating Goals/objectives

Effective communication can be crucial to the success of your efforts and to creating lasting systems change. Figuring out what you want to accomplish by setting strategic communication goals and objectives early on will help you get there.

Both the communication goals and objectives should clearly articulate what you want to accomplish.

Communication goals and objectives serve two different but related purposes:

- **Communication goals answer the questions**, What do you want people to do that they are not already doing? What actions should they take? What behavior do you want to see change? Goals are desired long-term outcomes and your communication goals should support your program's overarching goals.

- **Communication objectives answer the question**, What communication activities do you need to take to achieve your communication goal? Objectives are short-term, measurable steps toward a communication goal. Your objectives may include raising awareness of an issue, but to result in real change, they should emphasize convincing your audiences to take a specific action.

Set communication goals that:

- Engage audiences to take action on your behalf or change a behavior
- Are realistic
- Can be measured, so you will know when you have succeeded

2.2.1 Prioritize Your Efforts

Thinking about all you need to get done can be overwhelming. Once you start setting your communication goals and objectives, you may come up with a dozen goals and 10objectives for

each of them. We do not recommend tackling all this at once. Instead, think about what needs to happen first. Prioritize your efforts in order to stay strategic and sane during the process.

Look back to your program's logic model, implementation plan, sustainability plan, or even an existing communication plan to make sure these communication goals and objectives support these plans. If not, revise your communication goals so that they align with these existing plans.

To prioritize your goals and objectives make sure they are:

- Realistic and important to accomplish in the next 6to 12months
- Aligned with your program's logic model, implementation plan, and/or sustainability strategy
- Easy to accomplish (for example, the "low hanging fruit")

Make Your Communication Goals and Objectives **SMART** Once you know what you want to accomplish and have prioritized these efforts, it is time to refine the communication goals and objectives so that they are SMART:

- **Simple**: the goal or objective is clearly stated and easily understood.
- **Measurable**: Quantitative or qualitative outcomes to measure achievement of the goal or objective are stated.
- **Attainable**: the goal or objective is challenging but realistic.
- **Relevant** :the goal or objective is linked to your audience's needs and priorities.
- **Time bound**: a deadline for achieving the goal or objective is stated.

2.3 **Develop An Action Plan**

Purpose: To determine where, when, and how each task in your communication plan will be carried out. This step makes sure that all the hard work you have done to craft a strategy in Steps 1–5 sees the light of day. A great action plan makes the best use of everyone's limited time and resources.

It is good project management and every project director knows how important that is. The action plan will answer:

- Where do you start?
- Who will do what?
- When does it need to happen?
- How much will it cost?

Your action plan can be as simple or as complex as your needs require, but at a minimum, it should have the following essential information:

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- A listing of major activities, tasks and subtasks
- The target date for completing each task•
- The person responsible for ensuring that each task is completed

Self-Check -2	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. An effective group or team that is working towards the organization's goals can have apositive

   effect b/s

A. team activity is important in organizations

B. team have effect staff members

C. increase individual commitment

D. all

2. Coming up with new ideas and new procedures

A. Advising

B. Developing

C. Innovating

D. Organizing

3.Communication Objectives Should Be

A. Simple

B. Measurable

C. Relevant

D. All

Note: **Satisfactory rating -   Unsatisfactory -**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Instruction Sheet	**LG69: Identify and communicate issues arising in the workplace**

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

- Identifying issues and problem and organizing issues
- Initiating dialogue
- Raising communication problems and issues

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

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

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 4.
3. Read the information written in the information "Sheet 1 and Sheet 2-"**in page 3 and 5** respectively.
4. Accomplish the "Self-check 1 and Self-check t 2 "**in page 5 and 9** respectively

Information Sheet-1	Identifying issues and problem in work place , Initiating Dialogue

1.1 Identifying Issues And Problem In Work Place

Most people enjoy good relationships at work. However, even in the friendliest workplaces, disagreements can occur. Dealing with workplace issues can be time consuming and frustrating, but it's important to address concerns as soon as they arise to stop them from becoming more serious. Not all problems are created equally, so while you may have a problem that could be easily resolved through communication and diplomacy, some problems are so serious that they must be escalated through the chain of command immediately.

When problem solving isn't working, or things haven't quite escalated to the point of confrontation, **managing your interactions and reactions** is the way to go. May be there's a co-worker you just dislike, or you have to deal with someone whose work ethic doesn't match yours. There are all sorts of scenarios for which these approaches can keep things in check.

Most people remember *how* you respond to a situation rather than *what* happened. While you often do not have control of many situations, you can choose how to respond to others to help reduce work conflict and stress. By responding appropriately to a conflict situation, you take responsibility for your actions. Sometimes, problem-solving skills don't work as well when it's a problem of a different magnitude, like trying to handle working in a job that isn't what was promised or when your boss fails to notice the work that you do.

Prepare a statement of the problem and find someone (e.g., colleague, supervisor, friend or family member) to review it and to talk it over for input.

Consider these questions when preparing your statement of the problem:

- What is the problem?
- Is it my problem? Someone else's?
- Is this the real problem, or merely a symptom of a larger one?
- Does the problem have ethical dimensions?

Define the cause(s)/source(s) of the problem

In addition to defining the problem itself, strive to identify the cause(s) or trigger(s) of the problem and need looking at the current situation.

1.2 Initiating Dialogue

the modern meaning of dialogue has its origin in antiquity and the Middle Ages. The term is now primarily defined as a conversation between two or more people characterized by openness, honesty and genuine listening.

Taken from the Greek **diá** and **lógo**, it can be interpreted as the "flow of words" or "meaning" created by more than one person. In contrast to the terms "discussion" and "debate", which focus primarily on the content of a conversation, the word "dialogue" places equal emphasis on the relationship between the persons involved.

Another difference is that "debate" often includes a competitive component to underline the superiority of one opinion, while "dialogue" implies mutual understanding and the aim to identify common ground. In the reality of conversations in and on conflicts, though, the modes of discussion, debate and dialogue will often be mixed and it needs good facilitation skills to make the participants aware of this and help enable them to move between them constructively.

To ensure a common understanding of the way the dialogue will be organized and facilitated, it is important to agree on a joint set of ground rules with all participants. This should be done at the very beginning of the first dialogue session and should be explicitly confirmed by all participants.

These ground rules should be disseminated in written form, so that participants and facilitators can refer to them whenever necessary during the dialogue process

1. The mode of mutual interaction and communication in the dialogue sessions.
2. The way in which information from these sessions is shared outside (particularly the understanding of confidentiality)
3. The practical aspects to ensure effective sessions

With respect to the first category, interaction and communication, the following ground rules can be helpful:

- Dialogue means to listen to understand and ,to avoid interrupting other participants.
- Dialogue means to remain open-minded to the perspectives of other participants.
- Dialogue means to separate what we hear from other persons from our judgement on why this person makes a certain statement.

 Many misunderstandings are based on the temptation to interpret the motives why someone makes a statement. Dialogue means to focus first on interests and needs instead of solutions. Many dialogues fail because the participants rush too early to conclusions and solution

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1.Adressing work place problems and issues is important for the following reason, except

A. increase productivity

B. increase staff turnover

C. Create good working environment

D. increase staff trust

2.Not true about preconditions should be fully filled before conducting dialogue

A. mode of mutual interaction determined

B. the way information shared

C. Readiness of participants

D. all

Note: **Satisfactory rating -**   **Unsatisfactory -**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Information Sheet-2	Work place Communication problems and issues

2, **Work place Communication problems**

Workplace communication is essential to teamwork. Not only does it build and maintain relationships, but workplace communication also facilitates innovation. Employees who feel comfortable about communicating tend to have ideas accepted at an exceptional rate. Without workplace communication, there will be several problems. The concept that poor communication strategy is a root cause of high staff turnover. People look for new opportunities elsewhere when they are not engaged with the vision and mission of their current employer. Conversely, the positive impact of good communications at work includes better business performance, higher productivity and improved customer service, as well as higher staff retention numbers and lower costs of staff turnover.

2.1 **Common cause of problem of work place communication**

- **Problem One: Lack of Standards**

When communication problems in the workplace lower standards, it's usually because you lack consistency on how and when employees communicate. It's a good idea to establish a communication policy to standardize the methods used for communicating with both colleagues and customers. Avoid relying too heavily on one type of communication. For example, using only verbal communication makes tracking conversations and information difficult.

- **Problem Two: Communication Barriers**

Differences in background or experience cause barriers between some employees. Without some common ground, employees may find relating to or understand what other staff members are talking about difficult. Cultural differences may also cause difficulties in non-verbal communications, causing mixed messages.

- **Problem Three: Mixing Work and Personal Communications**

Some employees tend to mix personal lives into the workplace communications. Personal communications detract from the professionalism in the office, which sometimes leads to gossip in the workplace, leading to decreased morale or even accusations of harassment.

- **Problem Four: Misinterpretations and Assumptions**

Communication is open to interpretation and is sometimes interpreted incorrectly. People often make assumptions based on the information they hear or read, whether or not they hear or read it correctly. Nonverbal cues also lead people to make assumptions that can impede communication. For example, an employee who avoids eye contact may cause others to assume she is hiding something when she may simply feel inferior or shy.

- **Problem Five: Poor Listening Skills**

Sharing information is only part of the communication process. Strong listening skills are essential to effectively communicating and understanding the message being shared. Employees who fail to listen or who don't know how to actively listen to their colleagues are likely to miss information or not know what is going on.

- **Problem Six: Lack of Factual Communication**

Factually-based communication is essential to effective communication in the workplace. If employees communicate false information or share information they aren't sure about, they are likely to cause delays in task completion. Managers who share false information or share information without verifying it first are likely to upset the employees.

- **Problem Seven: Failure to Disperse Communications**

Dispersing workplace communications often relies on a chain of employees sharing the information with others. In some cases, the relay of information is interrupted, leaving certain employees out of the loop. The breakdown in communication may lead to wasted time, missed meetings, duplication of work, or other disruptions of the workflow.

- **Problem Eight: Privacy Concerns**

Very little communication is actually private, especially in a workplace environment. Verbal communication is easily overheard by others in the office. Email messages and instant messaging on the computer are susceptible to hacking. Other employees may read over your shoulder and see confidential communications. Leaked confidential information creates a liability issue and may hurt business.

- **Problem Nine: Negative Attitudes**

Negative attitudes interfere with the communication process in the workplace. In some cases, two employees may dislike one another or distrust each other, creating a wall between the two when they try to communicate. Other employees simply take an indifferent attitude toward work in general, causing them to not care about what is said during normal workplace communication.

- **Problem Ten: Lack of Follow Through**

Once information is dispersed in the office environment, specific actions take place based on the communications. For example, after a meeting to discuss the direction of a project, the attendees likely need to complete tasks based on what you discussed in the meeting. If the communication doesn't leave employees with a clear sense of how to follow through with actions, you are likely to see a breakdown and unfinished work.

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List at least four common causes work place communication problem

A._____

B._____

C._____

D._____

Note: **Satisfactory rating - 3 points**   **Unsatisfactory - below 3 points**

Answer Sheet

Score = _____

Rating: _____

Name: _____   Date: _____

Reference

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