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FROM THE AMERICAN PEOPLE



USAID Opportunity 2.0 Program:  
Second-Chance Opportunities for Out-of-school Youth

## LIFE SKILLS FOR SELF-DIRECTED LEARNING



## MODULE 2: INTERPERSONAL COMMUNICATION

LEARNER'S HANDBOOK

## Acknowledgements

**Education Development Center (EDC)** would like to thank the staff of the USAID Opportunity 2.0 Program, Philippines local team, and the DepEd Alternative Learning System Task Force, whose invaluable insights guided the adaptation of this curriculum.

As part of the Journey to Self-Reliance, the education system of DepED ALS will be strengthened to reach vulnerable out-of-school youth through providing them with second chance education so that learners are better equipped with the soft and leadership skills they need to excel in the labor market today and into the future.

The Life Skills Curriculum is an adaptation of EDC's globally recognized Work Ready Now.

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## 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	 Recommended Time
 <b>Session 1: Listening &amp; Speaking Effectively</b>	
1: Introductory Activity & Learner's Reflection	60-90 minutes
2: Non-Verbal Communication	30-40 minutes
3: Effective Listening	45-90 minutes
4: Effective Speaking	45-60 minutes
5: Choosing a form of communication	60-120 minutes
 <b>Session 2: Cooperating with Others</b>	
6: Self-Assessment of Working in Groups	90-120 minutes
7: Cooperating with Others	60-120 minutes
 <b>Session 3: Customer Care</b>	
8: Giving Exceptional Customer Service	60-90 minutes
9: Customer Service and the Role of Word of Mouth	60-120 minutes
10: Observing Communication in the Workplace	90-120 minutes
11: Module 2 Review and Application	60-120 minutes
	<b>Total Time: 11-18 hours</b>

### Written Assignments

*This is a checklist of all the written documents for learners to accomplish. The facilitator will put a tick mark on the submitted outputs and follow-up on those that have not been submitted yet.*

- ☐ 2.1: Effective Listening Observation Form
- ☐ 2.2: Effective Speaking Observation Form
- ☐ Session 1 Writing Space: listening and speaking strengths, weaknesses, ways to improve
- ☐ 2.3: Three Forms of Workplace Communication
- ☐ 2.4: Working in Groups Self- Assessment
- ☐ 2.5: Elements of an Effective and Cooperative Team Member
- ☐ Session 2 Writing Space: Cooperating with Others
- ☐ 2.6: Giving Exceptional Customer Service
- ☐ 2.7: Observing Communication in the Workplace
- ☐ Session 3 Writing Space: Customer Care

## SESSION 1: LISTENING AND SPEAKING EFFECTIVELY

**Learning Strand 1:** Communication Skills - English

**Domain/Macro Skill:** Listening

**Content Standard:** Demonstrate understanding of information heard to make meaningful decisions, as well as understanding of text elements to see the relationship between known and new information to facilitate comprehension.

**Performance Standard:** Listen attentively and critically in English to be able to function effectively as a member of the family, the community, the nation and the world and to participate in community and economic development

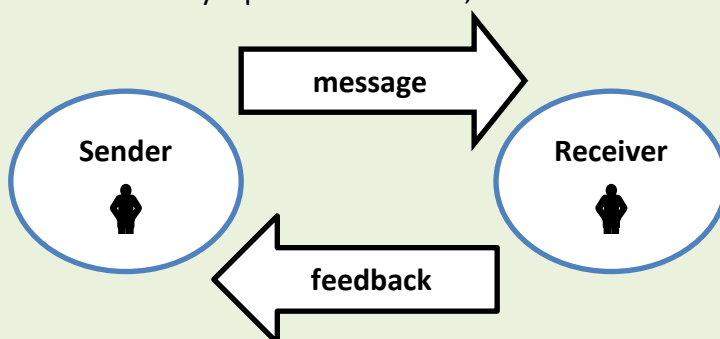
**Learning Competencies:**

<b>1.1</b>	Raise questions and seek clarifications on issues discussed in the text listened to: - LS1CS/EN-L-PSA-AS-1.1
<b>5.0</b>	Listen in order to recount accurately specific details of informative oral messages (Formal and informal discussions) – LS1CS/EN-L-PSA-LE/AE/LS/AS-5
<b>5.2.5</b>	Listen and respond through discussion, illustrations, songs, dramatization, and art – LS1CS/EN-L-PSA-AS-5.2.5
<b>8.0</b>	Respond to what the speaker says and does through verbal and nonverbal cues – LS1CS/EN-L-PSA-AE-8
<b>10</b>	Show understanding and respect for ideas and feelings of others by responding appropriately – LS1CS/EN-L-PSA-LE-10

### ↔ Key Topics and Learning Points ↔

1. Non-verbal communication
2. Effective speaking skills & strategies
3. Effective listening skills & strategies

- ★ **Examples of effective listening skills include:** using appropriate body language to show you are listening; listening to the speaker without interrupting; asking questions for clarification when you do not understand something; being aware of your own attitude and avoid being judgmental
- ★ **Non-verbal communication** affects how people perceive or understand each other. Example: not making eye contact, looking down, might be perceived as somebody not being confident or honest.
- ★ When giving or receiving instructions on performing a task it is important to give clear, detailed instructions and to ask questions for clarification to make sure you have understood the instructions.
- ★ Communication is a two way process where you need to speak and listen well and ask for clarification when necessary. Speak with a clear, understandable and convincing voice.



## Activity 1: Introductory Activity & Learner's Reflection

### Objectives:

- ✓ Review the main concepts of the previous module (Personal Development)
- ✓ Identify the topics that are important for interpersonal communications
- ✓ Take a Learner's Reflection



**Recommended Time:** 90 minutes



Welcome to Module 2, which is about Interpersonal Communications. Before we proceed to this module, let us have a review of the previous module. **Write** five ideas that you can recall about the types of important values and skills, how to set and reach goals, and different ways people learn.

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**Read** the proverb at the beginning of the module and answer the questions. "The first impression you give is important in communication" (*Sa komunikasyon mahalaga ang unang impresyon*).

What does it mean?

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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? Why?

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This module will focus on communication skills at work, what do you think is the relevance between the proverb and the importance of communication skills at work. How does it relate to your real life situation?

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**“I hear you, but I’m not listening”.** Ask your mother, father, sister, brother or your friend if they have experienced a situation where they are talking to someone who seemed to be listening to them but when they ask if they understood what they are saying it turns out that they are not listening. How did they feel about it? Is this a good or bad thing to do? Why?

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**Now** it is your time to write your thoughts on the following questions in the space below.

Questions	Your Thoughts
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 your personal and work lives?	



### Sharing is caring

This section encourages you to share your **output** to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. It's always great to share your thoughts and hear feedback from people who care 😊

Go ahead and share your thoughts based from your answers above to your family and friends! Don't forget to explain your thoughts in each question to show how you value effective communication in your life.

Remember that in this module you are going to learn about communication skills and how to become more effective and confident listeners and speakers.



## Learners' Reflection: Module 2 Interpersonal Communication

*This is not a test but is a way for you to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and your teacher know which topics may require more time, effort and guidance.*

*Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik---tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i---tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.*

<b>My experience</b>  <b>Knowledge, skills and abilities</b>  <i>Kaalaman, kasanayan at kakayahan</i>	<b>1</b> <b>I don't have any experience doing this.</b>  <i>Wala akong karanasan sa paggawa nito</i>	<b>2</b> <b>I have very little experience doing this</b>  <i>May kaunting karanasan ko sa paggawa nito</i>	<b>3</b> <b>I have some experience doing this.</b>  <i>Mayroon akong karanasan sa paggawa nito</i>	<b>4</b> <b>I have a lot of experience doing this.</b>  <i>Marami akong karanasan sa paggawa nito</i>
Using a variety of strategies to listen carefully to others / <i>Paggamit ng iba't-ibangistratehiya 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 ibakung merong hindi naintindihan.</i>				
Speaking clearly and effectively in front of individuals or groups / <i>Pagsasalita nang maliwanag at mabisa sa harapan ng mga tao o grupo.</i>				
Understanding the importance of customer care and service / <i>Pag-unawa 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>Pagsisikap upang makapagbigay ng pinakamagandang serbisyo sa telepono o personal na pakikitungo sa tao</i>				
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## Activity 2: Non-Verbal Communication

### Objectives:

- ✓ 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:** 30- 40 minutes

### Do This

1. Tell a family member how you feel, or what you think, or what you want—without talking.
2. Think of some words to describe your family member's reactions and note them down.
3. Tell your family member that you just showed an example of non-verbal communication.



**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 your head in agreement, rolling your eyes in disagreement, looking at your watch and tapping foot in boredom, smiling, etc.



**The way you use your body can help or interfere in your communication with others.** Your body can show if you 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.



**You do not always need to talk in order to communicate.** Non-verbal communication is also a way to express yourself or to send messages.



### Let's Apply!

Look at the pictures below. By yourself or with a family member, familiarize yourself with what each facial expression means by practicing it.





### Think about it!

This section encourages you to express your **opinions** to family and friends about non-verbal communication. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more points of view 😊

1. Why do you think non-verbal communication is important when giving information or when listening to someone?
2. Why is knowing and recognizing non-verbal communication important in the workplace?



Non-Verbal communication is important because: 1. It is a way to communicate using your body. 2. It can help or interfere with your communication with others. 3. You do not always need to talk to communicate.

### Activity 3: Effective Listening

#### Objectives:

- ✓ Identify effective listening skills & strategies
- ✓ Apply and demonstrate effective listening skills



**Recommended Time:** 45-90 minutes



**Read** the story about a workplace situation described below. Invite 2 of your family members, friend or home companions to do a role play. Assign them to take the roles of the characters mentioned in the scenario.

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 sister 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 sister. 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.



**Read** the following questions and **write** your answers below based on your understanding of the scenario.

- What is the scenario all about?

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- Can you identify any misunderstanding?

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- Why did this situation happen?

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- Has a similar situation happened to you? Have you ever not listened to someone who was speaking to you? Have you experienced speaking and the other person was not listening to you? What happened?

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- If you were one of the characters, what will you do to avoid such a situation?

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## 2.1 Effective Listening Observation Checklist

**Identifying effective listening skills and strategies:** Read the statement in the table below one at a time. Check **Yes** if you use or practice the standard in your real-life situation, and check **No** if you don't.

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?		

Count your **YES** and **NO** answers. If you have more YES answers, then most likely you are practicing good listening skills!



### Let's Apply!

Ask your family members, home companions or friends to do a role play with you. You can choose from the 2 role play scenarios described below. You may change the name of the characters to your real names or other names as you wish. Your conversation or dialogue in the role play must be according to the standards found in the **Effective Listening Observation Checklist** (Be sure to share the checklist with your role play partner beforehand!).

#### Role Play Scenario 1: 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 Scenario 2: 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.



### Think about it!

Once the role play is over, encourage the role players (family member, home companion or a friend) to express your respective opinions about the story you just role-played together. You may wish to start a discussion with them on a later time either face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more points of view 😊



The following guide questions may help you in your discussion:

1. What did it feel like to be in a conversation where you failed to understand something that the other person is trying to say?
2. What did you observe about our body languages while talking to each other?
3. What conclusions can we make about how to be an effective listener?  
*Good communication requires people to be respectful and to be good listeners. They ask questions to clarify what has been said.*
4. What other tips can you offer for us to become effective listeners?



### Sharing is caring

Go back to the exercise you have done on **Effective Listening Observation Checklists** and share your **output** to family and friends. You have reflected on this so now it is time to tell others about the listening “standards” you are practicing (YES answers) and not practicing (NO answers). Do it face to face, via text, chat, or whatever means available and comfortable to you. It’s always great to share your thoughts and hear feedback from people who care 😊

1. Read the standard statement in the checklist where you answered “YES” then ask their affirmation or feedback if you are practicing it based on their experience in talking to you.
2. Read the standard statement in the checklist where you answered “NO” and share your thoughts on how can you do it differently or improve it. You may relate your thoughts to your workplace environment (if you are currently employed or self-employed). Also ask for their suggestions on how you can improve on the particular listening strategy.
3. Thank them for their feedback and suggestions!

## Activity 4: Effective Speaking

### Objective:

- ✓ Identify effective speaking skills and strategies



**Recommended Time:** 45-60 minutes



**Get** any object nearest to you (e.g. book, mobile phone) or a blank sheet of paper and draw something that comes to your mind first. Look for a family member. In 2 minutes, describe the object you chose or the picture you drew. Your task is to clearly convey the importance of the object or drawing in your daily life. Convince the listener/s of its importance. Keep checking to see his/her interest in the object and adjust your approach accordingly!



**Reflect** on the experience, using the questions below.

1. What lesson or lessons did you get from the activity above?
2. What will happen if we do not speak clearly?
3. Were you able to give a clear message?
4. What were some of the effective speaking strategies that you used?
5. What was the reaction of the listener to you?
6. How did you adjust your approach if you found the listener was not so interested in your object or drawing?
7. What kind of body language did you use?
8. What are some of the things that you as a speaker can use next time to be a more effective speaker?

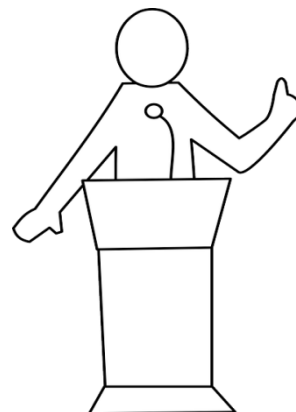


It is important to focus on speaking. Part of effective speaking is the importance of being present, open and connected to those you are speaking to both speech and body language. Some of the instances you will need to use effective speaking skills are: *presenting ideas at work either formally to a supervisor or group of colleagues or informally to co-workers and socially with family and friends.*



## 2.2 Effective Speaking Skills and 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



### Let's Exercise!

Read the statements one by one and put a ✓ if the statement is about effective speaking and ✗ if not.

1	I need to use positive and constructive words.	
2	I always check the mood and attitudes of my listeners.	
3	I should always be respectful when I speak to elders, but not so much when I speak to those of a younger age.	
4	Honesty is one of the strategies to become an effective speaker.	
5	Body language must be observed when speaking.	
6	I will speak fast so I can finish early on so I can entertain more questions.	
7	I should be clear, brief and direct to the point when speaking.	

8	I should know what I want to say in advance and prepare when possible.	
9	I will avoid arrogance and maintain confidence when speaking.	
10	I will try to avoid respect when I needed to speak direct messages.	



### Let's Apply!

Go back to your object or drawing. Improve on your description of the object or drawing. After writing, face a mirror and practice speaking about it to yourself or call a family member to speak about what you have written.



### Sharing is caring

This section encourages you to express your **opinions** to family and friends. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more points of view 😊

1. How can my learning today help me become confident and effective in speaking?
2. How important are effective speaking skills at home? School? Workplace?

## Activity 5: Choosing a Form of Communication

### Objective:

- ✓ Choose when to communicate verbally, electronically or in writing.



**Recommended Time:** 1-2 hours



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.



**Write** down some examples of each of the 3 main ways of communicating at work:

- 1) Verbal: \_\_\_\_\_
- 2) Written: \_\_\_\_\_
- 3) Electronic: \_\_\_\_\_



## 2.3 Three Forms of Workplace Communication: Part 1

Look at the table below and decide whether each form of communication is verbal, written and/or electronic. Place a check on your answer.

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): _____			



Select what you **think** are the top 10 most used forms of communication at work and give an example of **when** you may choose to use it in the workplace.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



## 2.3 Three Forms of Workplace Communication: Part 2

Remember, 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.

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.



### Let's Exercise!

Imagine the results for the following scenarios. Write down adjectives to describe the feelings of your colleagues and draw their related faces beside the adjectives.

Example:

Adjective: Happy

Related reaction: 😊

1. You want to solve a problem or make a decision. You sent a long email to your colleague.

Adjectives: \_\_\_\_\_ Related reactions: \_\_\_\_\_  
 \_\_\_\_\_

2. Your message is simple, but you're physically separated. You requested for a conference call.

Adjectives: \_\_\_\_\_ Related reactions: \_\_\_\_\_

3. You want immediate feedback. You walk into the office room of your supervisor.

Adjectives: \_\_\_\_\_ Related reactions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. You need an electronic record. You place a sticky note on the desk of your colleague.

Adjectives: \_\_\_\_\_ Related reactions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Let's Apply!**



## 2.3 Three Forms of Workplace Communication: Part 3

**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 co-workers	You prepare handouts for a presentation	You set up a webinar to show the client the work you did for them



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Sources:

*Three Forms of Workplace Communication* adapted from Ford Partnership for Advanced Studies, Media and Messages: Building a Foundation of Communication Skills, 2005.



### Session 1 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on listening and speaking effectively.

**Congratulations! You have completed the session on Listening and Speaking Effectively. You are now ready to move to the next session on Cooperating with Others.**

## SESSION 2: COOPERATING WITH OTHERS

<b>Learning Strand 5:</b> Understanding the Self and Society	
<b>Content Standard:</b> Interpersonal Relationships (Family Solidarity and Pakikipagkapwa)	
<b>Performance Standard:</b> Develop interpersonal skills that will contribute to harmonious relationships between and among one's family and community members.	
<b>Learning Competencies:</b>	
<b>14</b>	Use interpersonal and problem-solving skills to influence and guide others toward a goal – LS5DS-IF-PSB-LS/AS-2.6.1
<b>15</b>	Leverage strengths of others to accomplish a common goal – LS5DS-IF-PSB-LS/AS-2.6.2

### Activity 6: Self-Assessment of Working in Groups

#### Objectives:

- ✓ Assess how you tend to work in groups
- ✓ Recognize that different personalities and approaches affect how a group performs its roles and responsibilities

🕒 **Recommended Time:** 1 hour 30 minutes – 2 hours

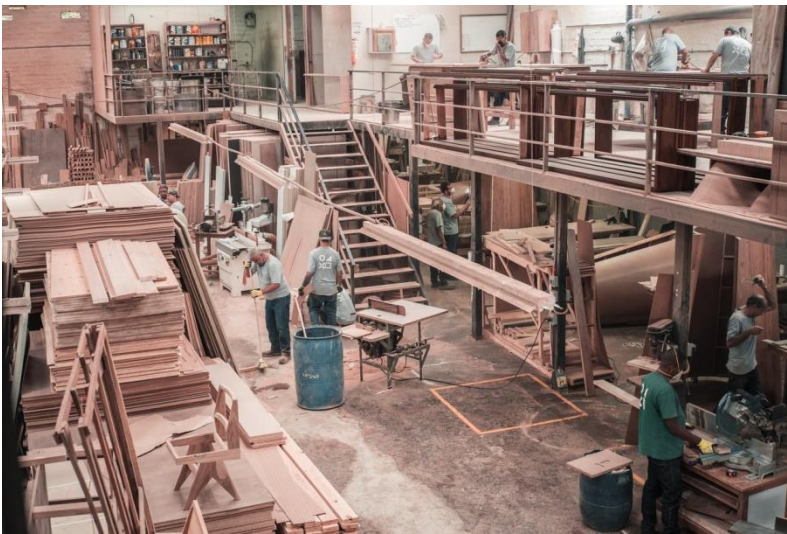
#### ↔ Key Topics and Learning Points ↔

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

- ★ Being an effective & cooperative team member is key to a team's success.
- ★ People in a group have different personalities and styles of communication. It is important to be aware of your own style as well as that of others.
- ★ An effective and cooperative team member...
  - ✓ Interacts with and includes others in respectful and honest ways
  - ✓ Is respectful of differences

- ✓ 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

Look at the picture and imagine that you are observing workers and their supervisor building a house. Write your observations following the questions below:



- What do you see in the picture?
- Do the workers take on different roles? What are they?
- Do you think the task of building a house is easy to accomplish? Why or why not?
- Does the task of building the house become easier if the workers do their own task well? Why or why not?
- Describe the role communication plays in the workers' ability to successfully build a house.

**Think** about yourself when working in a group. Do you perform your task well? Why or why not? How do you describe yourself working in a group?

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In order to accomplish the task, a group needs to work well together. The members 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 different styles.



**Let's Apply!**



## 2.4: Working in Groups Self- Assessment

**Complete the table** below by reading the list and checking three (3) boxes that best describe how you work in a group.

<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.



## Sharing is caring

This section encourages you to share your **output** to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. It's always great to share your thoughts and hear feedback from people who care 😊

Go ahead and share your working styles when working in a group to your family and friends! Don't forget to explain the three (3) boxes that you chose above to best describe you.

Remember that a person works in different ways in a group. It is necessary to be aware of your 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.

## Activity 7: Cooperating with Others

### Objectives:

- ✓ 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- 2 hours



**Look at** the picture below.



In a basketball game, there is usually a winning team and a non-winning team. Describe a winner team and a non-winner team. Also, describe the characteristics of an individual team member of the winning as well as those of the non-winning team.

Add your description to the examples given in the table below.

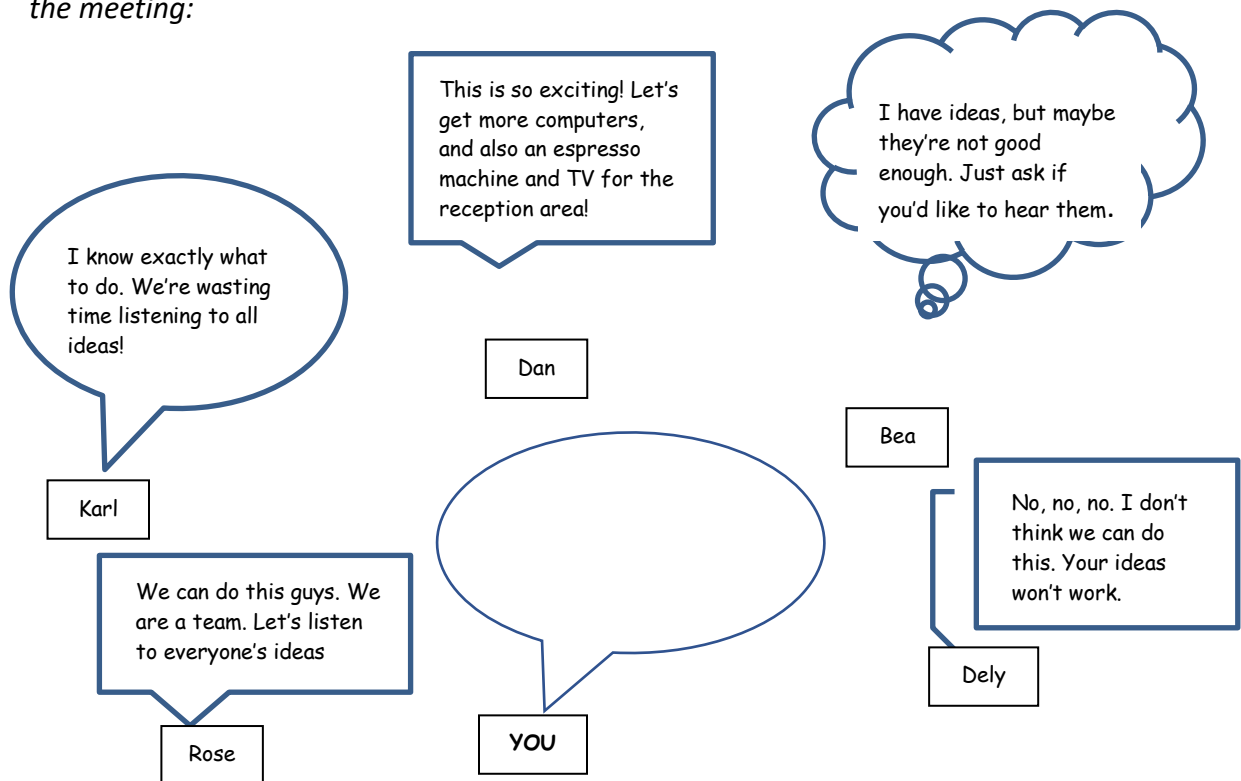
Winner	Non-Winner
<b>The Team</b> <ul style="list-style-type: none"> <li>• Has a game plan</li> <li>• </li> </ul>	<b>The Team</b> <ul style="list-style-type: none"> <li>• No strategy</li> <li>• </li> </ul>
<b>Individual Member</b> <ul style="list-style-type: none"> <li>• Listens to the coach</li> <li>• </li> </ul>	<b>Individual Member</b> <ul style="list-style-type: none"> <li>• Relies on himself alone</li> <li>• </li> </ul>

**Team work** is important and **cooperative team members** are needed to achieve a goal.



You are now going to do an activity that will help you to be a cooperative and effective team player. **Read** this scenario:

*Renovations are complete and your new office space is ready for people to move into. You are part of a group of co-workers who 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 that you and your co-workers 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. Your co-workers say these statements at the meeting:*



Answer the following questions:

1. Write your own short statement in the thought bubble.

2. What type of personality do you think Karl has? Was he helping the group make decisions? Why/why not?

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3. What type of personality do you think Dely has? Was she preventing the group from making progress? How could others encourage this person to contribute to the group?

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4. If you were the group leader, and you were responsible for developing the plan, what would you say?

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Recognize that individuals making up a team may have different personalities and approaches. Some examples of individual personalities in this activity are the following:

**Group leader:** a strong leader tries to speak clearly and listen effectively. The group leader needs to clearly explain the objectives to the group and keep the group on task. As the person responsible for developing the plan, the leader tries to involve all in the discussion.

**Quiet / shy person:** has a lot of very good ideas but won't say anything until someone asks directly. Who do you think is the shy person in this activity?

**Domineering person:** wants to take over the discussion and lead the group. A domineering person thinks s/he has all the answers and does not want to waste time having everybody share their ideas. Who is the domineering person in this activity? How would you handle a domineering person?



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**Disagreeable person:** has a negative attitude and are resistant towards all ideas. Have you experienced being with a person like Dely in this activity? How did you interact with that person?

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**Encouraging person:** makes sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation. Can you tell who is the encouraging person in this activity? Do you consider yourself an encouraging person?

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**Ideas person:** gets very excited in the group and loves to brainstorm and share extravagant ideas that aren't always realistic. Who is the ideas person in this activity? Would you like an ideas person to be in your team? Why or why not?



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.



## 2.5 Elements of an Effective and Cooperative Team Member

Go through the Elements of an Effective and Cooperative Team Member and list one element that you think you are good at, and one element that you would like to improve in yourself.

### **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

I'm good at:

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I can improve on:

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### Sharing is caring

This section encourages you to share your **learning** to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. Do it face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your thoughts and hear feedback from people who care 😊

Have a chat with a friend and share your self-reflection, and get his/her honest opinion about your strength and area for improvement.



### Session 2 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on cooperating with others.

**Congratulations! Now that you know how to cooperate with others better, you are ready to enter the world of customer care.**

## SESSION 3: CUSTOMER CARE

**Learning Strand 4:** Life and Career Skills

**Content Standard:** Ability to Earn a Living (Self-employment/Entrepreneurship)

**Performance Standard:** Apply working knowledge, skills and positive attitudes as a self-employed individual/entrepreneur to engage in a business activity involving marketable goods and services to earn a living and improve one's economic status.

**Learning Competencies:**

<b>9</b>	Identify what is of value to the customer – LS4LC-AE-PSB-AE/JHS-9
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### ↔ Key Topics and Learning Points ↔

#### 1. Exceptional Customer Service

##### ★ Exceptional Customer Service

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

##### ★ Meeting Basic Customer Needs – Make a customer feel:

- ✓ **Welcome:** be friendly, greet customer, introduce yourself, use a positive tone of voice, smile
- ✓ **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


##### ★ To resolve conflict with customers:

1. Stay calm and listen.
2. Deal with the person's feelings first.
3. Ask questions.
4. Give feedback.
5. Summarize the problem.
6. Deal with the problem.

## Activity 8: Giving Exceptional Customer Service

### Objectives:

- ✓ 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

 **Recommended Time:** 1 hour – 1 hour and 30 minutes

### LET'S ROLE PLAY!

Ask a family member, friend or neighbor to volunteer as an actor to perform the scenario below with you.

#### 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.

After the role play, take turns in sharing answers to the following questions:

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

Again, ask a family member, friend or neighbor to be your partner to discuss your understanding of what **customer** means. Share with each other examples of your own experiences as customers or experiences in serving customers.



What is a customer?



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**.



Continue to **share thoughts** with the same partner:

- What is important to you when you go out to a restaurant? Or shop in a department store?
- What determines “exceptional service”? Think about things such as cost, speed of service, attitude of waiter/waitress, taste, sales lady or attendant, etc.

**Discuss:** How were your answers different or the same? What can a restaurant/department store do to meet the needs of the customers as best as they can?

After your sharing and discussion, thank your partner for his/her thoughts on the topic.



**Read** the handout below. Then, based on your experience as a customer, in any place of business or providing customer service as a worker of a store, restaurant, etc., check the boxes of customer service practices which you have done or encountered in making the customer feel **welcome, understood, important and comfortable**. Share the list of those practices with your partner.



## 2.6: Giving Exceptional Customer Service

### A. Exceptional Customer Service

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

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

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

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

*Welcome:*

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Be friendly</i>        | <input type="checkbox"/> <i>Use a positive tone of voice</i> |
| <input type="checkbox"/> <i>Greet customer</i>     | <input type="checkbox"/> <i>Smile / lighten up</i>           |
| <input type="checkbox"/> <i>Introduce yourself</i> |  |

*Understood:*

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Listen carefully</i> | <input type="checkbox"/> <i>Repeat or rephrase to make things clearer</i>               |
|  | <input type="checkbox"/> <i>Ask open-ended questions to understand customer's needs</i> |

*Important:*

- |  |   |
|--|---|
| <input type="checkbox"/> <i>Refer to customer by name</i>      | <input type="checkbox"/> <i>Thank customer for coming</i> |
| <input type="checkbox"/> <i>Show interest in client's need</i> |   |

*Comfortable:*

- |  |  |
|--|--|
| <input type="checkbox"/> <i>Use open body language</i> | <input type="checkbox"/> <i>Show concern</i> |
|--|--|

### 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.



#### Let's Apply!

Find another family member or a friend (apart from your partner) so that there will be three of you participating in this next role play activity. Select which sector you would like to represent as a work place situation (it can be construction, hospitality services, food processing, delivery services, retail business, etc.).

One person should play the role of the customer, one should provide the service and the third person should observe. You should act out a scenario that shows **exceptional customer service** as well as showing bad customer service using the suggestions in 2.7 Giving Exceptional Customer Service on how to meet customer needs. The observer should also use 2.7 Giving Exceptional Customer Service to assess if the business is meeting the needs of the customer.



#### Think about it!

This section encourages you to express your opinions to family and friends about a providing exceptional customer service. With the same persons you engaged in the role play above, start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more



The following guide questions may help you in making your discussion lively and engaging. You should take notes of their responses to each question as they go through sharing their answers. You may write them alongside the questions or on the space provided above.

1. What will happen if customers don't feel...

a) welcome?



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**b)** understood?

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**c)** important?

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**d)** comfortable?

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**2.** What benefits can a business have if a worker or customer service provider...

- a)** anticipates the customer's needs?
- b)** understands what the customer is thinking?
- c)** meets and exceeds the customer's highest expectations?
- d)** gets feedback from customers on the service it provides



## Sharing is caring

With your list/notes of friends' responses and inputs gathered in the previous activity (Think About It discussion), share them with another family member and friend. This time, select a family member or friend who is working as a small store owner, a sales lady or attendant, waitress/waiter or have worked in any businesses in your community. You have reflected on this so now it is time to tell others about what you know about providing exceptional customer service. Do it face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your thoughts and hear feedback from people who care 😊.

1. Read the first question (refer to questions in the Think About It discussion) and its responses, then ask their affirmation or feedback if these are correct/true based on their experience.
2. Read the second question (refer to questions in the Think About It discussion) and its responses, then ask if they (or their business) actually received the same benefits or more benefits.
3. Ask them about their own experience on:



BAD CUSTOMER SERVICE



GOOD CUSTOMER SERVICE

4. Solicit their ideas or suggestions on important things to remember about how to give exceptional customer care.
5. Thank them for their feedback and suggestions!

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

### Objectives:

- ✓ Describe the importance of customer service for a business
- ✓ Describe how word of mouth can travel and affect a business, positively and negatively



**Recommended Time:** 1-2 hours



Read the quote and answer the questions below: *"It takes much more effort to win a new customer than to maintain a relationship with an existing one."*<sup>1</sup>

- Why do you think good customer service may be that important for a business?

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- What role do you think word of mouth can play in your business?

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Customers are the heart of any business. Let's keep them happy!

### Let's play a game!

You will now see how customer service can have a multiplying effect on a business as result of word of mouth. Ask your family members and/or friends to join you in this game.

Form one large circle with all your chosen 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.

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<sup>1</sup> Wesihaar, Julie. *Build a Strong Business with Strong Customer Relationships*.  
<https://www.youtube.com/watch?v=HUmO0Z570bk> (Retrieved: June 4, 2016)

Explain the activity to your family members and/or friends: 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 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)*



### Think about it!

Try to discuss the questions below with all those who participated in the activity. If some of your family members and/or friends cannot join you for the sharing, it is okay as long as you have at least one person with whom you can discuss your answers 😊

1. What did you observe about how the message traveled? Do messages with positive experiences travel the same as messages with negative experiences?
2. What do you think this means for a business?
3. What role do you think customer service plays in a business?

4. 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, and this also includes good packaging, pricing and marketing style. However, *bad* customer service which includes, pricing too much such as the price of your candies, will lead to negative messages that will also spread out, and sometimes even faster. 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.



### Let's Apply!

In one or two sentences, how can you avoid your customers from bad-mouthing your product or service offered in the market? What do you think is best way to provide good customer service?

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### Sharing is Caring

This section encourages you to express your **opinions** to family and friends. Start a discussion with them face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your ideas and hear more points of view 😊

- Select a product from Shopee or Lazada from your mobile phone – in the absence of these apps, think of something that you want to buy in the department store.
- Text or chat your friend/s and discuss the product. Make sure to state /discuss/say both negative and positive things about the product.
- Observe your friend's reaction about it – whether he/she will also have something to say about it.

## Activity 10: Observing Communication in the Workplace

### Objectives:

- ✓ Discuss what you can learn by observing in a workplace
- ✓ Identify good interpersonal communication in the workplace
- ✓ Conduct your own workplace observations and record your observations

 **Recommended Time:** 90 - 120 minutes



**Think** about workplace observation. How can we learn about communication during an observation?

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What do we need to know or prepare before workplace observation?

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What should you do during a workplace observation?

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**A Workplace Observation** is when you go to “look and see” at a workplace for a short time, 20 – 40 minutes.

**The aim is to see** different jobs and work environments, different forms of communication, and customer service behaviors.

**Observations in public spaces.** You can do this on your way home at a public space such as a café, bank, hospital, construction site or store. These locations should not require you to ask for permission.

**Asking permission.** You can also conduct an observation after asking for permission. This

approach will be needed at places that require access into a workplace, where you can stand out of the way in a space that does not require safety clothing. Examples of these situations include a car repair workshop, panel beating workshop, or inside a restaurant kitchen.

**Building relationships.** By doing observations, you start to build a relationship with an employer. This will make it easier to ask to come back for an informational interview or other work immersion experience.



### Let's Apply!

You will complete two workplace observations. If there are safety restrictions, choose workplaces that you can observe from a safe distance outside. Do an observation when you are tending to your daily needs such as grocery shopping or going to the pharmacy. Observe for 10 – 20 minutes.

Complete the form for each observation to the best of your ability. You may not be able to answer every single question. Take notes as you can and then answer the questions on communication that follow the table when you are back home.



## 2.7 Observing Communication in the Workplace

	<b>Observation #1</b> Date:	<b>Observation #2</b> Date:
<b>Information about the business:</b>		
1. What is the name of the business?		
2. What type of business is it?		
3. What products or services does the business offer?		

4. What jobs did you observe? What did they do and what equipment did they use?		
<b>Communication:</b> 5. What forms of communication did you see?		
6. How did the supervisor communicate with the employees?		
<b>Customer Service:</b> 7. Describe any good customer service you saw.		
8. Describe any bad customer service you saw.		
<b>Main Equipment Observed:</b> 9. List and explain some of the main equipment you saw? Include anything used with customers such as cash registers, credit card machines, etc.		
<b>Dress Code:</b> 10. What do you notice about how the workers are dressed?		
<b>Possible Work Experience Opportunities:</b> 11. Do you think there might be work experience or internship opportunities here? Why?		
<b>Manager or Supervisor's Name:</b> 12. List here if you were able to get this information.		





What forms of communication did you see?

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How did the staff communicate with each other?

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How did the staff communicate with their customers?

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Describe any good customer service you saw.

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Describe any bad customer service you saw.

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### Activity 11: Module 2 Review and Application

#### Objectives:

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

 **Recommended Time:** 1 hour to 2 hours



**Reflect** on what you have learned from Module 2. Jot down your answers to the questions below in the spaces provided.

Learning: Share 2 main things you learned about communications in Module 2.

1.

2.

Strength: Share 2 strengths that you think you have in communication.

1.

2.

Weakness: Share 2 weaknesses that you think you have in communication that you can improve in the future.

1.

2.

Challenges: Share 2 things that you find very challenging in effective communication.

1.

2.



### Let's Apply!

Engage your family members in debate! Follow these set of instructions **carefully**.

1. Select at least 2 family members to join your debate activity as there are three main roles:
  - a. Speaker 1: affirmative stand
  - b. Speaker 2: opposition stand
  - c. Facilitator
2. Take the role of one speaker. It does not matter if it is the affirmative or opposition stand.
3. Below are some suggestions of topics for debate, but you may come up with your own.

Choose a topic that is relevant to your family's concerns.

- Same sex marriage should be legal in the Philippines.
- The death penalty stops people from committing crimes.
- Divorce should not be legal in the Philippines.
- Social Media has improved human communication.
- Marijuana should be legalized in the Philippines because it has health benefits.

4. Below are the main mechanics of the debate which your family should observe.

- The **affirmative** speaker presents arguments to support the statement.  
(e.g. Same sex marriage should be legal in the Philippines because ... reason #1, reason #2, reason #3)
- The **opposition** speaker presents arguments opposing the statement.  
(e.g. statement: Same sex marriage should **NOT** be legal in the Philippines because... reason #1, reason #2, reason #3)
- NOTE: There cannot be any interruptions. Speakers must wait for their turn. The facilitator should enforce the rules.
- 5-MINUTE RECESS to allow both speakers to prepare their rebuttals.
- The **affirmative** speaker presents further arguments in **support** of the statement and provides rebuttals to the arguments raised by the opposition speaker.  
(e.g. Furthermore, same sex marriage should be legal in the Philippines because of reason #4 and reason #5. To answer your earlier arguments... answer reason #1, #2, and #3 of opposing speaker.
- The **opposition** speaker presents further arguments **against** the statement and provides rebuttals to the arguments raised by the affirmative speaker.  
(e.g. Furthermore, same sex marriage should **NOT** be legal in the Philippines because of reason #4 and reason #5. To answer your earlier arguments... answer reason #4 and #5 of opposing speaker.
- 5-MINUTE RECESS to allow both speakers to prepare their closing remarks.
- Opposition speaker presents closing remarks.
- Affirmative speaker presents closing remarks.
- The facilitator decides who won the debate.



### Sharing is caring

How do you feel after the debate? How do your family members feel? Ask them for their thoughts and then answer the questions below.



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?



### Session 3 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on customer care.

## Learners' Reflection: Module 2 Interpersonal Communication

*Remember this? You answered this at the beginning of the module. Answer it again and compare your results with your previous reflection. Is there a difference?*

*This is not a test but is a way for you to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and your teacher know which topics may require more time, effort and guidance.*

*Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik---tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i---tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.*

My experience	1 I don't have any experience doing this.	2 I have very little experience doing this	3 I have some experience doing this.	4 I have a lot of experience doing this.
Knowledge, skills and abilities  <i>Kaalaman, kasanayan at kakayahan</i>	  <i>Wala akong karanasan sa paggawa nito</i>	  <i>May kaunti akong karanasan ako sa paggawa nito</i>	  <i>Mayroon akong karanasan sa paggawa nito</i>	  <i>Marami akong karanasan sa paggawa nito</i>
Using a variety of strategies to listen carefully to others / <i>Paggamit ng iba't-ibang istratehiya 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>Pagsasalita nang maliwanag at mabisa sa harapan ng mga tao o grupo.</i>				
Understanding the importance of customer care and service / <i>Pag-unawa 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>Pagsisikap upang makabigay ng pinakamagandang serbisyo sa telepono o pakikitungo sa tao</i>				

## End-of-Module Assessment

Congratulations for finishing Module 2: Interpersonal Communication! At the end of every module you will take a short assessment to see how much you have learned. It will help you and your teacher identify the knowledge and skills you know and what still needs reinforcing. The results will not affect your ability to continue in the program.

Structure of the Assessment: It has a total of 10 questions. Some questions are multiple choice and some questions are true or false. You should choose only ONE answer for each question.

Once you have finished answering the questions, note down any clarifications you want to ask your instructor.

## Module 2: Interpersonal Communication

*Circle an answer for each statement.*

<b>English</b>	<b>Tagalog</b>
<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"> <li>a. Interrupt your co-worker to let him or her know you disagree</li> <li>b. Shake your head in disagreement to let your co-worker know how you feel</li> <li>c. Try to think about something else until your co-worker stops talking</li> <li>d. Are aware of your own feelings but listen to what your co-worker has to say before responding</li> <li>e. All of the above</li> </ul>	<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"> <li>a. Singitan mo ang katrabaho mo para ipaalam sa kaniyang hindi ka sumasang-ayon</li> <li>b. Umiling ka para ipaalam sa katrabaho ang iyong damdamin</li> <li>c. Subukang mag-isip tungkol sa ibang bagay hanggang sa tumigil magsalita ang iyong katrabaho</li> <li>d. Alam mo kung ano ang damdamin mo, pero makikinig sa sinasabi ng iyong katrabaho bago ka magsalita</li> <li>e. Lahat ng nabanggit</li> </ul>

<p>2. When someone else is speaking, you should give non-verbal communication cues to show that you understand.</p> <p>a. True b. False</p>	<p>2. Kapag may nagsasalita, dapat magpakita ka ng mga non-verbal communication cues para ipakitang naiintindihan mo.</p> <p>a. Tama b. Mali</p>
<p>3. When speaking to a group of people, it is important to:</p> <p>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>	<p>3. Kapag nagsasalita sa isang grupo ng tao, mahalagang:</p> <p>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>
<p>4. When you do not fully understand instructions given to you by your supervisor at work, you:</p> <p>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>	<p>4. Kapag hindi mo lubusang naiintindihan ang sinasabi ng iyong supervisor sa trabaho:</p> <p>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>



<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> <p>a. True b. False</p>	<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> <p>a. Tama b. Mali</p>
<p>6. Someone who works well in a team_____.</p> <p>a. Interrupts only when offering new ideas b. Pays attention only to those who have the same opinions c. Provides inputs and seeks the ideas of others in the group d. Creates conflict to make the discussion interesting e. All of the above</p>	<p>6. Ang isang taong mahusay makipagtrabaho sa loob ng isang grupo ay _____.</p> <p>a. Sumisingit lang sa usapan kung magbibigay ng mga bagong idea b. Nakikinig lamang sa mga may kaparehong opinyon c. Nagbibigay ng opinyon at humihingi ng mga idea ng iba sa grupo d. Lumilikha ng di-pagkakasundo para maging kaiga-igaya ang talakayan e. Lahat ng nabanggit</p>
<p>7. Good customer service always includes doing what the customer tells you to do.</p> <p>a. True b. False</p>	<p>7. Laging bahagi ng magandang serbisyo sa customer service ang paggawa sa sinabi ng customer sa iyo.</p> <p>a. Tama b. Mali</p>

<p>8. When dealing with a customer on the telephone:</p> <ol style="list-style-type: none"> <li>Say the name of the organization and your name when you answer the phone</li> <li>Be polite and courteous</li> <li>Listen well and do not interrupt</li> <li>Record all the necessary information such as person's name and number, date of call, what the person needs</li> <li>All of the above</li> </ol>	<p>8. Kapag nakikipag-usap sa isang customer sa telepono:</p> <ol style="list-style-type: none"> <li>Sabihin ang pangalan mo at pangalan ng organisation sa pagsagot ng telepono</li> <li>Maging magalang</li> <li>Makinig nang mabuti at huwag sumabat</li> <li>Itala ang lahat ng mahahalagang impormasyon tulad ng pangalan ng tao, numero, oras ng tawag, at kung ano ang kaniyang pangangailangan</li> <li>Lahat ng nabanggit</li> </ol>
<p>9. When dealing with a difficult customer:</p> <ol style="list-style-type: none"> <li>Ignore the person</li> <li>Remain calm</li> <li>Tell them you will not talk to them anymore</li> <li>Tell them to please leave</li> <li>Yell at them so they understand your point of view</li> </ol>	<p>9. Kapag nakikipag-usap sa isang mapilit na customer</p> <ol style="list-style-type: none"> <li>Huwag pansinin</li> <li>Manatiling kalmado</li> <li>Sabihan siyang hindi mo na siya kauusapin</li> <li>Pakiusapan siyang umalis</li> <li>Sigawan siya para makita niya kung saan ka nanggagaling</li> </ol>
<p>10. If a customer is angry, you too should get angry to respond effectively.</p> <ol style="list-style-type: none"> <li>True</li> <li>False</li> </ol>	<p>10. Kapag galit ang isang customer, kailangan mo ring magalit para maramdaman ang iyong pagtugon.</p> <ol style="list-style-type: none"> <li>Tama</li> <li>Mali</li> </ol>

**Congratulations! You have completed the module on Interpersonal Communication! You are now ready to conquer the next module on Leadership & Teamwork.**