Learner Guide

Primary Agriculture

Engaged in sustained oral communication

My name: . . . .

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Commodity: . . . .   Date: . . . .

Before we start...

Dear Learner - This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

Title: Engage in sustained oral communication and evaluate spoken texts	
US No: **8974** **NQF Level:** 4 **Credits:** 5	

The full unit standard will be handed to you by your facilitator. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48979	4	120	❐
National Certificate in Plant Production	49009	4	120	❐

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

Are you enrolled in a:	Y	N
Learnership?	❐	❐
Skills Program?	❐	❐
Short Course?	❐	❐

This Learner Guide contains all the information, and more, as well as the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed and include it in your **Portfolio of Evidence**. Your PoE will be required during your final assessment.

What is assessment all about?

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Assessment takes place at different intervals of the learning process and includes various activities. Some activities will be done before the commencement of the program whilst others will be done during programme delivery and other after completion of the program.

The assessment experience should be user friendly, transparent and fair. Should you feel that you have been treated unfairly, you have the right to appeal. Please ask your facilitator about the appeals process and make your own notes.

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Your activities must be handed in from time to time on request of the facilitator for the following purposes:

♦ The activities that follow are designed to help you gain the skills, knowledge and attitudes that you need in order to become competent in this learning module.

♦ It is important that you complete all the activities, as directed in the learner guide and at the time indicated by the facilitator.

♦ It is important that you ask questions and participate as much as possible in order to play an active roll in reaching competence.

♦ When you have completed all the activities hand this in to the assessor who will mark it and guide you in areas where additional learning might be required.

♦ You should not move on to the next step in the assessment process until this step is completed, marked and you have received feedback from the assessor.

♦ Sources of information to complete these activities should be identified by your facilitator.

♦ **Please note** that all completed activities, tasks and other items on which you were assessed must be kept in good order as it becomes part of your **Portfolio of Evidence** for final assessment.

Enjoy this learning experience!

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How to use this guide …

Throughout this guide, you will come across certain re-occurring "boxes". These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:

Definition

What does it mean? Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.

ACTIVITY

You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.

Example

Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box.

How am I doing?

The following box indicates a **summary** of concepts that we have covered, and offers you an opportunity to ask questions to your facilitator if you are still feeling unsure of the concepts listed.

My Notes …

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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What are we going to learn?

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What will I be able to do?

When you have achieved this unit standard, you will be able to:

♦ Participate effectively in oral communication in most situations.

♦ Adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say. They speak fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly.

♦ Use language to convey detailed information, and to express their ideas and feelings.

♦ Control complex sentence structures and the use of tenses in their spoken communications.

♦ Respond critically yet sensitively as a listener.

♦ Analyse own responses to spoken texts and adjust as required.

♦ Use strategies to be an effective speaker in sustained oral interactions.

♦ Evaluate spoken discourse.

What do I need to know?

It is expected of the learner attempting this unit standard to demonstrate competence against the unit standard:

♦ The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 3 unit standard.

♦ US: FET-C/04 Accommodate audience and context needs in oral communication.

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Introduction

"The future belongs to the competent. It belongs to those who are very, very good at what they do. It does not belong to the well meaning."

PROGRAMME OVERVIEW

What is powerful is when what you say is just the ears of the hippopotamus of what you know.

This programme is about being aware of your audiences and purposes for communication. You will be able to adopt the style and language register required in different situations. You can usually identify the assumptions and inferences in what people say. You will be able to speak fluently and confidently in both formal and familiar settings and can articulate your purpose and meaning clearly. You will use language to convey detailed information, and to express your ideas and feelings. You will control complex sentence structures and the use of tenses in your spoken communications.

My Notes …

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1 Conflict management

Session

*After completing this session, you should be able to:*
SO 1: Respond critically yet sensitively as a listener.

In this session we explore the following concepts:

♦ Verbal communication

♦ Types of Verbal Communication

♦ Causes of Conflict

♦ Myths about Conflict

♦ Defining Conflict Levels

♦ Conflict Handling Styles

♦ Conflict Handling

♦ The Conflict Resolution Process

1.1 Verbal communication

The communication process takes place when information sent by a person (the sender) is received by a second person/persons (the receiver), decoded and reacted upon.
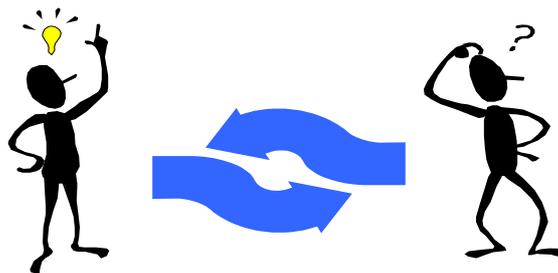
■ Importance

Effective communication only takes place when the reaction of the receiving person is positive, according to the expectations of the sender. For example, by altering the intonation of the voice a customer may either receive the message that a waiter is really pleased to see and help him or that he is merely another nuisance to be served.

Effective internal and external verbal communication has a direct effect on a company's image and success in the following ways:

♦ Good, clear, concise communication eliminates time wastage in trying to resolve confusion, errors and conflicts.

♦ Customers/guests/patrons like feeling important and will return and recommend the establishment to others if they are treated with politeness and helpfulness. This promotes return business.

Staff with positive attitudes, who speak to each other with respect, reflect a positive company image. This gains customer confidence in the establishment.

1.2 Types of verbal communication

■ Internal

Internal verbal communication may be categorised as follows:

- Intra-personal communication is communication with one's self. Talking to one's self is an example.

- Extra-personal communication (as illustrated above) refers to communication to an inanimate object or non-human (plant or animal).
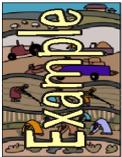
For example, talking to a cat/dog or saying: "You naughty table!" after a toddler bumps his head on it.

- Interpersonal communication refers to an ordinary conversation on a one-on-one basis, or a very small group. It may also refer to communication between groups of individuals (group discussions or informally in a crowd).
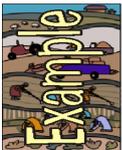
For example, communication within and between departments in an organisation.

The experience in business has been that, generally, as the size of the organisation increases, communication decreases and morale declines. The ever-increasing size of organisations means that lines of communication are further and further extended. The more communication "centres" (e.g. departments within an organisation) a message has to pass through, the greater the chance of distortion or breakdown.

Instead of trying to improve communication abilities of all employees, there are steps that may be taken to alleviate the situation:

- Open channels for feedback should be established.

- Policy and procedure for communication should be laid down.

- Top management should communicate directly to all staff using the public address system or public notice.

■ External

This refers to communication with an audience or people outside of an organisation.

Example

For example: Suppliers, Cleaning Services, and Out-sourced Facilitators conducting lectures in a corporation.

■ Face-to-face

When communicating face-to-face, body language plays a vital role in conveying the appropriate messages.

■ Eye Contact

In the business culture, it is imperative to make eye contact if one wishes to make a positive impression with guests and maintain a relationship based on trust. Consider the following:

- Maintain eye contact without staring, as this is arrogant and threatening.

- Avoid blinking too much as this communicates nervousness and can be interpreted as an indication of dishonesty.

- Try to keep eye level on the same level as the guest. Stand if the guest is standing. If the guest is seated, accommodate this by standing back a little.

■ Facial Expressions

Be aware of facial expressions when speaking to people. Professional service providers who deliver excellent service have alert, lively and appropriate facial expressions.

Avoid the following facial expressions:

- An expressionless or deadpan face showing no emotion in response to what guests say makes them feel uncomfortable. This may be interpreted as boredom, rudeness or indifference.

- An arrogant or stern expression creates the impression of being superior to others.

- Grinning continually makes one look stupid. It creates the impression of misunderstanding what is being said or done. It may also create the impression of being deliberately unhelpful.

■ Gestures

Head and hand movements are common during speech:

- Smooth and wide gestures with palms facing upwards, are warm and welcoming. People react positively to friendliness and helpfulness. Guests are naturally drawn to people who use calming gestures.

Sharp, short gestures with palms facing downwards, are aggressive and negative. People react by wanting to either dispute or avoid. When upset or if there is a need

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to discuss problems, gestures should be controlled. Problems are never resolved through aggressive gestures.

■ Posture

The way the speaker stands, sits or walks, indicates a great deal about the speaker's attitude, mood and self-esteem.

A correct posture entails the following:

- Stand upright with arms comfortably at sides

- Keep shoulders dropped and slightly back

- Stand with feet slightly apart to maintain balance

- Walk briskly because it creates a professional impression

- Sit upright with shoulders back. Slouching looks lazy

- When speaking to guests, either face them or turn the body slightly sideways towards them

- Avoid leaning against walls or furniture

- Avoid folded arms – they create the impression of being shy or arrogant

- Standing with hands on hips looks arrogant

- Swinging when speaking to people suggests a lack of self-confidence

- Resting the face on hands while leaning on counters looks lazy.

■ Personal space

This refers to the space each person has around him/her and into which intrusions are unwelcome. The exact size of the area around each person differs and depends on a variety of factors including, personality, culture, family background and even the type of sport played.

Shy people usually need a wider personal space than outgoing people do. People instinctively indicate when their space is invaded - they either move away slightly, look uncomfortable, blink their eyes to show their discomfort, or look behind the speaker to avoid eye contact.

1.3   Causes of conflict

Most psychology books suggest that conflicts come from two tendencies: approach and avoidance. To approach is to have a tendency to do something or to move in a direction that will be pleasurable and satisfying. To avoid is to resist doing something, perhaps because it will not be pleasurable or satisfying.

These two categories produce three kinds of conflicts:

- Approach-Approach Conflict - this is due to the pursuit of desirable but incompatible goals.

- Approach-Avoidance Conflict - here is a desire both to do something and not to do it.

- Avoidance-Avoidance Conflict - here there are two alternatives, both of which may be unpleasant.

Other causes of conflict are:

♦ A lack of communication,

♦ A lack of understanding,

♦ Ambiguous lines of authority,

♦ Conflict of interest,

♦ Disagreement on issues,

♦ The need for agreement,

♦ Generational differences,

♦ Religious disagreements,

♦ Diversity in perspective,

♦ Majoring in minors,

♦ Environment and a lack of relationships.

1.4   Myths about conflict

Myth #1: Conflict can never lead to anything positive

While confrontation is a risk, it is often a learning experience for those involved.

Myth #2: Conflicts are the result of clashing personalities

Personalities do not conflict, behaviours do! Different people can work together for years without having conflict - until their behaviour conflicts. Differentiating personality from behaviour makes conflict manageable because if conflict is based on personalities, we can do little else but bear it.

Myth #3: Conflict and anger go together

Conflict with people does not mean that there is anger involved. There are whole ranges of emotions that surface in conflict situations.

1.5   Defining conflict levels

Conflict can be experienced in three ways

(1)   Intra-personal conflict (when a person has internal conflict);

(2)   Interpersonal conflict (when personalities clash); and

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(3)   Substantive conflict (disputes over facts, values, goals and beliefs).

There are actually four levels of substantive conflict:

Level 1: Facts or Data – This level of conflict occurs when two parties simply have different information. This is the easiest kind of conflict to resolve. To resolve this conflict leaders simply ensure that both parties have the same information.

Level 2: Processes or Methods – This level occurs when there is a difference of opinion over how things should be done. Because the issue here is "how do we get there?" rather than "where should we go?" compromise is usually a realistic option.

Level 3: Goals or Purpose – On this level parties cannot agree on a common goal. Negotiations at this level take patience and skill. Often youth leaders withdraw from this kind of conflict because they are not of the temperament to work through the hard issues and avoid the uncomfortable dialogues that accompany the resolution of conflict at this level.

Level 4: Values – The deepest and most serious conflict relates to values – the parties disagree about basic meanings. Any resolution at this level is almost impossible.

Defining the level of conflict can lead to the selection of appropriate responses to conflict resolution. But often what leaders think is the level is just a screen for a deeper level of conflict. One situation may include several different levels of conflict.

1.6   Conflict handling styles

As with leadership styles, different writers present models of conflict handling style and it seems that there is not a best conflict handling styles but a best style for a given situation. A few models will be considered, together with an indication of when the style is most appropriate:

■ **Model 1. Here we can distinguish between five styles**

1.   **The Problem Solver** – refuses to deny or flee the conflict, presses for conversation and negotiation of the conflict until a satisfactory conclusion is reached. Most effective with groups that share common goals and whose conflict stems from miscommunication.

2.   **The Super Helper** – they constantly work to help others and give little though to self. This is the 'Messiah' who is often passive in their own conflicts but always assists others to solve their conflicts. This style is to be avoided as one must deal with personal conflicts to effectively help others.

3.   **The Power Broker** – For this person, solutions are more important than relationships. Even if a person leaves the group, as long as a solution was achieved, they are satisfied. It can be used when substantive differences are so contradictory that mutually inclusive goals are not possible.

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4. **The Facilitator** – they adapt to a variety of situations and styles in order to achieve a compromise between competing factions. It is effective for conflicts where differences are attitudinal or emotional.

5. **The Fearful Loser** – this person runs from conflict probably because they are personally insecure. This tends to produce hostility and a weakening of leadership in the group.

■ B. Speed Leas in Discover Your Conflict Management Style, mentions six styles

1. **Persuading** – trying to change another's point of view, way of thinking, feelings or ideas. Techniques used include: rational approaches; deductive and inductive arguments; and other verbal means. Persuade when there is great trust; when one party is admired; when goals are compatible; and when one party does not have strong opinions on the subject.

2. **Compelling** – the use of physical or emotional force, authority or pressure to oblige or constrain someone to act in a desired way. Use compelling infrequently; when you are threatened or under attack; when rights are being violated; when you have authority to demand compliance; when there is inadequate time to work through differences; and when all other means have failed.
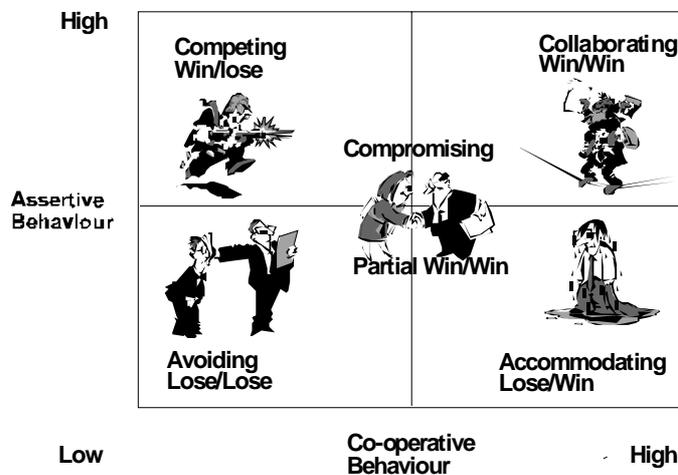
3. **Avoiding** – This is actually a category that combines four styles: avoidance (to evade or stay away from conflict); ignoring (act as if the conflict is not going on); fleeing (actively remove oneself from the arena in which conflict might take place); and accommodation (going along with an opposition to keep the relationship). Strategies include: procrastination; saying yes to requests but not acting on them; showing concern for the other without responding to the problem; resigning; and studying the problem with no intention of doing anything about it. Avoid this style when people are fragile or insecure; when they need space to cool down; when there is conflict on many fronts

simultaneously; when differences are trivial; when parties are unable to reconcile differences; and when the relationship is unimportant.
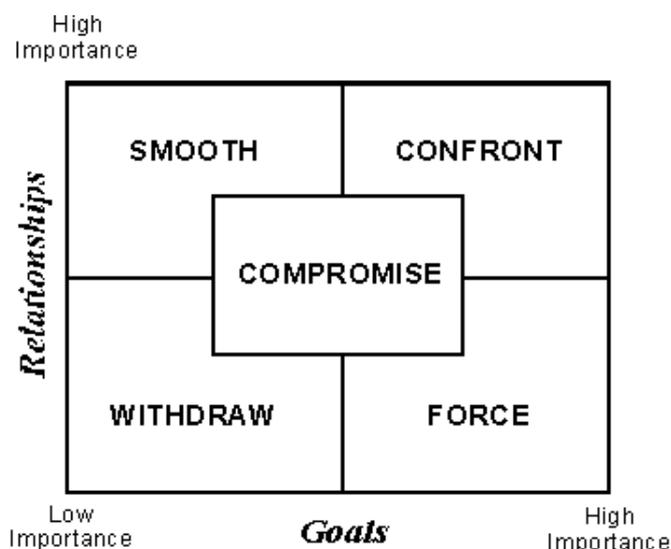
4. **Collaborating** – This is a process of co-labouring with others to resolve difficulties that are being experienced. It is also called joint or mutual problem solving. Collaborate when people are willing to play by collaboration rules; when there is plenty time for discussion; when the issue lends itself to collaboration; where resources are limited and negotiation would be better; and when conflict and trust levels are not too high.

5. **Negotiating** – Also called bargaining, this involves collaborating with lower expectations. It is a process where both sides try to get as much as they can, realising there must be give and take. Where collaboration is a "win/win" strategy, negotiation is a "sorta-win/sorta-lose" strategy. Negotiate when there is something that can be divided or traded; when compelling is not acceptable and collaboration has been tried and failed; when all parties are willing to bargain; when the different parties have equal power; and when trust is high.

6. **Supporting** – Here one person will provide a support to the person who is experiencing conflict. It involves strengthening, encouraging or empowering one party so they can handle their difficulties. Support when the problem is the responsibility of someone else; when a party brings problems outside of your relationship with them; and when one party in the conflict is unwilling to deal with issues.

■ Tension between relationships and goals

A third model focuses on the tension between relationships and goals in conflict handling. When a leader becomes engaged in a conflict there are two major concerns to deal with:

(a)   achieving personal goals and

(b)   preserving the relationship.

The importance of goals and relationships affect how leaders act in a conflict situation. Given these two concerns the following five styles of managing conflict are found:

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High
Importance

Low
Importance

Goals

High
Importance

1. **Withdrawing** – people with this style tend to withdraw in order to avoid conflicts. They give up their personal goals and relationships; stay away from the issues over which the conflict is taking place and from the people they are in conflict with; and believe it is hopeless to try to resolve conflicts. They believe it is easier to withdraw (physically and psychologically) from a conflict than to face it.

2. **Forcing** – people in this category try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important but the relationship is of minor importance. They seek to achieve their goals at all costs; are not concerned with the needs of other people and do not care if other people like or accept them. They assume that one person winning and the other losing settle conflicts. While winning gives them a sense of pride and achievement, losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating other people.

3. **Smoothing** – for those who fall into this category, the relationship is of great importance, while their own goals are of little importance. They want to be accepted and liked by other people; they think that conflict should be avoided in favour of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. They try to smooth over the conflict in fear of harming the relationship.

4. **Compromising** – people with this style are moderately concerned with their own goals and about their relationships with other people. They seek a compromise. They give up part of their goals and persuade the other person in a conflict to give up part of their goals. They seek a solution to conflicts where both sides gain something.

5. **Confronting** – people in this category highly value their own goals and relationships. They view conflicts as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. They believe conflict improves relationships by reducing tension between people. By seeking solutions that satisfy both themselves and the other person they maintain the relationship. They are not satisfied until a solution is found that achieves their own goals and the other person's goals and they want all tensions and negative feelings to be fully resolved.
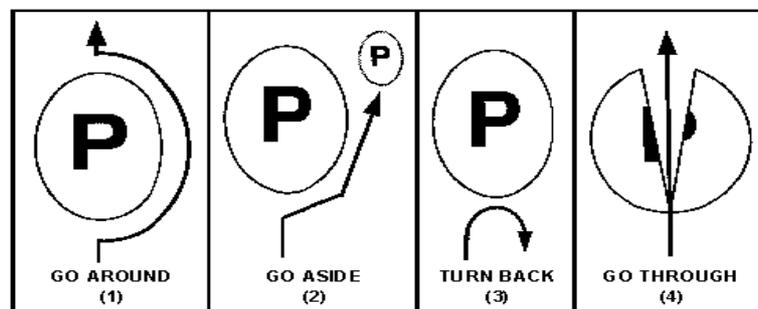
1.7   Conflict handling

There are two dimensions to handling conflict: prevention and management.

A.   Prevent Conflict

Applying good management principles in ministry and building quality relationships with people will help to prevent or at least lessen conflict.

B.   Manage Conflict

In spite of the best efforts at prevention, conflict does arise. The secret is to learn to cope positively with conflict, and not to see it as an enemy to peace, but an opportunity for growth in relationships.

1.8   The conflict resolution process

Parties should be asked to describe recent disagreements. What were the issues, who were involved, and how was the conflict handled? What are the differences between conflicts that were handled efficiently and those that were not? Can you see conflict styles evolving? With answers to questions like these the parties will be ready to work on clarifying goals, reconciling differences, and finding ways to resolve conflicts.

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■ Clarify goals

When people are in conflict they usually share many of the same goals in spite of their differences. Both sides usually want to see the conflict resolved in a way that will be mutually agreeable, beneficial to both, and inclined to enhance the relationship so that future communication will improve. The youth leader should try to discourage bargaining over positions and work from the basis of the common goals that people are striving for. People should first be reminded of the goals that they share, and then their differences discussed.

■ Reconcile differences

The guidelines for reconciling differences are:

Step 1: Take the initiative and go to the person who has wronged you

This should be done in person and in private. In making this move, it is best if the person goes with a spirit of humility, with a willingness to listen, with a determination to be non-defensive and to forgive.

Step 2: Take witnesses

If the person will not listen or change, a return visit with one or two witnesses becomes necessary. These people are to listen, evaluate, determine facts and try to arbitrate and bring a resolution to the dispute.

■ Resolve conflicts

When individuals or groups are in conflict, they have four main choices about the direction they will take. They may avoid conflict, maintain, escalate, or reduce it. Sometimes people do not want conflict resolution and may decide to go in different directions.

Conflict resolution will involve the youth leader in negotiation and mediation. It is not always wise for leaders to get involved in someone else's conflict even when they are asked to do so, as they will feel pressurised to take sides; be required to make quick analytical decisions; and be responsible for keeping communication open.

When youth leaders do choose to get involved they should try to: show respect for both parties; understand both positions without taking sides; reassure people and give them hope; encourage open communication and mutual listening; focus on things that can be changed; try to keep the conflict from escalating; summarise the situation and positions frequently; and help the parties find additional help if the mediation is not effective.

We propose that you use the following four-step method in conflict resolution:

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Step 1: Separate the people from the problem

This means treating one another with respect, avoiding defensive statements, or character judgments, and giving attention instead to the issues. Each side should be encouraged and helped to understand the other's fears, perceptions, insecurities and desires. Parties should think of themselves as partners in a side-by-side search for a fair agreement, which is advantageous to each side.

Step 2: Focus on the issues, not the positions

When people identify the real issues and stop trying to defend rigid positions they are on their way to resolve their conflict.

Step 3: Think of various options that might solve the problem

In the beginning there is no attempt to evaluate the options or to arrive at a single solution. Each side makes suggestions in a brainstorming session. After a number of creative and perhaps new alternatives have been proposed, each option can be evaluated.

Step 4: Insist on objective criteria

Conflict is less likely to occur if both sides agree beforehand on an objective way to reach a solution. If both sides agree to abide by the results of a coin toss, a judge's ruling, or an appraiser's evaluation, the end results may not be equally satisfying to both parties but everybody agrees on the solution because it was determined by objective, fair and mutually accepted methods.

My Notes ...

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How am I doing?

Concept (SO 1)	I understand this concept	Questions that I still would like to ask
Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One`s understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.		
Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.		
The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.		

2 Identifying and responding to vocal qualities

Session

In this session we explore the following concepts:

♦ Identifying feelings by listening to and responding to vocal qualities

♦ Vocal Qualities Worksheet

♦ Identifying meaning by vocal cues only

♦ Identifying meaning through voice and body language

♦ Forms of communication - Speech and Language

Every time we speak, our voice reveals our gender, age, geographic background, and level of education, native birth, emotional state, and our relationship with the person spoken to. Other people can read these cues accurately. We send important information about ourselves; when we listen to others, we can receive important information about others. In this lesson you will look at using the qualities of your voice to identify the emotional state or feelings of the speaker and to use your voice to respond appropriately.

ACTIVITY

Please complete Activity **1.**
Identifying feelings by listening to and responding to vocal qualities
Paired Activity
Your facilitator will put you in pairs. You will take turns to tell each other a story of three minutes about:

• An unresolved issue you have back at the work place or

• A client that made you feel glad to be in your job or

• Your views on how client service can be improved in your division

1. Listen to your partner's voice.
2. You will respond to your partner with advice or your own feelings about the topic.
3. Then complete the worksheets that follow.
4. You will then reverse roles.

Vocal Qualities Worksheet

Speaker's name: _____

Vocal qualities	Definitions	Your partner's
Volume	The volume or loudness of one's voice. This can range from a whisper to a shout.	1 2 3 4 5 6 7 8 9 10 Whisper Shout
Pitch	The height or depth of the voice, from low to high.	1 2 3 4 5 6 7 8 9 10 Low High
Inflection	The rise and fall of the voice within the pitch. This takes the repetitiveness out of a person's voice and makes it interesting to listen to.	1 2 3 4 5 6 7 8 9 10 Monotonous Flexible
Timbre	The fullness and richness of the voice	1 2 3 4 5 6 7 8 9 10 Flat Full
Pace	The pace of one's speech: Do we speak faster or slower than the average person?	1 2 3 4 5 6 7 8 9 10 Slow Fast
Clarity	The way in which words are pronounced affects the interpretation of the message	1 2 3 4 5 6 7 8 9 10 Unclear clear

Interpret what your partner was feeling about the topic, by the vocal cues they gave during the talk:

- My partner feels (list words to describe the feelings) _____

  about an issue with an unresolved issue back at the work place / A client that made them feel glad to be in their job or their views on how client service can be improved in their division.

- Ask your partner for confirmation of their emotions about the topics.

  _____

  _____

  _____

  _____

  _____

  _____

  _____

  _____

Please complete Activity **2.**

Identifying meaning by vocal cues only

Paired activity:

Working in pairs you will demonstrate how the meaning of the same verbal statement can change because of the use of voice accompanying it. Sit back to back with your partner for this activity so that you cannot use body language to assist you to interpret the message. Complete Activity Five directly after this activity.

1. Each member of the pair will be given a statement to say to his or her partner.

2. Person A says to person B: "I would like to apply for a loan". Person B says to person A "There is no cash value on your policy" At this point try to be as neutral and non - expressive as possible.

3. Person A says to person B "Can I speak to your manager". Person B says to person A; "My manager is out to lunch". Again the statements are made in a neutral and non-expressive tone.

4. Round One to statements in two:

   a. Person A makes the statement with verbal cues to express anger

   b. Person B uses responds with verbal cues to express concern

   c. Person A makes the statement with verbal cues to express arrogance

   d. Person B uses response with verbal cues to express anxiety

5. Round Two to statement three

   a. Person A makes statement with verbal cues to express grief

   b. Person B makes response that communicates compassion

   c. Person A makes the statement with verbal cues that expresses shyness

   d. Person B makes the statement with verbal cues that express lack of interest.

What vocal qualities did you observe during the dialogue? (If applicable)

	Volume Loud/Quiet	Pitch High/Low	Inflection Varied	Pace Fast/Slow
Anger				
Concern				
Arrogance				
Anxiety				
Grief				
Compassion				
Shyness				
Lack of interest				

Please complete Activity **3.**
Identifying meaning through voice and body language
Paired Activity

Working in pairs role-play the phrases below. Take turns to switch between being person (a) and person (b).

Use the appropriate body language and voice qualities to convey the intended message. Complete the worksheet during the activity to identify the non-verbal behaviours.

- In a neutral tone of voice person (a) says to person (b): "What is the procedure to make a claim?"

- In a neutral tone of voice person (b) says to person (a) "The member must complete the following forms"

Then:
1. (a) says the same sentence to (b) using non verbal behaviour that conveys anger
   a. (b) responds with fear
   b. (b) responds with helpfulness
2. (a) says the same sentence to (b) using non verbal behaviour that conveys grief
   a. (b) responds with lack of interest
   b. (b) responds with compassion
3. (a) says the same sentence to (b) using non verbal behaviour that conveys authority
   a. (b) responds shyly
   b. (b) responds submissively
4. (a) says the same sentence to (b) using non verbal behaviour that conveys love
   a. (b) responds with happiness
   b. (b) responds with irritation
5. (a) says the same sentence to (b) using non verbal behaviour that conveys tiredness
   a. (b) responds with eagerness
   b. (b) responds with anxiety

Worksheet:

What non-verbal behaviour did you observe or use for the following emotions?

Emotion	Vocal Qualities			Body Language		
	Tone	Pitch	Pace	Facial	Gestures	Posture
Anger						
Fear						
Helpfulness						
Grief						
Lack of interest						
Compassion						
Shy						
Submissive						
Authority						
Love						
Happiness						
Irritation						
Tiredness						
Eagerness						
Anxiety						

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■ FURTHER READING: Forms of communication - Speech and Language

Language helps us to make ourselves understood through using a united system of words. We take our language for granted until we suddenly cannot find the right words to explain ourselves, or when someone asks us to explain what we mean. Have you ever tried explaining yourself to someone who is not a first language speaker of your language? It is much easier to be misunderstood. Even when you are not speaking out loud, you are using language to think and create meaning. We call this intra-personal communication. i.e. int**er**personal communication happens between you and others, and int**ra-**personal communication happens within yourself. Speech and language includes but is not limited to:

- Verbal or spoken communication

- Written communication

- Art, e.g. poetry, music, literature

♦ Non-Verbal

The term "non verbal communication: is used when we refer to communication that is not written or spoken.   Researchers have found that when we interact with each other, we interpret more meaning through non-verbal behaviour than through the verbal message. In fact, they claim that as much as 65% of the meaning is understood though non-verbal communication.

♦ Body movement, posture and gestures

Body movements are strong indicators of how you feel. You can tell how your boss is feeling sometimes just by the way she is walking! Some people walk as if they are in a daze (research tell us that those are the ones who are likely to get mugged first – they are communicating: "come and get me!"), others walk with purpose. Sometimes you can see if a person is feeling dejected (sad) by the way they walk.

Your *posture* can also communicate a lot about your personality, your status, how you are feeling today, your self-image, and your gender. Have you ever noticed how a tall person who is uncomfortable with being tall may slouch their shoulders, whilst some 6 foot models "strut their stuff" on the cat walk? Do you see how this shows a difference in their self-image? But remember, a slouch may just be a temporary indication of a person's emotional state for the day – perhaps they only feel dejected now, and will bounce back when they have overcome their particular emotional *hurdle*. We must be careful not to *generalise* our interpretations.

Gestures are movements of hands, arms, legs and feet. Hand gestures commonly describe or emphasise verbal descriptions or communicate attitudes.

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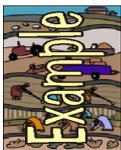
Crossed arms communicate a less aggressive attitude than putting your hands on your hips.

♦ Facial Expressions and eye contact

Facial expressions are said to communicate how we are feeling and our reactions to the messages we are receiving. These are generally the real sign to how strongly we feel about the message we have received. Have you ever received unwelcome news, and you did not want to show people your reaction, but your face and eyes gave you away? After all it is said that "the eyes are the mirror of the soul".

The way we use our eyes is also a way of interpreting meaning. Who will be viewed as more confident?

(a) A public speaker who does not look at her audience or

(b) A public speaker who looks up during her speech?

_____

I am sure you answered (b). Sometimes if someone is not being truthful they cannot look you in the eye. Can you think of other instances when people do not maintain eye contact?

_____

_____

Perhaps you are aware that in some African cultures, it is respectful to drop your head in conversation with a superior. Or did you think of someone who is distracted or bored? They will find it very difficult to maintain eye contact if they are not concentrating on what you are saying or the presentation at hand. Share any additional ideas with your fellow learners.

♦ Use of space

People convey messages about themselves by using space. Consider for example whether a new student decides to sit in the back or front of the class, or if a staff member sits far from the head of a table or at the head of a table during a meeting. Most teachers will tell you that the mischief-makers will sit at the back of the class and the more serious students choose a position near the front

♦ Use of touch

Use of touch can also communicate the nature of the relationship between people.
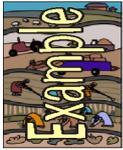
> Lovers will touch each other more frequently than friends. You could pat someone on the back to calm them down. Can you think of other examples?

Beware that touching behaviour is different for people of different cultures, but we also need to be very aware of what makes other people uncomfortable and what is inappropriate. Also find out what touching behaviour could be understood as sexual harassment.

♦ Use of time

People can use other people's use of time to interpret messages. If someone phoned you at three am, you would probably expect it to be bad news. Similarly if you do not return a client's call within a time frame that he thinks is appropriate, he may interpret your non-verbal behaviour as an indication that you do not care about his business. Time is often a reflection of status, the higher your status, the more control you have over time. For example, the executives in your organisation will control how long you will wait for an appointment. Different cultures and personality types view time differently, often resulting in misunderstandings. Organisations therefore need to have company standards for time keeping that everyone adheres to.

♦ Personal appearance

Personal appearance includes the way you look, including but not limited to:

- the clothes you wear,
- your personal grooming,
- the symbols you wear (badges, tattoos, etc),
- your sense of style, etc

and can influence first impressions, job interviews, consumer buying behaviour and even courtroom decisions. Your personal appearance can give away cues about your age gender, identity, personality, attitudes, social standing, and income, to name but a few.

A job seeker looking for a position as a professional in a leading investments company who arrives for an interview wearing jeans and "tekkies", will probably not get the job, even if he has all the right qualifications and experience because the interviewer may interpret that the candidate is not professional.

What do the appearances of the people below communicate to you?

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Age: Culture: Social Standing: Income:	Age: Culture: Social Standing: Income:	Age: Culture: Social Standing: Income:	Age: Culture: Social Standing: Income:

"Ones perception is ones reality".

The above saying means that even if someone else's perception of you is incorrect or unfair, it is real to the person who perceives it. Our role is to manage other people's perceptions of ourselves. This can be done very much through taking care of our physical appearance, without compromising our unique individuality.

♦ Vocal qualities

In South Africa we have a variety of accents and ways in which people speak. This adds to the diversity of our nation and we do not want to make everyone a clone of the other. Only when our vocal qualities lead to miscommunication, do we need to work on refining it.

We need to use or vocal qualities to enhance the meaning of our message. Therefore we change our vocal qualities according to our situation:

♦ Volume

Some people speak softer or louder than others. We can increase or decrease the volume of our speech to change our meaning. E.g's.

- A client will use a louder voice to exclaim his dismay at having his call transferred for a third time.

- A soft voice would be used to show sympathy towards a client who has called in to enquire about benefits after her spouse has passed away.

- You have to speak louder when you are interacting with a client if the air conditioning unit is faulty and making a noise.

- Note: Speaking too loudly in inappropriate situations can be irritating, and interfere with meaning. Speaking too softly can make it difficult for listeners to hear and understand you.

♦ Inflection

Inflection is the rise and fall of the voice. People who do not use inflection in their voices have a monotonous "drone". However, overusing inflection can create childlike speech. You would typically use more inflection when you are talking about something exciting.

♦ Pitch

When interpreting emotions from the highness or lowness of the voice, we can typically infer a range of emotions from calmness, cosines, lack of interest through to depression from a low-pitched voice. A high pitch can indicate extreme emotions such as fear or excitement.

♦ Resonance

This is the quality and fullness of your voice, or how pleasant or unpleasant your voice sounds to the listener.

♦ Rate

Rate refers to the pace of your speech. Speaking quickly usually indicates excitement, anger, volatility, whilst a slower speech would indicate being relaxed, trying to make a point, depression, lack of interest, etc.

Note: Speaking too quickly can cause your listeners not to hear all your words, and speaking too slowly can be monotonous and boring for your listeners.

♦ Clarity

Clarity refers to the clearness of your pronunciation. Your accent is acceptable provided that the listener can understand what you are saying.

A final note on vocal qualities: For some of these vocal qualities the emotions indicated are very opposite for the same vocal characteristic.
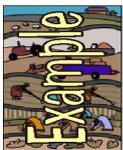
How do you differentiate if the speaker is calm or depressed, when the pitch of their voice is low? Answer: You need to look at everything as a whole. You would need to observe the body language that accompanies the vocal message and the words that are being sent.

Summary: Key Learning Points:

Use the space provided below to summarise the key learning points of this chapter:

Concept (SO 2)	I understand this concept	Questions that I still would like to ask
One`s responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.		
When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.		
Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.		

Session 3 Listening for information

After completing this session, you should be able to:
SO 3: Use strategies to be an effective speaker in sustained oral interactions.

In this session we explore the following concepts:

♦ Introduction
♦ Questioning
♦ Additional reading
♦ Rephrasing and Paraphrasing

3.1 Introduction

Research has shown that the quality of listening for information is related to our intelligence, motivation, and listening habits. We probably cannot improve interpersonal listening by becoming smarter, but we can make significant improvements in motivation and listening habits.

1. *Clarify the purpose for listening*: You will not be motivated to listen if you believe that the information given by the other person is unhelpful or irrelevant. You may need to let the person know what your purpose is: "Could you explain X to me?" "I want you to tell me how to X correctly." "I'd like you to describe what happened." If the other person initiates the information, then ask about his or her purpose: "What is your purpose in telling me this?"

2. *Maintain active involvement in the interaction*: When we feel involved, the process of interacting with others is enjoyable. When we feel uninvolved, the danger of daydreaming and pseudo-listening increases. Involved listening requires giving feedback. Feedback can improve the quality of information, which the other person provides. Nonverbal cues and back channel comments ("yes," "uh-huh") shows interest, paraphrasing material clarifies understanding, and asking questions bring out further information. Often it is important for us to make comments about the information and to reveal relevant information of our own.

3. *Keep the purpose for listening in mind*: The purpose will help focus our attention on what is important. It will also help monitor the direction of the discussion. We can then steer the discussion back on tract and in productive directions: "A few minutes ago you were saying X; I'd like to know a little more about that."

The guidelines above will help maintain motivation for listening and quality of interacting. Motivation itself is a major factor in concentration, and will help listen effectively even under adverse conditions. However, more steps may be taken to increase concentration:

4. *Make the environment conducive for listening:* The optimal environment feels pleasant, allows us to sit as close as is comfortable to the other person, features few distractions, and places us out of hearing of others who are not part of the interaction. If the selected environment is too distracting, change position, remove the distraction, or suggest a different environment.

5. *Look at the other person:* An important part of the other person's message is sent through nonverbal communication. Looking at the person helps receive the entire meaning. In addition, it avoids potential outside distractions and signals interest to the other person, as discussed above.

6. *Recognize your own concerns and feelings*: Outside concerns which we bring to the discussion may compete for our attention. Feelings aroused by the other person may threaten to distort the message. Concerns and feelings will not go away by attempting to ignore them. If the situation is informal and we know the other person well enough, discussing our concerns and feelings is an effective way of managing them. However, just silently recognizing and *accepting* that they are there is a helpful step toward to listening *through* them.

7. *Make sure to understand the other person's point before evaluating it*: Critically analyzing ideas and information is important, but not *while* the person is speaking. Arguing in our minds or preparing responses while the speaker is talking are habits which interfere with our concentration on the message. A critical response will form as we begin our turn to speak.

The preceding suggestions are aimed primarily at improving concentration on the message sent by the other person. Effective informational listening also calls for internal processing to increase the usefulness and retention of the information being received.

8. *Relate new information to past knowledge and experience:* That does not mean distorting new information to fit prior expectations; in fact, it may mean *contrasting* it with what we already know. The point is that information is not useful or memorable in a vacuum; we must tie it to things we already know. When the details are descriptive, visualizing them also helps remember them.

9. *Organize the information in a way that makes sense:* People often talk in a stream of consciousness. The apparent connections between pieces of information may be understandable at the time, but these connections quickly evaporate from our memories. If the information is reorganized in relation to a familiar pattern, such as time, space, or a learned system of concepts, it will be more useful and memorable and help guide our questions and feedback.

10. *Select key words or phrases which pull details together*. It's usually a mistake to try to remember everything that another person says. Short-term memory does

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not hold much; new details tend to push out the ones which came just before. We remember more immediately afterward if we recall key phrases. Trying to keep everything in mind leads to frustration and the possibly of giving up listening.

11. *Rehearse silently or jot down key phrases while the person is speaking*. In many interpersonal situations, taking notes would appear rude or suspicious. In those situations, silent rehearsal and verbal paraphrase are the best ways to retain the information until you have a chance to write it down. However, even when note taking is acceptable, such as in a formal interview, extensive notes hurt concentration and rapport with the other person.

12. *Write out notes as soon after the discussion as possible.* No matter how vivid the key phrases are, the associated detail will begin immediately to fade from memory. If the details are important to remember, they must be written down for future reference and study.

Please complete Activity 4:
Listening and taking notes - Individual reflection.

Your facilitator will ask two delegates to role-play an interview from a TV broadcast. Listen carefully. As you would not have the opportunity to ask questions for a TV broadcast, you must take notes, and then identify the key message of the interview. Make your notes below, then in a few paragraphs summarise the key points.

Large Group Discussion

Your facilitator will discuss this with the whole group. Check if you agree with their answers.

3.2   Questioning

Having established the initial contact with your client, and listened to their query, your first response will be to question him/her to ensure that you have understood the query correctly and to reach consensus for further action. With relevant, insightful questions you will be able to manage the client interaction and reach a conclusion.

The Ask & Listen stage of the client interaction can be thought of as "examining the patient." If you expect to be respected as a professional, it's a step you can't skip or even gloss over. Take time to learn the different types of questions and practice using them. By developing your questioning skills, you will build credibility with you clients and enhance the client image of your organisation.
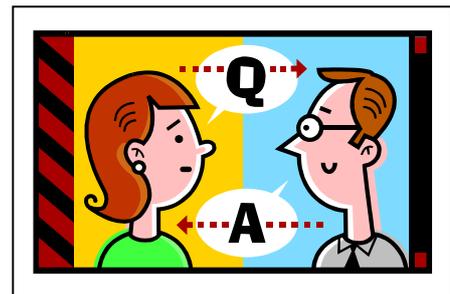
■ Types of questions for client relationships

There are two main dimensions to questions: Openness and Directness. Openness ranges from open questions, where there are unlimited response possibilities, to closed questions where response is limited to yes, no, or a few options. Directness ranges from totally direct where the intent of the question is obvious, to Indirect where intent behind the question is not so apparent. Another factor affecting questions is bias. Biased questions have only one right answer, which exposes to clients that the question is really not a question at all. Instead it is a manipulative way of getting the client's agreement.

♦   Closed Questions

While open questions have a whole choice of possible responses, closed questions limit the possible responses to a simple one word answer like yes, or no, a number (policy number, date of birth, etc), or to a few options, like today or Thursday. Closed questions often begin with: Do, Are, Is, Which, Have. "How many," and "How often".

Although closed questions limit possible responses, they have several uses and can be extremely useful in the hands of the right person.

- In the Financial Services environment, we usually use them to verify who the client is and if they are entitled to the policy information.

- E.g. "what is your policy number, your date of birth, identity number, your address"

- It is also used to help focus the client back to business.

- E.g. "This is very interesting, but can I help you resolve your concern?"

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- Closed probes can also be used to confirm your understanding of a point your client has made or to confirm needs. You might ask:

- E.g. "Then, we can assume you will deposit last months contribution today, right?"

- "If I understand you then, you'd like to take additional medical cover without increasing your contribution, is that accurate?"

- When you ask questions to confirm needs, your questions should be asked so that your client can answer with a yes or no response,

- E.g. "Would you be interested in . . . ?"

- "Will it be important to you to . . . ?"

- "Do you want to . . . ?"

- When you need specific information, closed questions are effective. "How many times did you try to contact your agent?" or "On what date were you burgled . . . ?", "What is your new address?"

♦ Open questions

Open questions typically begin with words like: what, how, why, where, who and how. They can also be statements.

"Can you tell me more about . . . ?"

"What happened when . . . ?"

"How did you hear about . . . ?"

You will typically use open probes to explore your client's situations and to identify needs. They are great icebreakers to get people talking. They are especially advantageous, because they are open to a large range of responses, indicating what's on the client's mind.

Open probes can also be used to clarify your understanding of what your client has said. When you clarify, you ask questions to understand what your client has said and why he or she has said it.

♦ Direct vs. Indirect Questions

Questions can also be direct or indirect. Direct questions go straight to the point and their intent is obvious. "Are you the legal owner of the contract?" or "How old are you?" and "How much are you willing to spend?" are direct questions. The problem with them is pretty obvious. They can be off-putting and embarrassing, but their bigger problem is they bluntly expose your intent. They usually produce either incorrect information or none at all.

A better approach is using indirect questions. With indirect questions, the intent is not so obvious. For example, to determine if someone s the legal owner of the contract: "What is your identity number?" or someone's age: "what is your date of birth?"

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Indirect questions are softer and more comfortable for clients to answer. Information gained from them is usually honest and useful. Unfortunately, they may not leap to mind at just the moment you need them. So plan some indirect questions in advance that will help you learn what you need to know about your clients. Also, raise your sensitivity to when you are asking direct and indirect questions. To help you get started, in the next activity, we will review two lists of sample questions, the first are direct, the second, indirect. Think about what makes them direct or indirect, how they would make you feel as a client, and if they would be useful to add to your own questioning repertoire.

♦ Direct Questions

- "Why is that important?"

- "Did you make that decision?"

- "Do you really want to devalue your policy by taking those loans?"

♦ Open & Indirect Questions

- "What do you feel will be most important in the decision?"

- "Where would you normally go for help with this type of project?"

- "What would you like the outcome of this conversation to be?"

- "What are your long term financial goals?"

- "What do you wish you could change?"

♦ Biased / Leading Questions

If you are not careful and conscious of it, your questions may carry bias. Bias is when the wording or tone of your questions indicates what the correct answer should be. "You want me to increase your monthly contributions by R200 then, don't you?" and "You'd have to agree our product is better than our competitors, wouldn't you?"

Bias reduces your credibility and makes clients feel they are being manipulated. And depending on how asked, can be terribly insulting, especially if the client does not share your opinion.

Raise your awareness to biased-sounding questions and don't let them creep into your discussions with clients. Here are some additional questions that you should not ask:

- "You wouldn't expect our competitor to recommend us, would you?"

- "You do care about the environment, don't you?"

- "You wouldn't want your children be left destitute, would you?

- "Saving money is important to you, isn't it?

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ACTIVITY

Please complete Activity **5**:
Asking questions - Large Group

Your facilitator will place three key phrases from an industry related article on the flip chart. Each of you will be given two chips. These will entitle you to ask one open and one closed question. Your open question may not be biased or direct. Each player must use their two chips to discover information to determine what the article is about.

3.3 Additional reading: The importance of REALLY listening

■ Are you listening?

Esther Derby

This summer I had a rare-for-me experience. I had the opportunity to be THE CLIENT on a software development effort. I don't mean buying a box of off-the-shelf software—you know, MS Office, Adobe Acrobat, Quicken—I mean a real development project for my Web site. I say *opportunity* because it never happened. Here's the way my conversation went when I contacted Web site specialist Cecil about the project.

"Hi, Cecil. I'd like to add a search capability to the articles page on my website," I said.

Cecil launched: "Well, the thing about search engines is that you have to register with each one and re-submit…"

"Ahem," I interrupted. "Perhaps I wasn't clear. I want people who come to my site to be able to search for articles on my site. I want site visitors to see a list of all the articles and be able to choose one to read—just like I have it now—but I also want them to be able to search for articles on a certain topic."

"Oh, well, then what you want is a self-administered database," Cecil said.

"I'm not sure I need a database. I've been doing fine uploading the articles with FTP.   Plus there's only one author since it's my site," I said. "I know I've seen other sites with search capabilities. Can't the visitor's search by topic without the whole database thing?"

"You don't understand," Cecil said "We're database gurus! We could convert your entire website to a database and then you could update the content…."

"Thanks, Cecil. I'll get back to you," I said. I hung up the phone and sighed.

It felt like Cecil hadn't heard much of what I'd said, and wasn't interested in what I needed or wanted. I was frustrated and discouraged. If you notice your clients seem frustrated when you are defining requirements (or worse, after you've delivered the system), consider making a shift in how you go about understanding client needs.

Ask wide open questions to explore

Open-ended and context free questions can help us explore what our clients want:

1. What problem are you hoping to solve?

2. What does a successful solution look like?

3. How will the system be different from what you have now?

These questions may seem sort of wide open … and they are. These are good questions to ask at the beginning a project to understand where the client is coming from and where they want to go.

▋ Manage expectations

Chances are you won't be able to deliver on everything your client wants.   But when you have the information, you can begin to manage expectations.

I had client back in the early 80s who wanted to be able to talk to the computer and have it do what he asked it to do. Speech recognition was just coming out of the research labs, and there was no way I could deliver what he wanted with the resources available ($20,000 and a CICS mainframe system with dumb terminals!). But because I knew that was what he really wanted, we were about to have the conversation about whether that was achievable. He still wanted speech recognition, but because he had been listened to, he accepted that it wasn't possible at that time.

▋ Understand priorities

What is most important to the client?   If you can deliver the top 10 items on a 50-item list will the client be satisfied? If you get to the other 40, that's great; if you don't, you've still delivered value.   But if you start with item 35 or 49, no matter how nifty it is, the client won't be satisfied.

By the way, I still don't have a search capability on my website. I decided Cecil would lead me down a rabbit trail of nifty technology that was more than I needed and not what I wanted.   Maybe he'll read this article ☺.

3.4   Rephrasing and paraphrasing

As an active listening response, paraphrasing or rephrasing, clarifies understanding of what your client has said. Rephrasing is repeating to the speaker, in your own words, what you heard them say. This may sound basic and like a waste of time. After all, if they just said it, why repeat it? Rephrasing is one of the most powerful listening techniques available to you, and it is one of the easiest to learn. Simply think carefully about what you just heard, put it in your own words, and say it back to them in the form of a question.
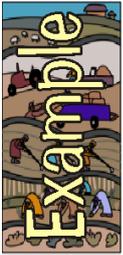
> **Example**
>
> When someone says to you they are concerned about the fact that they may not have enough security at home, your rephrase and their response might sound like the following: **"I can certainly appreciate that not having enough security in these uncertain times would be a concern to you!" "Yes, I have just altered my home, and bought new furniture and think it is time to increase my home's security! What can your company do to help me?"**

Rephrasing shows the other person that you really understand their situation. It also gives the person a chance to repeat and expand upon their concern, which makes them feel better about it and gives you the chance to identify something you can do to make a difference. Keep in mind that a rephrase must be sincere. Artificially posing a rephrase does more damage than good. If you mindlessly repeated their sentence like a parrot, the client would probably get irritated. Some good ways to begin rephrase questions are the following:

- "As I understand it . . ."
- "Do you mean . . ."

■ Reflecting feelings

Clients also have feelings. They may phone in or visit your offices in a bad mood, or feeling angry, upset, or hurt. Something you may say might irritate them, sometimes company procedures are an irritation to them. Reflecting feelings feeds back the emotion communicated nonverbally by the client. When effective, reflecting feelings means you have grasped the implication of what the client just said. An example is when the client says he has had a busy week, and you say: "You must be glad it is Friday."

When your reflection on the implication is sincere and shows concern, it will be effective in communicating your interest. Use this listening technique with friends and family to gain a comfort level, then try it on clients. Before long, you'll be surprised to find yourself doing it naturally without even thinking about it.

Successful use of reflecting feelings entails focusing attention on the other person and repeating the feelings revealed. Avoid mentally processing how you think the person should be feeling, and use reflecting feelings sparingly.

Usually reflecting feelings should be brief and stated in the second person:

- "You look relieved,"
- "You sound irritated."
- "You seem embarrassed."
- "You appear angry."

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ACTIVITY

Please complete Activity **6:**
Reflecting feelings - Individual reflection

Complete the exercise below individually.   Instructions: Read each situation. Make up a response to the statement, which reflects the unexpressed feelings that the other person seems to be experiencing. Since you have to imagine the person's nonverbal expression, the feelings may differ from the ones I suggest. (Alternative: Your Facilitator may ask some delegates to role-play the situations). The suggested responses appear at the end of the module.

REFLECTING FEELINGS WORKSHEET

Situation 1: A client is fretting about her up-coming medical. She says, "Do you think I'll do OK?"

_____

_____

Situation 2: A client says, "It's to the point now that I don't like to come into the city to drop off my contribution, as I am afraid of being mugged."

_____

_____

Situation 3: A client says, I am tired of being passed from one department to the next without having my query resolved."

_____

_____

Situation 4: A colleague says with a little laugh, "I can't believe I went out this morning with that rip in the back of my pants."

_____

_____

Situation 5: A broker says, "Whew! I'm really glad that New Business application has finally been accepted."

_____

_____

■ Glossary

Did you see any words in this module that are unfamiliar to you? List them here and look up their meanings?

Word	Meaning

■ Summary of Key Learning Points:

Use the space provided below to summarise the key learning points of this module:

Concept (SO 3)	I understand this concept	Questions that I still would like to ask
Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.		
The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.		
The influence of rhetorical devices is analysed and used for effect on an audience.		

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Session 4 Verbal expression

After completing this session, you should be able to:
SO 4: Evaluate spoken discourse.

In this session we explore the following concepts:

♦ Use of language

4.1 Use of language

In writing and speaking we can use different types of language. In discussions at work, with clients, strangers, etc. there are unwritten rules that are followed. These unwritten rules are called "register use". Register use can help you communicate effectively. Incorrect register use can cause problems at work, cause people to ignore you, or, at best, send the wrong message. Of course, correct register use is very difficult for many learners of English. This feature focuses on different situations and the correct register used in the various situations. To begin with, let's look at some example conversations.

■ Formal

In the business environment it is customary to address your client in a formal register. If you see your client more frequently, the degree of your formality may decrease.

■ Informal

You use this type of language with people who are familiar to you. You may make good use of this register in verbal communications with clients, but you need to first find out whether your client would not be offended by your use of this register.

■ Slang

Slang is used by a specific group of people who understand the meaning of the words that are used. Different geographic communities may use words that are only understood in that community. For example, a group of friends may have made up their own words and "group language" which outsiders will not be able to understand. In an organisation, slang is company-specific jargon that is NOT formally accepted. Slang may be appropriate to use in interacting with your colleagues, but is not acceptable for use with clients.

■ Jargon

Jargon is language that is used by a specific group of people, which is normally not clear to others who are not part of this group. Jargon is useful when speaking to experts and members of the groups as it avoids long-winded explanations. But when dealing with a non-layperson, avoid jargon and use language that explains the concept to them clearly.

■ Verbal Mannerisms

Verbal mannerisms are the unconscious phrases we use such as "uhm", "well", "you know". "er". Sometimes we use these to "buy time, when we are thinking about an appropriate answer, "uhm" or to lead into a subject – "well…". Sometimes we use them if we are nervous. Beware that they can interfere with meaning, give away a lot about your emotional state and be distracting for your listener.

■ Plain Language

Don't use convoluted words. See! "Convoluted" is a word that shows off my vocabulary but could cause misunderstanding. To ensure that understanding happens first time around use plain language that is simple to understand. Let's start again. Don't use words that are *difficult or complex* when a plain word will do. This is not to say that you should not build your own vocabulary, to ensure that you understand people who do not use plain language.

These are common words that we tend to use instead of their plain counterparts.

INSTEAD OF THIS	USE THIS
whilst	**while**
terminate	**end**
regarding	**about**
purchase	**buy**
Prior to	**before**
persons	**people**
Per Annum	**a year**
particulars	**details**
In the event of	**if**
In respect of	**for**
In excess of	**more than**
forward	**send**
consequently	**so**
commence	**start**
advise	**tell**
Go to http://www.plainenglish.co.uk/A-Z.html for a free A-Z of "plain English alternatives to the pompous words and phrases that litter official writing".	

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ACTIVITY

Please complete Activity **7.**
Use of language
Small Group
Read the following scenarios and identify on the continuum below at what level you would use formal or informal language. Then give an example of how you would address the person in the situation. An example is provided. The next activity follows directly.

Worksheet

1. You apologise for your department's poor service to an angry client.

Informal									Formal
1	2	3	4	5	6	7	8	9	10
									x

e.g. "Mr. Maharaj, this is not the service you should expect from our organisation. I apologise and I will make every effort to change your experience"

2. You answer the telephone in your call centre.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g. "
_____

3. You speak to your colleagues during a break in the smoking room.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g.
_____

4. You discuss your running achievements with your director during a graduation held for learners, who have successfully completed this programme.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g.
_____

5. You phone a client to thank her for the flowers she sent to you for your excellent service.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g.
_____

6. You speak to your director when she comes around for a departmental visit to find out what is happening in the division.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g.
_____

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7. You confront a colleague about his constant late coming and error rate and explain the impact on the team.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g. _____

_____

8. You respond to Mrs. Grey who drops by weekly to bring home baked biscuits for the team and find out how her unit trusts are performing.

Informal									Formal
1	2	3	4	5	6	7	8	9	10

e.g. _____

_____

_____

Please complete Activity **8.**
Suggest improved language use
Small Group
1. Read the following transcript of an interview between David Williams and Bruce Campbell. Use the first worksheet to identify any insurance jargon and suggest an alternative for the non-insurance layperson. Also look at language and make suggestions for plain language usage. Can you identify any verbal mannerisms in the transcript?
2. On the second worksheet identify jargon that is specific to your department and company. Identify when it is appropriate to sue it and when t is inappropriate. Identify alternatives to your company jargon for the non-lay-person.

Transcript:
Date aired: 28 July 2003
Guest: Bruce Campbell, Mutual and Federal
David Williams, associate editor of the Financial Mail speaks to Bruce Campbell of Mutual and Federal concerning the group's interim results and the future for itself as well as the industry in general.
Q: Well, you seem to be quite cheerful. Was it a good results presentation for the six months to June?
A: Yes. We are very pleased with the first six months. We achieved a 14% growth in premiums. So, the necessary price corrections in our business are coming through. We achieved a R111-million underwriting surplus that is a substantial improvement from the R51-million at this point last year. R111-million is about a 4.1% underwriting surplus to net written premiums. It has been a target of Mutual and Federal for some years to get to that level. We are pleased with that.
On the strength of that result we have declared an interim dividend of 25 cents a share, that's up from 22 cents a share this time last year. It is also about 14% growth in terms of the dividend.
So, we are very pleased with a solid set of results.
Q: How did you fair in the sector generally? How have you compared against your main rivals?
A: Well, it is difficult to say. We are the first insurer to report 30th June results. Some of our competitors will only be reporting later or next week. But, I would think 4% to be a pretty good performance in this sector, David.
The market conditions have been conducive to an improving underwriting result, but I would have to wait and see what their results are like.

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Q: In the sector generally, is it difficult at the moment? Is it competitive out there? Tough?

A: It is tough out there. If one looks at the industry as a whole, in 1999/2000/1 the results were generally negative. That led to quite a sharp increase in rates of about 16% in 2002. So, you are seeing an improving result coming through, but it is competitive.

Clearly the focus or endeavour of insurance is not to increase premium levels. We want to try and contain them so that you keep your product affordable.

Q: There are particular areas of your business that are of interest, particularly vehicles. Everyone in South Africa drives a vehicle, if they can. What part of your business deals with vehicles? Is it a substantial part?

A: Yes, it is a substantial part. It is typical of most insurers SA-wise or even internationally. About 45% of our premium flows would relate to motor vehicle insurance. It is an emotive issue. The key issue driving motor vehicle premiums is not crime but rather accidents. The interesting thing is that as far as thefts are concerned, we've noticed a leveling-off of the number of thefts, whereas a number of years ago it was on the increase. What is of concern is the escalation of motor vehicle accidents.

Q: What about hijacks?

A: About 10% of motor vehicle thefts are attributable to hijacking. It seems to have reached a plateau though, but it is not getting any better.

Q: Do you have problems with fraud?

A: I don't think the fraud aspect is as significant as others would think it is. People don't just have accidents on purpose. It is an accidental issue. Look, there is an element of fraud and you have to constantly be vigilant and try and stamp it out.

Q: Bruce, how do you see it going forward? Many dread purchasing insurance, but we need to. How about the sector and Mutual and Federal for the next six months to a year?

A: On behalf of Mutual and Federal, the market conditions are conducive to profitability. There has also been a correction of premium levels. I hope, in general, that rate increases or premium increases are within inflationary parameters. Our endeavour would be to keep those premiums as low as possible, but I think our performance is sustainable.

As far as the industry is concerned, I understand that they have had a hardening of markets over the last couple of years; I think there is more hardening to come.

Summit TV is broadcast on Channel 55 on DStv

Worksheet One:
Try to identify at least 3 examples for each of the categories below:

	Examples	Alternatives
Jargon		
Plain Language		
Verbal Mannerisms		

Worksheet Two

Try to think of at least 5 examples:

Jargon	When appropriate to use	When not appropriate	Alternative words and phrase to use for non-layperson

ACTIVITY

Please complete Research Assignment **1:**

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to measure your interactions with other people such as colleagues or clients in a role-play situation. You will need to provide evidence of your competence to engage in sustained oral communication and evaluate spoken texts using the competencies you have learnt on this programme.

The role play will be based on one or more of the following situations:

- Disagreements within groups;
- Personality clashes;
- Conflict management,
- Resolving deadlocks,
- Positively summarising conclusions

For the above interactions show the notes that you have created of the interaction. You will be given time after the presentation to create notes.

The role-play is intended to determine whether you can respond critically yet sensitively as a listener. You need to:

- Show a clear understanding of complex issues. During the role play you also have to seek clarification to check your understanding of the speaker's message;
- Manage the discussion with sensitivity that will support the goal of the interaction;
- Identify and challenge when appropriate, the underlying assumptions in the spoken text, to clarify understanding, remove bias and/or sustain the interaction.

Furthermore the role-play is intended to determine whether you can analyse your own response to spoken text and adjust as required. You need to:

- Identify inappropriate responses on your side and adjust accordingly;
- State your side of the story with confidence in an appropriate manner when being confronted by an opposing view to your own.
- Adapt your tone, approach or style so as to maintain oral interaction especially when it seems difficult to maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

ACTIVITY

Please complete Research Assignment **2:**

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to determine whether you can use strategies to be an effective speaker in sustained oral interactions. You will be delivering a three to five minute presentation that will be video taped. After you had watched the video of yourself you will have to write a report discussing the following aspects:

1. Identify the characteristics of your presentation style and tone that attract or alienate an audience, with reference to the particular effect of each feature in creating audience response.

2. Analyse the impact of non-verbal cues/body language and signals on your audience, and indicate whether you thought it was used appropriately.

3. Analyse your use of rhetorical devices for effect on an audience, such as

    - pause,
    - rhetorical question,
    - exclamation,
    - analogy,
    - emphasis,
    - repetition,
    - rhythm,
    - use of inclusive/exclusive pronouns,
    - stress,
    - intonation,
    - volume.

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ACTIVITY
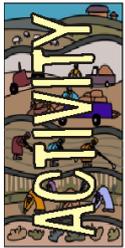
Please complete Research Assignment **3:**

You have just learned skills that your industry has determined are critical to your success to engage in sustained oral communication and evaluate spoken texts.

This assignment is designed to determine whether you can evaluate spoken discourse. You will be watching either a video or a live role-play set up by your facilitator. After you had watched the video or the role play you have to write a report discussing the following aspects:

1.   Identify the point of view in the spoken text and describe the meaning in relation to context and purpose of the interaction.

2.   Identify the values, attitudes and assumptions in the discourse as well as its influence on the interaction.

3.   Identify the techniques used by the speakers to evade or dissipate responsibility for an issue.

4.   Describe, explain and judge the impact of the discourse. You may refer to the clarity of purpose and the speaker's capability).

How am I doing?

Concept (SO 4)	I understand this concept	Questions that I still would like to ask
Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction.		
Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.		
Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.		
The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged.		

Glossary

Term	Description
Components	Each of the parts of which a thing is made up of
Context	The situation that something is taking place in to help us fix its meaning
Cues	Something that is said or done that acts a signal for someone (usually an actor) to say or do something
Generalise	Make a statement that is true of most cases (but not all)
Hurdle	An obstacle, a problem
Interaction/ Interacting	Have an effect on each other (inter means between, or among)
Interferes	Gets in the way or obstructs
Model	Something complex is simplifies by presenting it in a diagram
Painstakingly	Make a careful effort with work
Posture	A pose, the way a person sits, stands or walks
Preconceived	Idea formed in advance, before full information is available
Sexual harassment:	Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.
Unconsciously	Not aware of things
Unkempt	Looking untidy or neglected

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Am I ready for my test?

- ♦ Check your plan carefully to make sure that you **prepare in good time**.
- ♦ You have to be found **competent** by a qualified **assessor** to be declared competent.
- ♦ Inform the assessor if you have any **special needs** or requirements **before** the agreed date for the test to be completed. You might, for example, require an interpreter to translate the questions to your mother tongue, or you might need to take this test orally.
- ♦ Use this worksheet to help you prepare for the test. These are **examples** of **possible questions** that might appear in the test. All the information you need was taught in the classroom and can be found in the learner guide that you received.

1. **I am sure** of this and understand it well
2. **I am unsure** of this and need to ask the Facilitator or Assessor to explain what it means

Questions	1. I am sure	2. I am unsure
Complete Research Assignment 1.		
Complete Research Assignment 2.		
Complete Research Assignment 3.		

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Checklist for practical assessment …

Use the **checklist** below to help you prepare for the part of the practical assessment when you are observed on the **attitudes** and **attributes** that you need to have to be found competent for this learning module.

Observations	Answer Yes or No	Motivate your Answer (Give examples, reasons, etc.)
Can you identify problems and deficiencies correctly?		
Are you able to work well in a team?		
Do you work in an organised and systematic way while performing all tasks and tests?		
Are you able to collect the correct and appropriate information and / or samples as per the instructions and procedures that you were taught?		
Are you able to communicate your knowledge orally and in writing, in such a way that you show what knowledge you have gained?		
Can you base your tasks and answers on scientific knowledge that you have learnt?		
Are you able to show and perform the tasks required correctly?		
Are you able to link the knowledge, skills and attitudes that you have learnt in this module of learning to specific duties in your job or in the community where you live?		

- ♦ The assessor will complete a checklist that gives details of the points that are checked and assessed by the assessor.
- ♦ The assessor will write commentary and feedback on that checklist. They will discuss all commentary and feedback with you.
- ♦ You will be asked to give your own feedback and to sign this document.
- ♦ **It will be placed together with this completed guide in a file as part of you portfolio of evidence.**
- ♦ The assessor will give you feedback on the test and guide you if there are areas in which you still need further development.

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Paperwork to be done …

Please assist the assessor by filling in this form and then sign as instructed.

Learner Information Form			
Unit Standard	**8974**		
Program Date(s)			
Assessment Date(s)			
Surname			
First Name			
Learner ID / SETA Registration Number			
Job / Role Title			
Home Language			
Gender:	Male:		Female:
Race:	African:	Coloured:	Indian/Asian: White:
Employment:	Permanent:		Non-permanent:
Disabled	Yes:		No:
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			Signature:

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No user is allowed to sell this material whatsoever.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Engage in sustained oral communication and evaluate spoken texts

SAQA US ID	UNIT STANDARD TITLE		
8974	Engage in sustained oral communication and evaluate spoken texts		
SGB NAME	**NSB**	**PROVIDER NAME**	
SGB GET/FET Language and Communication	NSB 04-Communication Studies and Language		
FIELD		**SUBFIELD**	
Communication Studies and Language		Language	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 4	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered	2004-10-13	2007-10-13	SAQA 0356/04

PURPOSE OF THE UNIT STANDARD

Competence at this level will enable learners to participate effectively in oral communication in most situations.

Learners at this level are aware of their audiences and purposes for communication. They are able to adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say. They speak fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and the use of tenses in their spoken communications.

People credited with this unit standard are able to:
- respond critically yet sensitively as a listener
- analyse own responses to spoken texts and adjust as required
- use strategies to be an effective speaker in sustained oral interactions
- evaluate spoken discourse

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 3 unit standard.

US: FET-C/04 Accommodate audience and context needs in oral communication

UNIT STANDARD RANGE

The learner can engage in extended oral interactions in a wide range of socio-cultural, learning and/or

workplace contexts.

Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Respond critically yet sensitively as a listener.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One`s understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another`s understanding.

ASSESSMENT CRITERION 2

2. Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.

ASSESSMENT CRITERION RANGE

Disagreements within groups; personality clashes; conflict management, resolving deadlocks, positively summarising conclusions.

ASSESSMENT CRITERION 3

3. The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

SPECIFIC OUTCOME 2

Analyse own responses to spoken texts and adjust as required.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. One`s responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.

ASSESSMENT CRITERION 2

2. When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.

ASSESSMENT CRITERION 3

3. Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

SPECIFIC OUTCOME 3

Use strategies to be an effective speaker in sustained oral interactions.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Characteristics of a speaker`s style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.

ASSESSMENT CRITERION 2

2. The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.

ASSESSMENT CRITERION 3

3. The influence of rhetorical devices is analysed and used for effect on an audience.

ASSESSMENT CRITERION RANGE

Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, volume.

SPECIFIC OUTCOME 4

Evaluate spoken discourse.

OUTCOME RANGE

Formal and informal texts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction.

ASSESSMENT CRITERION 2

2. Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.

ASSESSMENT CRITERION 3

3. Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.

ASSESSMENT CRITERION 4

4. The impact (e.g. clarity of purpose, speaker`s capability) is described, explained and judged.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Providers of learning towards this unit standard will need to meet the accreditation requirements of the GENFETQA.

Moderation Option: The moderation requirements of the GENFETQA must be met in order to award credit to learners for this unit standard.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:

Learners can understand and explain that language have certain features and conventions which can be

manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.

Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate`s performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems, using context to decode and make meaning individually and in groups in oral, reading and written activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANIZING

Organise and manage oneself and one`s activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system, through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.

UNIT STANDARD NOTES

This unit standard will be replaced by unit standard 119462 which is "Engage in sustained oral/signed communication and evaluate spoken/signed texts", Level 4, 5 credits, as soon as 119462 is registered.