



USAID
FROM THE AMERICAN PEOPLE

WORK READY NOW!

MODULE 3

COMMUNICATION SKILLS

**PATHWAY 2
TRAINER'S MANUAL**



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Work Ready Now (WRN) is a comprehensive work readiness training program for youth. WRN helps young people to develop the soft skills and work readiness skills needed to succeed in earning a living. WRN is aligned with three internationally recognized work readiness frameworks that emphasize the skills needed in today's workplace. WRN is always adapted for the local context.

Work Ready Now has benefited all types of youth – out-of-school youth, youth in vocational schools, secondary schools, and universities. Over 750,000 youth have completed WRN in 25 countries. WRN is available in 19 languages. WRN has been scaled in national school systems in five countries.



Activities marked with this icon are work-based learning activities that get youth out of the classroom. Work-based learning is integrated into WRN to make learning come alive and expose youth to real workplaces and employers. Youth develop confidence as they build relationships with employers and find fulfilling first work experiences.

Bolivia	Mi Camino Laboral
Bosnia	Work Ready Now!
Djibouti	Compétences de Base de l'Employabilité et de L'Entreprenariat
DRC	Prêt Pour le Travail
East Timor	Learning for Work
Ethiopia	Work Ready Now!
Ghana	Work Ready Now!
Guyana	Work Ready Now!
Honduras	Habilidades para el Exito Laboral
Indonesia	Siap Kerja Sekarang!
Jordan	Work Ready Now!
Kenya	Work Readiness Program
Kosovo	Youth Employment Program
Lebanon	Work Ready Now!
Liberia	Work Ready Now!
Macedonia	Work Ready Now!
Malaysia	Work Ready Now!
Mali	Passeport d'entrepreneuriat
Niger	Prêt Pour le Travail
Peru	Construyendo Nuestro Futuro
Philippines	Work Ready Now! Life Skills Curriculum
Rwanda	Work Ready Now!
Senegal	APTE au Travail Prêt Pour le Travail
Tanzania	Fanya Kazi Sasa!
Thailand	เราพร้อมทำงาน
Yemen	الاستعداد للعمل

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USAID Youth Advance focuses on developing the basic education and foundational skills of youth, strengthening employment skills for improved livelihoods, and supporting the creation of an enabling environment for improved youth productivity. USAID Youth Advance will support three pathways of youth in Liberia. The program aims to improve the life of youth in Pathway 2.

Overview of Module 3: Communication Skills






“You can never be given a second chance to make your first impression.”
The proverb should be written in a local vernacular based on the project locations.

Module 3 Objectives:

By the end of the module, participants will be able to:

- ✓ Listen actively and speak appropriately
- ✓ Give and receive instructions effectively
- ✓ Identify non-verbal communication signs and the impact on people's perceptions
- ✓ Cooperate and work as a team member, recognizing there are different personalities within a group
- ✓ Identify and practice good customer service skills, including handling difficult customers

Module and Activity Timings

 Activity	 Time
 Session 1: Listening & Speaking Effectively	4 hours 55 minutes
1: Introductory Activity (including Self-Assessment)	45 minutes
2: Listening Role Play	1 hour
3: Non-Verbal Communication	55 minutes
4: Giving and Receiving Instructions	20 minutes
5: Verbal Communication	1 hour 45 min
 Session 2: Cooperating with Others	2 hours 10 minutes
6: Introductory Activity	25 minutes
7: Self-Assessment of Working in Groups	30 minutes
8: Cooperating with Others	1 hour
9: Cooperation Energizer	15 minutes
 Session 3: Customer Care	5 hours 25 minutes
10: Introductory Activity	40 minutes
11: Giving Exceptional Customer Service	1 hour
12: Communication with Customers	1 hour
13: Resolving Conflicts with Difficult Customers	30 minutes
14: Observing Interpersonal Communication in the Workplace	1 hour
15: Module 3 Review (including Post-Assessment & Quiz)	1 hour 15 minutes

Total Time:	12 hours 30 minutes
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Written Documentation

This is a list of all the written tasks that participants must complete. The trainer will place a check mark on the submitted documents and follow up on those without a check mark.

- Pre-Module Self-Assessment
- Worksheet 3.1: Effective Listening Observation Form
- Worksheet 3.2: Effective Speaking Observation Form
- Worksheet 3.3: My Listening and Speaking Skills
- Worksheet 3.4: Working in Groups Self-Assessment
- Worksheet 3.5: My Group Cooperation Skills
- Worksheet 3.6: Work Exposure - Form for Observing Interpersonal Communication in the Workplace
- Post-Module Self-Assessment
- Module Quiz

Handouts

- 3.1: Effective Listening Skills & Strategies
- 3.2: Effective Speaking Skills & Strategies
- 3.3: Elements of an Effective & Cooperative Team Member
- 3.4: What is Customer Service and Why is it Important?
- 3.5: Giving Exceptional Customer Service
- 3.6: Communicating with Customers by Telephone and Face-to-Face
- 3.7: Resolving Conflict with Upset/Difficult Customers
- 3.8: Work Exposure - How to Observe Interpersonal Communication in the Workplace

Trainer Tools

- 3A: Scenarios for Listening Role Plays
- 3B: Speaking Scenarios

- 3C: Cooperating with Others – Scenarios and Roles
- 3D: Role Plays for Communicating with Customers

Materials and Preparation

Module 3

- Basic training materials:** flipchart paper, markers, tape, A4 paper
- Other materials:** ball or object to toss, 2 keys, 3-4 eggs, 20 straws

Session 1

- Find an object (such as a ball) that can be tossed from person to person.
- Review main concepts from Module 1.
- Select an appropriate role play from **Trainer Tool 3A: Scenarios for Listening Role Plays** to use with the participants **or create a new one that is more relevant to your context.**
- Write the role play on flipchart so all can see.
- Before the activity begins, identify a few willing volunteers to take part in the role play, give them a copy of the description of the role play and brief them on what they will need to do.
- Make 3 copies of **Handout 3.1: Effective Listening Observation Form** per participant.
- Reflect on and identify how non-verbal communication was demonstrated in the role plays.
- Make sure you have enough A4 paper so each participant can have one sheet.
- Review the steps and even try the activity (giving and receiving instructions) so you can see how there will be different interpretations of the instructions.
- Make enough copies of **Trainer Tool 3B: Speaking Scenarios.**
- Make 3 copies per participant of **Worksheet 3.1: Effective Speaking Observation Form.**

Session 2

- Write the main topics from the previous session on listening and speaking skills on slips of paper (effective listening skills & strategies; non-verbal and verbal communication; giving and receiving instructions).
- Review main concepts from listening & speaking session.
- Review **Worksheet 3.4: Working in Groups Self-Assessment.**
- Write the scenario on flipchart beforehand.
- Cut out the roles in **Trainer Tool 3C: Cooperating with Others – Scenarios and Roles.**

- Review **Handout 3.3: Elements of an Effective & Cooperative Team Member.**
- Review steps of the cooperation energizer activity so clear instructions are given.
- Review the elements of an effective and cooperative team member.

Session 3

- Review main concepts from Session 2: Cooperating with others.
- Review concepts in **Handout 3.5: Giving Exceptional Customer Service.**
- Review **Handout 3.6: Communicating with Customers by Telephone and Face to Face.**
- Review concepts in **Handout 3.7: Resolving Conflicts with Upset/Difficult Customers.**
- Review **Handout 3.8: Work Exposure - How to Observe Interpersonal Communication in the Workplace.**
- Review **Worksheet 3.6: Work Exposure - Form for Observing Interpersonal Communication in the Workplace.**

Pre-Module Self-Assessment

Module 3: Communication Skills

There are no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this module, we'll take this survey again.

My Experience	(1) I don't have any experience doing this.	(2) I know a little about this.	(3) I have some experience doing this.	(4) I have a lot of experience with this.	(5) I am confident in my ability to do this.
Knowledge, Skills and Attitudes					
Use a variety of strategies to listen carefully to others					
Use and understand non-verbal communication cues					
Give clear & detailed instructions to others, including when I need to set a personal boundary					
Ask questions of others when I do not understand					
Speak clearly and effectively in front of individuals or groups					
Cooperate and work well with others					
Explain the importance of customer care and service					
Strive to provide exceptional customer service, in person or on the telephone					
Resolve conflict or disagreement with difficult customers					

Session 1: Listening and Speaking Effectively

Key Topics

- Effective listening skills & strategies
- Non-verbal communication
- Giving and receiving instructions
- Effective verbal (speaking) communications skills & strategies



Activity 1: Introductory Activity



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

- a. Review the main concepts of the previous module (Personal Development).
- b. Identify the main concepts of the session.
- c. Share prior experiences and knowledge regarding listening and speaking effectively.



Time Required: 45 minutes



Methodology: Pair share, small group works, large group discussion for consensus building.



Materials: Ball or other object to toss, flipchart paper, markers, tape

Preparation:

- Find an object (such as a ball) that can be tossed from person to person.
- Review main concepts from Module 2.



Steps:

1. **Review** the main concepts from **Module 2: Personal Development** by having participants throw a ball or other object to one another. When someone catches the object, they mention one concept or idea from the previous module. Continue until the main concepts are covered, providing input as needed.

(5 min)

Trainer Tip

You can make a ball out of old flipchart paper and tape. You can also ask participants to help you find an object you can all play catch with.

2. **Ask** participants to think about the proverb found at the beginning of Module 3: ***"You can never be given a second chance to make your first impression."*** What is the meaning?

(5 min)

3. Have participants **turn to** the first page of Module 3 in their Handbooks and **review** the objectives of the module with them.

Ask them what they think the relevance is between the proverb and the module. How does it relate to real life?

Explain that this session will focus on speaking and listening.

(5 min)

4. **Tell** participants that before you go on, you were wondering what they thought about... [a current event (recent football match) or movie]. Once a person starts responding, interrupt them, do not listen and give your own opinion. Answer your phone while they are talking. After a few minutes, stop and ask the participants what

just happened. (They should say you were rude, did not listen, etc.). Ask participants to turn to the person next to them to discuss:

- What does it mean to listen / speak effectively?
- How do you know when you are / are not being listened to?
- What do you do when speaking to get your point across?
- How do you speak to a colleague? Supervisor? Friend? Group of people?
- How do you feel men and women listen and speak to one another?
- How do people listen and speak to those with a disability? To those who are economically disadvantaged?
- How does it feel speaking to a supervisor, to a group, etc.?

(10 min)

5. **Ask** participants to share some of their answers with the large group.

Emphasize that it is important to treat people respectfully in listening to and speaking with them, regardless if they are different from you in some way such as gender, ability/disability, or economic status. Often people make assumptions about capability levels, especially for people with disabilities. It is important not to make such assumptions when speaking or listening to someone. At times, some people may not speak up because they may feel as if they don't have the power to do so. For instance, a female may not feel like she can speak when interrupted by a male. It is important to be aware of this in communication. It can be tough to be interrupted or feel ignored, this is when your emotional coping skills and good problem-solving skills may also be helpful.

(10 min)

6. **Review** the key topics that will be covered during the session, assuring participants that they will become more effective and confident listeners and speakers by the end of the session (see key topics box above).

Have them do the **self-assessment**, again explaining that it is not a test but is a way that they can see what they already know or do not know about the topics.

(10 min)

Activity 2: Listening Role Play



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

- a. Identify effective listen skills & strategies.
- b. Assess their listening skills.
- c. Model good listening skills.



Time Required: 1 hour



Methodology: Small group work, role play, large group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Select an appropriate role play from **Trainer Tool 3A: Scenarios for Listening Role Plays** to use with the participants or create a new one that is more relevant to your context.
- Write the role play on flipchart so all can see.
- Before the activity begins, identify a few willing volunteers to take part in the role play, give them a copy of the description of the role play and brief them on what they will need to do.
- Make 3 copies of **Worksheet 3.1: Effective Listening Observation Form** per participant.
- Review **Handout 3.1: Effective Listening Skills & Strategies**.



Steps:

1. **Explain** to participants that they are going to observe a 3-minute role play of a workplace situation.

Select a role play from **Trainer Tool 3A: Scenarios for Listening Role Plays** and conduct the role play using a few volunteers.

(5 min)

2. **Discuss** the role play by asking:

- What happened in the role play?
- Why did this situation happen?
- Has anything like this happened to you before, where you either have not been listened to or have not listened? What happened?
- What strategies can we use for active, responsive listening?

(10 min)

3. Have participants turn to **Handout 3.1: Effective Listening Skills & Strategies** in their Handbooks and read together.

(5 min)

4. **Divide** participants into small groups of three people.

Tell the groups they are going to re-enact the role play (with a positive outcome) using some of the identified listening strategies. Two people will be actors, one will observe and then they will switch roles so everyone has a turn practicing good listening skills and observing.

Tell participants to turn to **Worksheet 3.1: Effective Listening Observation Form**, ask participants to read it (or read it together) and explain that the observer will use it as a guide to give feedback on the actors' listening skills.

Explain that feedback should be given in a positive and encouraging way, not in a way that is judgmental or discouraging.

(5 min)

5. **Give** participants 10 minutes to re-enact the role play and for the observer to give feedback. Switch roles until all have had a chance listening and observing.

(25 min)

Trainer Tip

After the first role play, it should take participants less time to re-enact and discuss the role play as they switch roles. If the groups finish quickly, you could give them the other role plays to do, too.

6. If time permits, **ask** if any group wants to present their version of the role play to the large group. Discuss what it was like to perform the different roles of observer and listener.

(5 min)

7. **Review** effective listening strategies and ask if there are any more questions.

(5 min)

LOW LITERACY ALTERNATIVES

If participants are overwhelmed by the observation form, have them give feedback verbally. Read and discuss **Worksheet 3.1: Effective Listening Observation Form** together in step 3 above.

If it seems helpful, have participants come up with symbols for each area and draw on flipchart. They can use that as a reminder when they are giving feedback in the small groups. Trainers should visit each group when they are giving feedback to remind them of some of the things to comment on.

Trainer Tool 3A: Scenarios for Listening Role Plays

Role Play 1: At the Construction Site

Korpo is new on the job with a construction company. Her job is to mix cement for a wall that will surround a market area. Her supervisor had told her that for every bag of cement she should mix in 5 bags of sand. Not hearing the instruction due all the noise around her, she couldn't remember the number of bags of sand to add to the cement. She feared she would lose her job if she asked the supervisor again so she did what she thought was right – 10 bags of sand for every bag of cement. After the wall had been up a few days, it blew over during a storm...

Role Play 2: At the Shop

A young man named Garjay works in a small shop where he sells items such as toothpastes, candles, pens, salt, sugar, bread... He finds his boss, Finda annoying and tends not to listen to her all of the time. He does not like having a female boss so it affects his listening. One day, when they had two types of bread to sell, Finda made it clear that the higher quality loaves should go for 100 Liberian dollar and the other ones for 50Liberian dollars. All morning long customers came in to buy bread. Garjay sold all loaves for the same price - 50 Liberian dollars. When Finda returned and realized that Garjay sold the good quality bread for 50 Liberian dollars, she got angry and said she would make Garjay pay the difference...

Role Play 3: At the Honeybee Cooperative

Suakollie works at a honeybee cooperative in his community. He is responsible for taking orders and making sure the honey gets delivered to customers. One day he received a phone call while he was listening to a very exciting football match on the radio. His favorite team scored just as someone gave him the order for 30 liters of honey. Suakollie wrote down 13 liters on the order slip. Upon delivery later that week, the customer was -vexed that all the honey he ordered was not delivered...

Role Play 4: At a farming site

Musu is a young girl following USAID Youth Advance work readiness training. The class is given an assignment to have a work experience during the weekend. She went to a farmer to request an opportunity to help out for a few days. The farmer was happy to give her the chance to work on the farm. The farmer asked her to bring a hoe (but because she was texting a message when he mentioned it, she thought he said a hook. When she arrived the next day with a hook, the farmer became vexed and told her to go home.

Handout 3.1: Effective Listening Skills & Strategies

- ✓ Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)
- ✓ Listen to the speaker without interrupting
- ✓ Repeat what the speaker has said to make sure you have understood correctly
- ✓ Ask questions for clarification when you do not understand something
- ✓ Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.
- ✓ Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking
- ✓ Truly listen without thinking about how you are going to respond until the person has finished speaking
- ✓ Be aware of your own attitude and avoid being judgmental
- ✓ Be aware of your own biases and stereotypes, especially when it comes to gender.

Worksheet 3.1: Effective Listening Observation Form

Instructions: Check (✓) yes if the speaker uses the standard or no if she or he does not. Write a comment to explain.

Standards	Yes	No	Comments
Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)			
Listen to the speaker without interrupting			
Repeat what the speaker has said to make sure you have understood correctly			
Ask questions for clarification when you do not understand something			
Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.			
Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking			
Truly listen without thinking about how you are going to respond until the person has finished speaking*			
* This standard will be difficult for an observer to determine.			
Be aware of your own attitude & avoid being judgmental			

Activity 3: Non-Verbal Communication



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

- a. Identify effective listen skills & strategies.
- b. Assess their listening skills.
- c. Model good listening skills.



Time Required: 55 minutes



Methodology: Small group work, role play, large group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Reflect on the previous activity and identify how non-verbal communication was demonstrated in the role plays.



Steps:

1. **Divide** participants into 2 groups by having them count 1, 2, 1, 2... Ask group 1 to form a circle. Ask group 2 to form a circle around group 1. The inner circle should turn out to face the people in the outer circle.

(5 min)

2. **Tell** participants to work with the person they are facing. They should now think of and demonstrate as many examples of non-verbal communication they know. They should reflect back to the previous activity where non-verbal communication came up in the role plays and think of new examples.

Some examples of non-verbal communication include nodding one's head in agreement, rolling eyes in disagreement, looking at watch and tapping foot in boredom, smiling, etc.

(10 min)

Social Inclusion Tip

Again, be aware of who is in the training room and how you might organize them so everybody can participate to their full potential. Some participants may not feel as safe with certain activities and role play.

3. Have each pair **present** an example, asking them to not repeat any that have been done.

(10 min)

4. **Ask** for a volunteer to stand in a way that shows they are not comfortable with a situation or don't have confidence in what they are supposed to be doing. (*Examples: looking down, not making eye contact, arms crossed in front of them – making themselves look small...*)

Ask another volunteer to stand in way that shows they are fully confident, a leader, and comfortable in their role (*ex. makes eye contact, stands in a way that takes up space, feet firmly on the ground – making themselves look big*).

Discuss the differences. Explain that standing or sitting in a certain way can influence how you feel about yourself. If you sit or stand in a more upright, open way it can help you appear and feel more confident. When sitting in a way that is hunched over and making yourself look small, other people may get a negative impression and think you are not confident or capable.

(5 min)

5. Have everybody try standing and sitting in the different ways. **Ask** them to think about it and stand or sit in a more confident way in situations outside of class to see if they notice a difference.

(10 min)

6. **Discuss** gender differences related to non-verbal communication. Ask:

- a. Are there certain ways of communicating nonverbally that men or women typically use?
- b. Are there forms of nonverbal communication that might make women or men uncomfortable in the workplace or in the community?
- c. What can be done to make the workplace feel safer for all in terms of communication?
- d. Are there gestures that could make people uncomfortable?
- e. (*Moving one's finger on the palm of another person's hand while doing a handshake; winking; touching someone of the opposite gender*)

(10 min)

7. Linking non-verbal communication to the previous listening activity, **discuss** the importance of non-verbal communication and how it impacts how we give and receive information, how we listen and how we feel about ourselves.

(5 min)

Activity 4: Giving & Receiving Instructions



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

- a. Recognize the importance of giving clear, concise instructions.
- b. Recognize the importance of asking questions for clarification when receiving instructions or listening to someone.
- c. Describe how verbal and non-verbal communication impact what is said and how it is understood.



Time Required: 20 minutes



Methodology: Individual work, group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Make sure you have enough A4 paper so each participant can have one sheet.
- Review the steps and even try the activity so you can see how there will be different interpretations of the instructions.



Steps:

1. **Give everybody** a piece of A4 paper and ask them to close their eyes.

Tell them you are going to give them instructions that they should follow, without talking.

Ask them to perform the following tasks:

- Fold the piece of paper.
- Tear the right bottom corner off.
- Flip the paper over.
- Fold the paper again and tear the left corner off.

(5 min)

Trainer Tip

An alternative to this activity is to have participants draw. A person is selected to look at a pre-drawn picture. Without looking at the picture and with his or her back to the group, s/he has to give instructions to the group on how to draw the picture. Participants are not allowed to ask questions or talk. Compare the pictures at the end and process in a way similar to the paper folding exercise.

2. **Ask** the participants to open their eyes, unfold their paper and hold it in front of them (*papers should look different, depending on how they interpreted the instructions*).

(5 min)

Social Inclusion Tip

Again, be aware of who is in the training room and how you might organize them so everybody can participate to their full potential. (For example, if someone is visually impaired, they could be given role to read, have a partner explain what his/her paper looks like, etc.). Some participants may not feel as safe with certain activities and role play.

3. Discuss the activity by asking the following questions:**Debriefing Questions:**

1. Why do the papers look different when everybody was given the same instructions?
(people interpreted the instructions differently, the instructions were not detailed enough)
2. Were the instructions clear?
3. How would it have been different if you could have had your eyes open?
(could have seen what the facilitator was doing, read body language – non-verbal communication, could have seen how others were folding)
4. How would it have been different if you could have talked? *(could have asked questions for clarification, discussed process with people next to you)*
5. Did anybody want to ask questions?
6. What questions would you have asked for clarification?
(Should we start with the paper length or width wise? Which way should we fold the paper? Which direction should we flip the paper?)
7. How might this activity apply to the workplace?
(When giving or receiving instructions on performing a task it is important to give clear, detailed instructions and to ask questions for clarification to make sure you have understood the instructions.)

(10 min)

Activity 5: Verbal Communication



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

- a. Identify effective speaking skills and strategies.
- b. Demonstrate the use of effective speaking skills and strategies.



Time Required: 1 hour 45 minutes



Methodology: Small group work, practice presentations, large group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Make enough copies of **Trainer Tool 3B: Speaking Scenarios**.
Or write the **Speaking Scenarios** on a flipchart
- Make 3 copies of **Worksheet 3.2: Effective Speaking Observation Form** for each participant.
- Review **Worksheet 3.3: My Listening and Speaking Skills**
- Review **Handout 3.2: Effective Speaking Skills & Strategies**.



Steps:

1. **Explain** to participants that you are now going to focus on speaking. **Emphasize** the importance of being present, open and connected to those you are speaking to (through speech and body language).
(5 min)
2. **Ask** participants when they think they will need to use effective speaking skills (presenting ideas at work either formally to a supervisor or group of colleagues or informally to co-workers; socially with family and friends, ...).
(5 min)
3. **Ask** participants, based on the communication skills discussed so far, what they think will be important to remember or do when they are speaking with colleagues, to a group of people, or to their supervisors. Write their responses on flipchart.
(10 min)
4. Have participants turn to **Handout 3.2: Effective Speaking Skills & Strategies** in their Handbooks and review together. Have them add others if more came up.
(5 min)

Trainer Tip

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

5. Divide participants into groups of 3 people and ask them to look at **Trainer Tool 3B: Speaking Scenarios**. *[either a copy you printed or on the flipchart]*

In A big Group: Read the five scenarios together and **explain** to participants that in their small groups, they are each going to have a turn practicing three roles - speaking, acting and observing. Each scenario represents a work situation that needs some good speaking skills to manage.

(5 min)

6. **Tell** participants that they should each choose a different scenario where they will be the speaker. Each person chooses a different **Scenario**. The person not speaking or acting will fill out **Worksheet 3.2: Effective Speaking Observation Form**. The speaker should also fill it out afterwards, as a self-assessment.

In Small Groups of 3 for 15 minutes per Scenario: The speaker presents for 5 minutes, the actor helps act, observer fills out form, and then they discuss his/her performance based on the observation form.

Give 15 minutes per scenario (45 min)

Low Literacy Alternatives

If participants are overwhelmed by the observation form, have them give feedback verbally. Read and discuss **Worksheet 3.2: Effective Speaking Observation Form** together in step 6 above. If it seems helpful, have participants come up with symbols for each area and draw on flipchart. They can use that as a reminder when they are giving feedback in the small groups. Trainers should visit each group when they are giving feedback to remind them of some of the things to comment on.

7. In the large group **discuss** what it was like to be the speaker:
- What was easy?
 - Challenging?
 - Were they able to use some of the strategies discussed?

(5 min)

8. **Review** effective speaking skills and strategies.

Emphasize that in a situation like scenario 5, it is very important to speak up when you don't understand something. Similarly, if you know that what you are being asked to do is not possible or cannot be done within a given timeframe, it is necessary to say so rather than to say nothing.

Ask participants to write the following in **Worksheet 3.3: My Listening and Speaking Skills**:

- Three things they do well when listening
- Three things they do well while speaking
- Three things they find challenging when listening and when they are speaking.

(10 min)

Trainer Tip

It can be hard to use effective speaking strategies if one feels unsafe or threatened. This could be a time to ask for help or consider other ways to address challenges.

9. **Tell** participants we have reached the end of this session on listening and speaking. **Emphasize** that communication is a two-way process that involves both listening and speaking well.

(5 min)

10. Have everybody **stand in two or three rows**. Whisper something to the first person standing in each row.

Example: Mayamu's shop is located near the market. Take a left turn after the clinic, a right turn at the school, and you will see the shop on the left.

Their task is to whisper it to the next person, who says it to the next, and so on. The last person should say what he or she has heard out loud.

At the end, say the original statement aloud. Have the participants compare the statements. Most likely they will be very different!

(10 min)

Trainer Tool 3B: Speaking Scenarios

Trainer Tip

Adapt the scenario to the activities that are going on in your area. Perhaps palm is not grown but there is a beekeeping or coffee-washing cooperative. Change the scenario so it reflects the activities going on in the learners' environment. This should be done for all scenarios in the book!

Scenario 1: At the Cassava Processing Factory

You work at the recently established cassava processing factory in the center. You have noticed that the quality of the cassava cleaning has not been very good, and many of your co-workers have not been showing up on time. You decide to talk with your co-workers to encourage everyone to work as a team and do a better job before the quality gets worse and you all lose your jobs.

Scenario 2: At the Construction Site

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

Scenario 3: At the Restaurant

Kou is a young waiter at a local restaurant. One busy lunch time, an impatient customer was told it would take over 30 minutes to prepare his meal. The customer was angry and began insulting Kou. Kou tries to calm down the customer and assure him that his meal will be delicious.

Scenario 4: At the Oil Palm Processing Cooperative

While picking the palm with fellow cooperative members, an argument broke out between 2 members. One accused the other of not contributing enough time to working at the cooperative and said he should be thrown out of the cooperative. The one being accused disagrees, saying his mother was gravely ill the week before and he had to take care of her. Help them resolve the problem.

Scenario 5: Too Shy to Ask Questions

Agnes is new on the job at Monrovia Construction. She is working as a painter. One day her boss asked her to paint in the classroom using mixed color paints, blue and yellow. Agnes was not aware of what her boss was saying because she had never worked with mixed paint before. Because of shyness and fear of disappointing her new boss, she didn't say that it was her first time to do it, did not ask questions, and did not ask other colleagues to coach her. She kept saying "yes," "yes," "yes," and the boss left. Agnes started to mix the paints in her way and it didn't work. When her boss comes he found that Agnes had done nothing and the paint was ruined. Agnes kept shaking her boss's hand saying that she was so sorry for what happened. The boss fired her.

First, act out the scenario as described. Then re-enact it in the way Agnes should have handled the situation from the beginning.

Handout 3.2: Effective Speaking Skills & Strategies

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

Worksheet 3.2: Effective Speaking Observation Form

Instructions: Check (✓) yes if the speaker uses the standard or no if she or he does not. Write a comment to explain.

Standards	Yes	No	Comments
Be clear, brief, concise – to the point			
Use examples to get to the point			
Be polite / friendly			
Be honest			
Be respectful			
When you need to be direct, speak with respect			
Speak with confidence but not arrogance			
Be flexible – check the mood and attitudes of others and adjust accordingly			
Be aware of body language – your own and that of others			

Worksheet 3.3: My Listening and Speaking Skills

Instructions: Fill out the following lists.

1. Three things I do well when listening:

1. _____

2. _____

3. _____

2. Three things I do well while speaking:

1. _____

2. _____

3. _____

3. Three things I find challenging when listening and speaking:

1. _____

2. _____

3. _____

4. Ways in which I can improve my listening and speaking skills:

1. _____

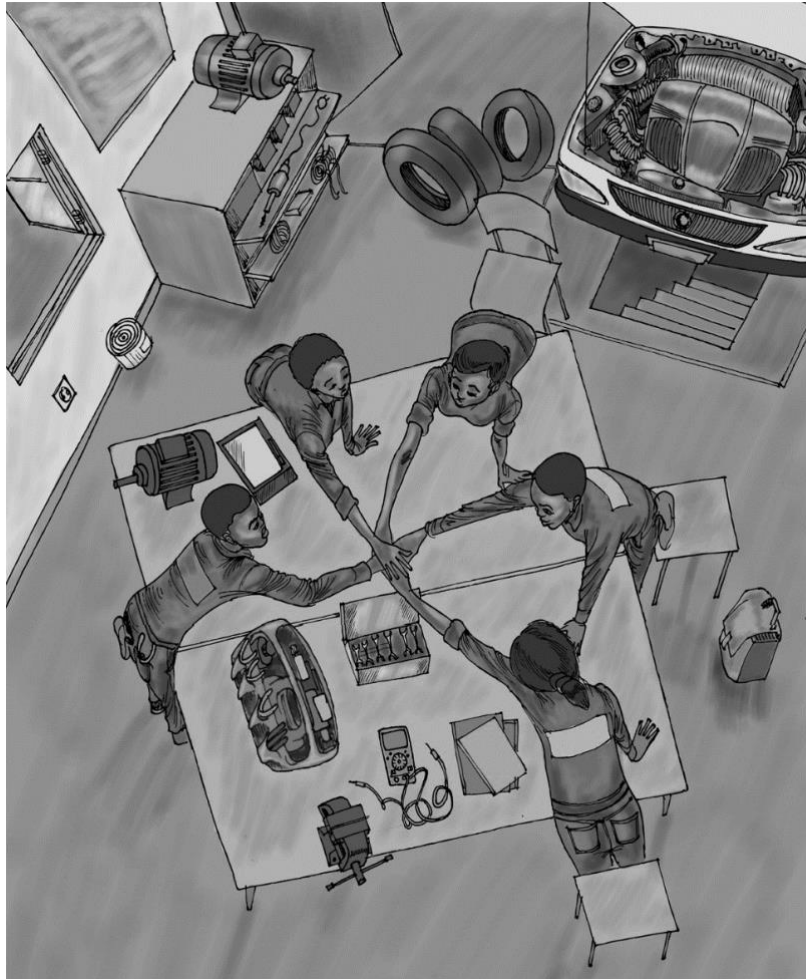
2. _____

3. _____

Session 2: Cooperating with Others

Key Topics

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



Activity 6: Introductory Activity



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

- a. Review the main concepts of the previous session (Listening and Speaking).
- b. Share prior experiences and knowledge regarding cooperating with others.



Time Required: 25 minutes



Methodology: Individual sharing, large group discussion



Materials: A4 paper, flipchart paper, markers, tape

Preparation:

- Review main concepts from listening & speaking session.



Steps:

1. **Ask** participants to say or demonstrate something they learned from the previous session on listening and speaking skills. Continue the process until the main concepts of the topic have been covered.

(5 min)
2. **Introduce** the day's session on cooperating with others by explaining that we are now going to shift our focus to communicating and working in a group. Ask participants:
 - How do you organize yourselves at home so work gets done?
 - How do people work together at church, the mosque or in a youth group?
 - How do people work together at a job?
 - Why is it important to be able to get along with family members or co-workers?

(10 min)
3. **Ask** participants to share experiences working in a group or as a team and how that differs from working individually.

(5 min)
4. **Introduce** the main topics of the session listed at the beginning.

(5 min)

Activity 7: Self-Assessment of Working in Groups



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

- a. Assess how they tend to work in groups.
- b. Recognize that different personalities and approaches to working in a group affect how a group performs its roles and responsibilities.



Time Required: 30 minutes



Methodology: Individual sharing, large group discussion



Materials: Assessment forms, flipchart paper, markers, tape, two keys

Preparation:

- Review **Worksheet 3.4: Working in Groups Self-Assessment**.



Steps:

1. **Explain** to participants that to get started on this topic, they are going to do a group activity called Pass the Key Please.

Divide the group into 2 teams. Arrange the teams so they face one another.

Team members then **join hands**. This leaves two “free” hands on each team (the two people at the ends of each line).

Give a single key to one of the “end” people on each team. The task is to pass the key from one end to the other without unclasp the hands of the team. The key cannot be passed or kicked along the ground. If the key drops, it must be picked up while all hands remain clasped. The team who gets the key to the end of the line wins.

(10 min)

Social Inclusion Tip

Again, be aware of who is in the training room and how you might organize them so everybody can participate to their full potential. Teams can strategize how to include those who might not easily be able to pass the key due to a visual or physical impairment. They might for example, be the leader of the team and give advice as the key is passed from person to person.

Debriefing Questions:

1. Was the task easy to accomplish? Why or why not?
2. How did you find participating in the process – fun, frustrating? Why?

3. Did people all behave the same way or did people take on different roles?
4. Did the task become easier as time went on? Why or why not?

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

(10 min)

2. Ask participants to turn to **Worksheet 3.4: Working in Groups Self-Assessment** in their Handbooks. **Read** the list together and ask them to tick the three boxes that best describe how they work in a group.

(5 min)

3. Go through each item, **asking** for a show of hands if a person ticked that particular item.

Ask participants what types of conclusions they can draw after doing the key exercise and seeing the show of hands for the items ticked.

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

(5 min)

 Worksheet 3.4: Working in Groups Self-Assessment

Instructions: Read the list and select 3 statements that best describe how you work in a group.

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

Activity 8: Cooperating with Others



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

- a. Recognize the different personalities and approaches that individuals bring to a group.
- b. Strategize how to handle different personalities in a group.
- c. Identify and demonstrate the characteristics of an effective and cooperative team member.



Time Required: 1 hour



Methodology: Large group activity (inner/outer circles) and discussion



Materials: Assessment forms, flipchart paper, markers, tape, two keys
Preparation:

- Choose **Scenario 1: Farming Cooperative** or **Scenario 2: Bakery Cooperative** or **Scenario 3: Susu Club** from **Trainer Tool 3C: Cooperating with Others Roles**. Write in on the board before class. You may need to change the scenario according to the work context in which the participants are coming from.
- Write the scenario on flipchart beforehand.
- Cut out the roles in **Trainer Tool 3C: Cooperating with Others – Scenarios and Roles**.
- Review **Handout 3.3: Elements of an Effective & Cooperative Team Member**.



Steps:

1. **Explain** to participants that now they are going to participate in and observe members of a cooperative who have tasks to perform for their cooperative to function effectively.

Half of the participants will be actors in the group and the other half will be in a circle surrounding them, observing. Actors and observers should follow the instructions on the sheets they are given (**Trainer Tool 3C: Cooperating with Others – Scenario and Roles**).

(5 min)

2. **Preparation: Choose one Scenario:**

- **Scenario 1: Farming Cooperative** or **Scenario 2: Bakery Cooperative** or **Scenario 3: Susu Club** from **Trainer Tool 3C: Cooperating with Others Roles**.
- Write in on the board before class.
- *You may need to change the scenario according to the work context in which the participants are coming from.*

3. **Read** the scenario out loud together.

(5 min)

4. Cut and distribute the roles found in **Trainer Tool 3C: Cooperating with Others Roles** but ask participants **not** to share them with anyone. Ask if there are any questions. Have the group of co-workers form a circle in the middle and ask the observers to form a circle around them so they can watch.

(5 min)

Trainer Tip

It is okay if there are more actors than the 8 defined roles. They can take on whatever personality or approach they want to in the group.

LOW LITERACY ALTERNATIVES

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

5. Allow the group to **meet** for 15 -20 minutes. The co-workers should act out their roles and the observers should take notes according to the questions on their sheets.

(20 min)

6. Once the role play is over, **debrief** the activity:

Debriefing Questions:

1. Actors – What did it feel like to be in your role (read or describe role to group)
2. Observers – What did you observe about your assigned actor? (What type of characteristics is this person showing right now? What kind of approach to the problem are they using?) Was she/he helping the group make decisions? Was she/he preventing the group from making progress? How could others encourage this person to contribute to the group?
3. What conclusions can we make about how to work collaboratively in a group?

Working collaboratively in a group requires people to be respectful and good listeners. They offer ideas without interrupting, ask the opinions of others and are accepting of differences. They stay focused and move the group towards accomplishing the tasks / goals of the group.

(20 min)

7. Give participants **Handout 3.3: Elements of an Effective & Cooperative Team Member** and review, adding new ideas as appropriate.

(5 min)

Trainer Tip (Work-Based Learning)

Work exposure: Youth could visit a nearby cooperative or market to learn through observation and informative interviews with cooperative members. They could ask about what works well and the challenges of working together in a cooperative.

Trainer Tool 3C: Cooperating with Others – Scenarios and Roles

Scenario 1: Farming Cooperative

A new season is yet to start and you are discussing tasks for each member of the cooperative from the beginning to end of the season. The president assigns tasks to members and there is a need to agree on who does the ploughing, planting seeds, applying fertilizers, irrigation, pruning, weeding, harvesting, storage, selling farm produce. You all need to discuss and agree on steps to be followed.

OR

Scenario 2: Bakery Cooperative

A very large order for cakes and bread has been put in at a newly established bakery cooperative for an important function in town. There is a shortage of flour in the market but the cooperative's success is dependent on serving this function well. A group of cooperative members come together to discuss the issue and decide what to do.

OR

Scenario 3: Susu Club

A very large order is placed for Liberian Dollars to a Susu club, which the Susu club markets from time to time to earn the hot United States dollars. -. There is a shortage of local currency in town, however, making profit to raise the value of contribution from Susu club members - is dependent on serving this order well. A group of Susu club members come together to discuss the issue and decide what to do.

OR

Make up a different scenario that is relevant to the context in which the participants will be working.

Roles:

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

Quiet / shy person: You have many very good ideas but you will not say anything until someone asks you directly.

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

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

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

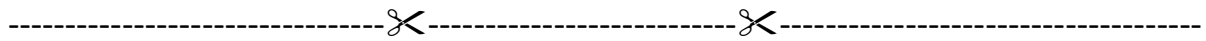
Encouraging person: You want to make sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation.

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

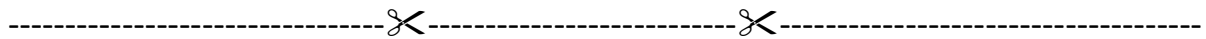
Task master: You are always very organized and like to stay focused on the task at hand. You keep bringing the group back to the practical actions that need to be taken to accomplish the task.

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

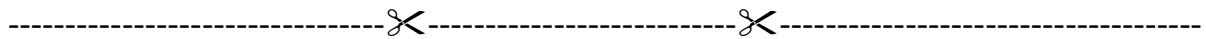
Cooperating with Others Roles (Cut out and give to individual participants)



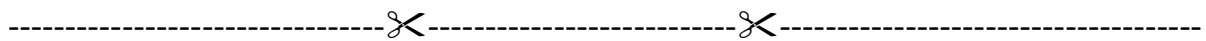
Group leader: You are a strong leader who tries to speak clearly and listen effectively. You need to clearly explain the objectives to the group and keep the group on task. Try to involve all in the discussion. You are responsible for developing the plan.



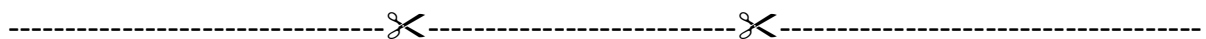
Quiet person: You have many very good ideas but you will not say anything until someone asks you directly.



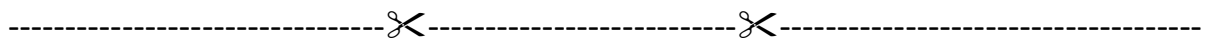
Domineering person: You want to take over the discussion and lead the group. You think you have all the answers and do not want to waste time having everybody share their ideas.



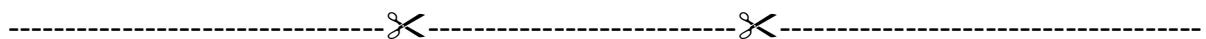
Disagreeable person: You have a negative attitude and are resistant towards all ideas.



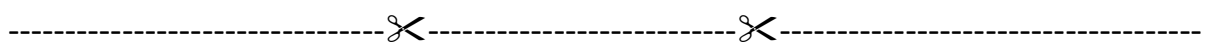
Harmonious person: You always try to make people feel relaxed and are constantly trying to smooth things out between people who are disagreeing.



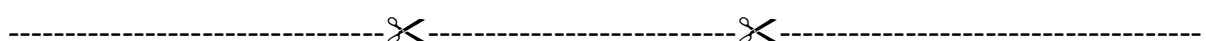
Encouraging person: You want to make sure that everybody is heard, regardless of their background or ideas. Pull group members into the conversation.



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



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



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



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----- ✂ ----- ✂ -----

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----- ✂ ----- ✂ -----

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----- ✂ ----- ✂ -----

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----- ✂ ----- ✂ -----

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

Handout 3.3: Elements of an Effective and Cooperative Team Member

An effective and cooperative team member ...

- ✓ Interacts with and includes others in courteous, respectful and honest ways
- ✓ Demonstrates flexible thinking – isn't stuck in one way of doing things
- ✓ Is respectful of differences – in opinions, culture, ethnicity, ...
- ✓ Provides opinions and ideas and seeks the opinions and ideas of others
- ✓ Negotiates and discusses ideas while being flexible to meet the goals of the group
- ✓ Performs identified tasks to meet goals of the group
- ✓ Listens without interrupting
- ✓ Is inclusive of all members of the group, including women, men, people with disabilities and anyone who may be disadvantaged
- ✓ Offers ideas without interrupting
- ✓ Is aware of own emotions, thoughts and feelings and keeps them under control for the good of the group
- ✓ Moves the group towards resolving conflict (if it exists) so goals can be met

Activity 9: Cooperation Energizer



Objective: By the end of the activity, participants will be able to:

- Realize that cooperation can lead to obtaining individual and group objectives.



Time Required: 15 minutes



Methodology: Large group activity, large group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Review steps of the activity so clear instructions are given.
- Review **Worksheet 3.5: My Group Cooperation Skills**.



Steps:

1. **Ask** participants to form a circle and hold hands. Explain that the circle may not be broken. They need to always be holding hands.

Social Inclusion Tip

Accommodate those people in the room who are impaired in some way so they can participate. If they are blind, have someone describe what is going on. If they can't physically hold someone else's hand due to a physical impairment feeling unsafe doing so, or religious/cultural reasons, alter the game so they are not holding hands but need to convince others to choose their favorite corner.

Ask participants, without telling anyone else, to choose their favorite corner of the room.

Tell participants that on the count of three you want everybody to go to their favorite corner.

(5 min)

2. After a few minutes, **discuss** what happened.
(Usually it is chaotic with everyone trying to convince or pull other towards his or her favorite corner.)

Ask how it could have been done differently.

(People could have moved from one corner to the next in their groups until all corners were visited.)

(5 min)

3. **Stress** the importance of cooperation and how it can help achieve individual and group objectives, as well as the threats competition can pose in the workplace.

Ask participants to go to **Worksheet 3.5: My Group Cooperation Skills** and write three things they want to work on over the coming months to improve the way they cooperate and work in a group.

(5 min)

Worksheet 3.5: My Group Cooperation Skills

Instructions: Reflect on how you work in a group and write three things you want to work on over the coming months to improve the way you cooperate and work in a group.

What I can do to improve my cooperation skills:

1.

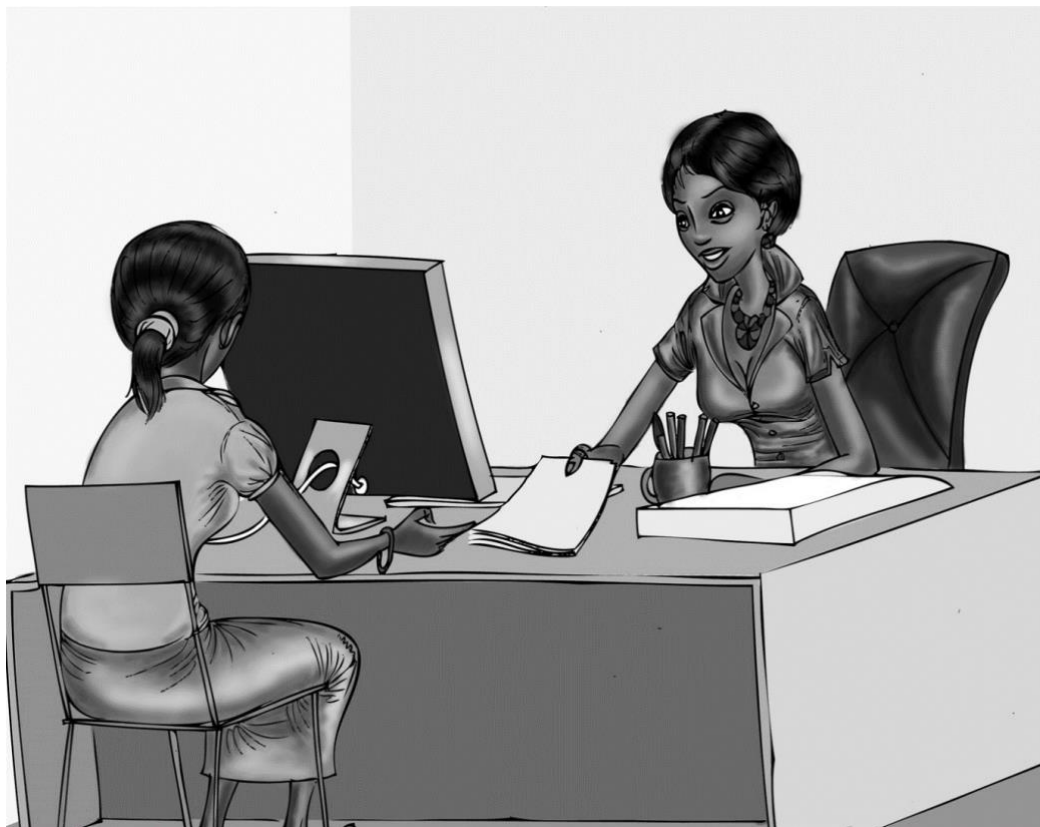
2.

3.

Session 3: Customer Care

Key Topics

- Importance of good customer service
- How to give exceptional quality service
- Communication with customers
- Handling conflict with difficult customers



Activity 10: Introductory Activity



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

- a. Review the main concepts of the previous session (Cooperating with Others).
- b. Share prior experiences and knowledge regarding customer service.



Time Required: 40 minutes



Methodology: round robin, large group discussion



Materials: Flipchart paper, markers, tape

Preparation:

- Review main concepts from Session 2: Cooperating with Others.
- Review concepts in **Handout 3.4: What Is Customer Service and Why Is It Important?**



Steps:

1. **Ask** participants to quickly review the main concepts from **Session 2: Cooperating with others** (different personalities and styles within a group, effective cooperation and teamwork).

Introduce the key topics of **Session 3: Customer Care**, explaining that the same communication skills learned in Session 2 will be important when providing customer care.

(10 min)

2. With a partner, **ask** participants to discuss the definition of customer and share examples of when they have been customers and when they have served customers. Have them share experiences of good and bad customer service. What made it good or bad?

(10 min)

3. **Ask** a few pairs to share some of their examples.

Emphasize that any time we buy something at a store, in a market, in a restaurant, etc., we are *customers*. Those who provided the services are providing *customer service or care*. It is extremely important to *always provide excellent customer service*.

(10 min)

4. Have participants turn to **Handout 3.4: What Is Customer Service and Why Is It Important?** and review the information together.

(10 min)

Handout 3.4: What Is Customer Service and Why Is It Important?

Definition of Customer Service - Customer service is how we meet the needs of the people who use our products and or services.

Levels of Customer Service - There are different levels of customer service:

- a) **Poor service:** those giving service do not seem to care, do not make effort to please customers (example: a server in a restaurant who does not bring the menu, does not tell you when food is not available, does not ask if you need anything).
- b) **Mediocre service:** service provided is okay. Those providing service care about customers but might not be able to provide customer with his needs. (Example: server in restaurant who is polite but cannot give information about the food).
- c) **Exceptional service:** quality of service is always excellent, customer always feels happy and well taken care of and recommends the service to people he knows. (Example: a server in a restaurant who shows up to the table with the menu, explains what is available, gives recommendations, explains why food is late...).

Most customers (68%) stop doing business with a company due to rudeness or indifference.
You strive for exceptional service!

Customer Care Principles

- The customer is boss!
- Never argue.
- Do not confront a customer.
- Always be respectful and listen to the needs of the customer.

Why Is Customer Service Important?

Good customer service will have these **positive effects**:

- a. You will keep your customers and your customers will recommend you to others
- b. You will stand out from your competitors
- c. It makes the workplace more enjoyable so staff stay
- d. It shows your customers they are important
- e. Customers will enjoy visiting you and will buy more
- f. Customer service if done right will create word of mouth advertising
- g. It is the cheapest form of positive advertising.

Bad customer service will have these **negative effects**:

- a. Bad reputation
- b. Loss of confidence and trust
- c. Ends relationships
- d. Bad reference for career
- e. Loss of a job

Activity 11: Giving Exceptional Customer Service



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

- a. Identify how our needs and perceptions greatly affect our satisfaction as customers.
- b. Identify ways to meet customer needs.
- c. Practice the skills necessary to meet customer needs.



Time Required: 1 hour



Methodology: Individual reflection, large group discussion, role play



Materials: Flipchart paper, markers, tape

Preparation:

- Review concepts in **Handout 3.5: Giving Exceptional Customer Service.**



Steps:

1. **Ask** participants to discuss in groups of 3:
 - What is important to you when you get a service from a workplace such a restaurant, health center, sector offices, a shop, local market, tailoring shop, mobile provider? How would you want to be served?
 - What determines “exceptional service”? (*Possible answers: cost, speed of service, attitude of service provider, taste, etc.*)

(10 min)
2. **Discuss** their answers in the large group. Ask:
 - Did you all have the same idea of exceptional service?
 - How were your answers different or the same?
 - Would a service provider be able to meet the needs of all of its customers?
 - What can a business do to meet the needs of the customers as best as they can?

(10 min)
3. **Ask** participants to look at **Handout 3.5: Giving Exceptional Customer Service** Have them compare the two pictures (one represents good customer service and the other bad customer service). Discuss the difference.
4. **Have** them review the main topics of **Handout 3.5: Giving Exceptional Customer Service** together, especially how to meet customer needs.

(10 min)

5. **Ask** participants to form groups of three people.

Assign each group a different sector – construction, hospitality services, agro-processing, etc.

One person should play the role of the customer, one should provide the service and the third person should observe. They should act out a role play that shows exceptional customer service, using the suggestions in **Handout 3.5: Giving Exceptional Customer Service** on how to meet customer needs.

Switch roles so everyone plays each part. The observer should use the list in the handout to see if the business is doing what it can to meet the needs of the customer.
(20 min)

6. **Ask** a few groups to present their role play to the large group. Ask if there are any questions about meeting customers' needs.

(10 min)

7. **Work-Based Learning Activity [Participant Self Learning]**

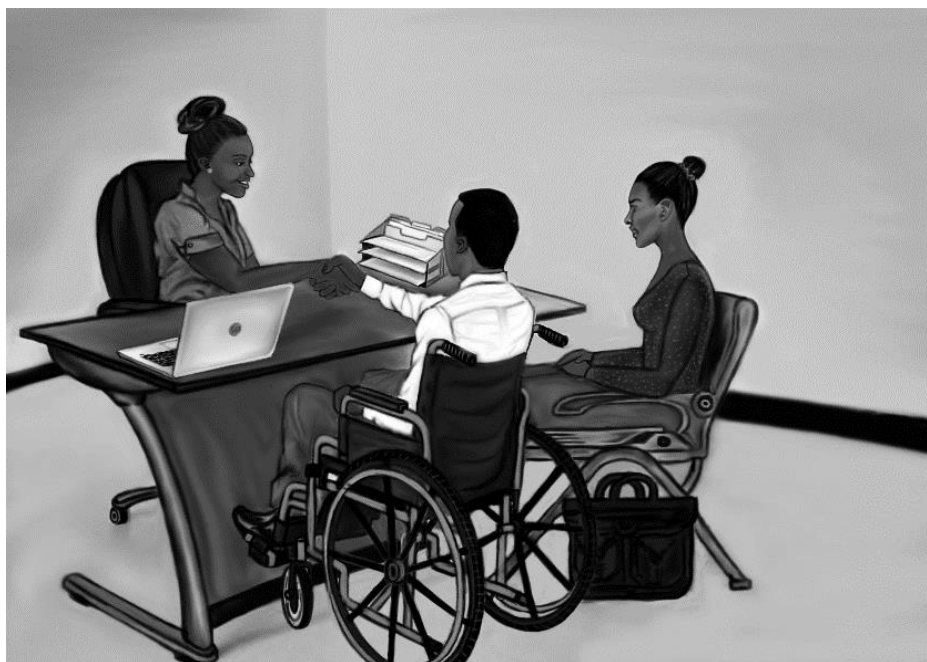
Work Exposure: Ask participants to observe customer service before the next time you get back together. It could be something they experience as a customer, something they do when serving a customer or some interaction between a customer and employee that they have seen.

Handout 3.5: Giving Exceptional Customer Service

Customer Service Picture 1



Customer Service Picture 2



Giving Exceptional Customer Service

A. Exceptional Customer Service...

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

B. Basic Customer Needs

A customer needs to feel:

- ✓ Welcome
- ✓ Understood
- ✓ Important
- ✓ Comfortable

C. Meeting Basic Customer Needs

To make a customer feel...

Welcome:

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

Important:

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

Understood:

- Listen carefully
- Repeat or rephrase to make things clearer

Comfortable:

- Use open body language
- Show concern

D. Customer Perceptions

Perception is how we see, hear or understand a situation. No two people see a situation exactly the same!

A customer does NOT always think the way you do. S/he may therefore not see a situation the way you do. Always check to see what the customer is thinking. Never make assumptions!

E. Meeting & Exceeding Expectations

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

F. Get Feedback on the Service You Provide

Find out from customers how they liked your service and what can be done to make it better.

Activity 12: Communication with Customers



Objective: By the end of the activity, participants will be able to:

- a. Communicate effectively with customers by telephone and face to face.



Time Required: 1 hour



Methodology: Large group discussion, skit, pair role plays



Materials: Flipchart paper, markers, tape

Preparation:

- Review **Handout 3.6: Communicating with Customers by Telephone and Face to Face.**
- Give the Scenarios in the **Trainer Tool 3D: Role Plays for Communicating with Customers.**



Steps:

1. **Ask** participants to refer to the customer service observation/exposure they had the previous activity/day. Have them answer the following questions below in relation to communicating with customers.
 - Describe what you observed.
 - How did the owners/workers communicate with customers? What forms of communication did they use?
 - Describe the kind of service you observed.

(10 min)

Social inclusion Tip

Suggest or encourage participants to use different strategies to cater for social inclusion.

2. **Ask** participants in small groups do a role play that shows how to communicate with customers face-to-face and by telephone.
- (10 min)**
3. Have a few groups **present** their skit to the large group.
Discuss the role play using the following questions:
 - Did the role play represent a good way to communicate with customers?
 - What could be done to improve the communication with customers?

(10 min)

4. After the skit presentations, have participants turn to and **discuss** part 1 and part 2 of **Handout 3.6: Communicating with Customers by Telephone and Face-to-Face**.
(10 min)
5. **Divide** the participants into small groups and give them **Trainer Tool 3D: Role Plays for Communicating with Customers**. Ask them to discuss the scenarios and then re-enact them in a way that shows excellent customer service.
(15 min)
6. **Re-convene** and discuss the scenarios as needed.
(5 min)

Trainer Tool 3D: Role Plays for Communicating with Customers

Role Play 1:

Jackie is a gate keeper for a building in town. Lately she has been slow to respond to visitors, causing them to honk their horns for long periods of time. One visitor became annoyed with her and started to insult her for taking so long to open the gate. Jackie ignored him.

Role Play 2:

Sando usually answers the telephone at the agricultural supply store where he works. He is just getting back from lunch and is still talking to his co-worker about what happened to him last weekend when the telephone rings. He is almost finished telling his story and decides to continue talking to his co-worker. On the seventh ring he picks up the phone and says in a rather dull voice, "Agri-Supply."

Role Play 3:

Rosetta and Anne Marie are busily chatting when a patient walks into the health clinic. They see the patient but keep talking. The patient looked tired and stressed makes eye contact and asks if she can have a place to rest. Rosetta and Anne Marie act as if they have been greatly inconvenienced, making the patient feel like she should go somewhere else.

Role Play 4:

Gonda is a front desk worker at a hotel, checking guests in, answering the phone and responding to the needs of the hotel guests. One day Gonda was chatting with a friend on the phone when a guest in a wheel chair came to the hotel. He started struggling to move up the stairs into the hotel. Gonda continued talking on the phone looking at him without doing anything. This went on for some time until another guest had to come and assist the man in the wheel chair.

Handout 3.6: Communicating with Customers by Telephone and Face to Face

Part 1: Communicating by Phone

Communicating by phone is an important part of customer service.

Using the Phone at Work

You may use the phone to:

- Give information about the organization
- Schedule an appointment
- Answer a question
- Take an order
- Give directions on how to get to your site
- Refer someone to a health care agency
- Handle a complaint

Telephone Tips

Use the following **telephone tips**. These tips can also be used for when you talk to someone face-to-face.

- Be ready.** Have pencil or pen and paper ready.
- Answer promptly.** Answer within 2 to 4 rings.
- Be friendly.**
- Be polite.** Use “please”, “thank you” and “you’re welcome.”
- Identify yourself.** Say your agency’s name first, and then your name.
- Repeat the caller’s name.** Saying the caller’s name helps her/him pay attention to what you say.
- Listen carefully.** Make sure you understand what the caller is saying.
- Give the caller your full attention.** If you need to deal with something during a phone call ask the caller if s/he can wait.
- Don’t guess at answers.** If you are not certain about information, tell the caller you will find out and call back.

Recording a Message

When taking messages over the phone, write down:

- The caller’s name
- The caller’s telephone number
- The date and time
- What the caller needs
- Any additional information, and your name or initials

Make sure the message is accurate. Repeat information such as phone numbers, spelling of a name, or addresses back to the caller.

Part 2: Communicating with Customers Face-to-Face

Communicating with your customers in person is an important component of customer service. These communication tips will help you provide great customer service:

- 1.** Use appropriate body language to show you are listening (eye contact, sit upright, nod head, etc.)
- 2.** Listen to the speaker without interrupting
- 3.** Repeat what the speaker has said to make sure you have understood correctly
- 4.** Ask questions for clarification when you do not understand something
- 5.** Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.
- 6.** Avoid being distracted by the mannerisms, speaking style, clothing of the person speaking
- 7.** Truly listen without thinking about how you are going to respond until the person has finished speaking
- 8.** Be aware of your own attitude and avoid being judgmental
- 9.** Be clear, brief, concise – to the point
- 10.** Use examples to clarify to the point
- 11.** Be polite / friendly
- 12.** Be honest
- 13.** Be respectful
- 14.** When you need to be direct, speak with respect
- 15.** Speak with confidence but not arrogance
- 16.** Be flexible – check the mood and attitudes of others and adjust accordingly
- 17.** Be aware of body language – your own and that of others
- 18.** Remember that your thoughts impact your feelings and behaviors. If you want to act differently with a customer, you might need to change your thoughts.

Activity 13: Resolving Conflicts with Difficult Customers



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

- a. Identify the steps to take when dealing with difficult customers.
- b. Show how to give good customer service when there is conflict/misunderstanding.



Time Required: 30 minutes



Methodology: Individual reflection, large group discussion, role play



Materials: Flipchart paper, markers, tape

Preparation:

- Review concepts in **Handout 3.7: Resolving Conflicts with Upset/Difficult Customers.**



Steps:

1. **Ask** participants if they have ever observed or have been in a situation where they have either had an angry customer or they have been an angry customer. What happened and how was the situation handled? Ask one or two people to share their experiences.

(5 min)

2. **Read** the following **scenario** to the participants:

Gabriel is a waiter at a popular restaurant. One Friday night, the busiest time for the restaurant, an impatient customer kept demanding better service – I want to order...Where is my food? Gabriel tried to reassure the customer that the kitchen staff was working as fast as they could. Suddenly the customer stood up and starting yelling very loudly at Gabriel, attracting the attention of the other diners.

- Was this good or bad customer service?
- Give reasons to support your response.
- How do you think Gabriel could have handled this situation?

(10 min)

3. After the discussion above, **tell** participants to refer to the steps in **Handout 3.7: Resolving Conflict with Upset/Difficult Customers.** Discuss the steps together. Answer any questions that arise about dealing with difficult customers. Remind participants that how they think about the situation, the person, and themselves will impact their feelings and behaviors. It is important to focus on changing what we think to help us respond better. If we think Gabriel is a jerk we will respond to him differently than if we think he is very hungry and has had a bad day.

(15 min)

Handout 3.7: Resolving Conflicts with Upset/Difficult Customers

Conflict is disagreement between people.

Resolving conflict means finding a way to take care of the problem that everyone can agree to.

To **handle conflict**, try to follow these steps:

1. Stay calm and listen.

- Think before you talk and control yourself.

2. Deal with the person's feelings first.

- Listen to the person's whole story.
- Do not interrupt.
- Put yourself in the person's place.
- Use words such as "I see" or "I can understand how you must feel."
- Do not become defensive.

3. Ask questions.

- Ask if it's okay to get more information. Use words as "Do you mind if I ask you a few questions to help me understand what happened?"
- Ask open-ended questions (questions that cannot be answered with "yes," "no," or short answers) to get more information.
- Ask closed-ended questions (questions that can be answered with "yes," "no," or short answers) to make sure what you heard is right.

4. Give feedback.

- Restate what you think the participant is thinking in your own words. For example, "It sounds like you were very disappointed with the way your appointment went."

5. Summarize the problem.

- Describe what you think the problem is.
- Describe the person's concern.
- Check to see if you have described the person's situation accurately.

6. Deal with the problem.

- Find out what the person wants. Use words such as, "What would you like us to do?"
- Suggest alternatives. If you cannot do what the person wants, offer other ideas.
- Try to reach a realistic compromise. If you cannot resolve the problem find someone who can help you.
- If the problem was caused by the agency admit the error and apologize.
- Agree on a solution and begin working on it.

Activity 14: Observing Interpersonal Communication in the Workplace



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

- a. Identify the purpose and process of Workplace Observation.
- b. Discuss good interpersonal communication in the workplace.
- c. Conduct their own workplace observations and write a report.



Time Required: 1 hour



Methodology: Individual reflection, large group discussion, role play



Materials: Flipchart paper, markers, tape

Preparation:

- Review **Handout 3.8: Work Exposure - How to Observe Interpersonal Communication in the Workplace** and **Worksheet 3.6: Work Exposure - Form for Observing Interpersonal Communication in the Workplace**.
- Write the discussion questions on the flipchart.



Steps:

1. **Role Play Introduction:** Two Rows for Work Exposure:
Use the ideas from the Introductory Module “Trainer Tool 0E: Role Plays for Why We Do Work-Based Learning Activities” to conduct a two-rows activity, where youth are asking an employer for permission to conduct work observation and work interviews in the workplace. Debrief while in two rows; and do the next Step #2 while standing.
(10 min)
2. **Ask** participants to recall the work exposure activities they have done so far where they were to observe workplace behavior and customer service. Ask:
 - How did they arrange it and what did they learn?
 - How many have been to their parents’/caregivers’ workplaces and observed working behaviour?
 - Write brief notes on the flipchart or chalkboard.**(5 min)**
3. **Divide** participants into groups of 3. As they form groups, pull out the flip chart.

Each group should discuss the following questions that are on the flip chart:

- What do we want to learn through workplace observation?
- What do we need to know or prepare before workplace observation?
- What activities should participants perform during workplace observation?
- What should we do in class after the workplace observation?

(10 min)

4. One member of each group **presents** the results of their work. Write brief notes on the flipchart or chalkboard.

(10 min)

5. **Read** together as a group **Handout 3.8: Work Exposure - How to Observe Interpersonal Communication in the Workplace** and **Worksheet 3.6: Work Exposure - Form for Observing Interpersonal Communication in the Workplace**. Ask participants if there is anything they don't understand.

(10 min)

6. **Discuss** that participants should complete 2 workplace observations in real workplaces, after class, in the **next 2 days**. Confirm they can do it in pairs.

Discuss how they will **record their observations** in **Worksheet 3.6**.

Explain that the group will debrief after the visit in the classroom.

Explain that in Module 5 will be able to use this information as they update their CVs.

(5 min)

7. Still in groups, each group should **plan** how they are going to organise to do work observation **during the next two days**.

(5 min)

8. **Work Observation Debrief:** At the start of each day after they have completed an observation the day before, **lead** a debrief session with participants of their workplace observations.

Debriefing Questions:

Use these questions the day after they have completed an observation.

Discuss the following, putting emphasis on their observations of customer care:

1. What did we learn about the following topics?
 - a. Identifying workplaces
 - b. Getting access to workplaces
 - c. Workplace behaviours
 - d. Communication
 - e. Customer care
 - f. Workplace safety
2. What interesting jobs did I see?
3. What did I learn about finding jobs?
4. Would I be interested in working in this kind of workplace?
5. If I went back, what would I do next time?

(10 min)

Handout 3.8: Work Exposure - How to Observe Interpersonal Communication in the Workplace

Overview and Purpose:

- A Workplace Observation is conducted by a participant on their own, at a workplace. It could also be done by two participants together.
- Work Observation is usually for a short period, probably for 20 minutes.
- It gives the participant an opportunity to look and see conditions and activities, communication and customer relations in a workplace.
- The participant could observe at two or three workplaces in one day.
- The participant can observe in their own time, on the weekend, on their way home each day.
- The observation can be done informally in a public space such as a café, bank, restaurant, hospital waiting room, or retail store. It could be an observation from the side of a building construction site, observing a reception desk in a busy hotel, or even in a busy tourist location. Anywhere where working conditions and activities of employees can be observed. These locations should not require a participant to ask for permission.
- The observation can also be done after acquiring formal permission through a similar process as for arranging an informational interview. This will be at place that requires access into a workplace, when the participant can stand out of the way, in a space that does not require safety clothing. It could be in a car repair workshop, panel beating workshop, inside a kitchen at a restaurant.
- The aim is to see different activities and conditions, to see forms of communication and customer care behaviour.
- The aim is also to build **relationship** and then to be able to request for greater access to a workplace that they find most interesting. They could ask to come back for an informational interview, job shadowing or for work experience.
- If a class has been given the task to observe a number of workplaces over a time period, the trainer should continually debrief the learnings in the classroom.

**Worksheet 3.6: Work Exposure - Form for Observing Interpersonal
Communication in the Workplace**

Observing Interpersonal Communication in the Workplace	
Your name:	
Date/duration of observation :	
Company name:	
Number of employees you saw:	
What type of business it is (e.g., manufacturing, hospitality, IT, service)?	
What products or services does the business offer?	
What tasks/work did you see happening?	
What skills did you see being used?	
Did it look like the employees were enjoying their job? Explain	

<p>Did you see any supervisors or managers? Were they communicating verbally with other workers or giving written instructions?</p>	
<p>Describe other forms of communication you saw.</p>	
<p>Describe any written communication you saw.</p>	
<p>Who are the main customers?</p>	
<p>Describe any good customer service you saw.</p>	
<p>Describe any bad customer service you saw.</p>	
<p>List 2 – 3 main jobs you observed and briefly describe what each job involved.</p>	
<p>List and explain some of the main equipment you saw?</p>	
<p>Describe or draw any health and safety signs you saw.</p>	

<p>How do the workers dress? Describe any safety clothing you saw?</p>	
<p>Does it look like a fun or interesting place to work? Why / Why not?</p>	
<p>Do you think there might be opportunities to do interviews here? Why?</p>	
<p>Name and number of a manager/ supervisor</p>	
<p>Additional Notes</p>	



Activity 15: Module 3 Review



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

- a. Review the main topics presented during the module (listening and speaking communication skills, cooperating in a team, the importance of good customer service, and workplace documentation).
- b. Reflect on their performance regarding interpersonal communication.



Time Required: 1 hour 15 minutes



Methodology: Large group discussion, small group work



Materials: 3 – 4 eggs, 20 straws, flipchart paper, markers, tape

Preparation:

- Review the main topics from the entire module.
- Bring 3 – 4 raw eggs to the activity and any other materials you may want the participants to be able to use in designing their egg package, something to catch the egg.



Steps:

1. **Ask** participants to state the main topics that have been covered in this module (*listening and speaking communication skills, cooperating in a team, and the importance of good customer service*). **(5 min)**

2. **Tell** them that now they are going to apply their good listening, cooperation and customer service skills in The Great Egg Drop. Divide them into 3 groups.

The task is for each team to **build** a single egg package that can catch an egg that falls a drop of 1,5 meter (top of a supermarket shelf). They can use any materials that they can find in the vicinity of the workshop.

They should also make up a little jingle or song (30 second advert) for their egg package.

(15 min)

3. **Hold the Great Egg Drop.** Each team starts by singing their jingle and then drops their egg. **(10 min)**

4. After each team has gone, congratulate the winner if there is one, and do a **debrief** of the process by asking:

- What was the group process like when you were trying to create the package? Did you work well together? Cooperate in the group? Listen well? Give everyone a chance to share their ideas?
- How does this activity relate to customer service? (*Jingle could attract customers; handling customers' needs to be done with care, just like the egg...*)

(11 min)

5. **Ask** if there are any final comments or questions & have everyone clean up!

(5 min)

6. Have participants **do** the post-module self-assessment.

When they finish, have them compare their results and reflect on their own communication skills.

Lastly, they should write a few strengths, areas for improvement, and actions they can take to improve. Remind them that they will use this table again at the end of Module 9 when they develop a SMART Goal.

(10 min)

7. **Give** each participant a copy of the quiz and ask them to answer the questions.

(15 min)

8. Once participants have finished the quiz, collect all their books so you can mark them.

9. **Go over** the answers with them if time permits.

(5 min)

Post-Module Self-Assessment

Module 3: Communication Skills

There are no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. When you finish, compare with your pre-module self-assessment, then complete the second table.

My Experience	(1) I don't have any experience doing this.	(2) I know a little about this.	(3) I have some experience doing this.	(4) I have a lot of experience with this.	(5) I am confident in my ability to do this.
Use a variety of strategies to listen carefully to others					
Use and understand non-verbal communication cues					
Give clear & detailed instructions to others, including when I need to set a personal boundary					
Ask questions of others when I do not understand					
Speak clearly and effectively in front of individuals or groups					
Cooperate and work well with others					
Explain the importance of customer care and service					
Strive to provide exceptional customer service, in person or on the telephone					
Resolve conflict or disagreement with difficult customers					

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

Module 3 Quiz

Circle the correct answer for each statement.

1. When you are discussing an issue at work with a co-worker and she or he is saying something that you do not agree with, you:
 - a. Interrupt your co-worker to let him or her know you disagree
 - b. Shake your head in disagreement to let your co-worker know how you feel
 - c. Try to think about something else until your co-worker stops talking
 - d. Are aware of your own feelings but listen to what your co-worker has to say before responding
 - e. All of the above

2. When speaking to a group of people, it is important to present information in a logical, flowing way.

True

False

3. When you do not fully understand instructions given to you by your supervisor at work, you:
 - a. Nod your head in agreement so you do not waste your supervisor's time
 - b. Assume you will figure it on your own
 - c. Ask your supervisor to repeat the instructions so you are clear on what you need to do
 - d. Ask a co-worker what she or he thinks you are supposed to do
 - e. All of the above

4. When giving instructions or information to a group of co-workers, you should ask a person to repeat back what you have said to make sure everyone is clear on the task at hand.

True

False

5. Someone who works well in a team:
 - a. Interrupts only when offering new ideas
 - b. Pays attention only to those who have the same opinions
 - c. Provides ideas and seeks the ideas of others in the group
 - d. Creates conflict to make the discussion interesting
 - e. All of the above

6. When dealing with a customer on the telephone:
- Say the name of the organization and your name when you answer the phone
 - Be polite and courteous
 - Listen well and do not interrupt
 - Record all the necessary information such as person's name and number, date of call, what the person needs
 - All of the above

7. When dealing with a difficult customer one needs not to remain calm

True

False

8. Among others, behaviors related to not listening effectively must include:
- Use of inappropriate body language to show you are listening (no eye contact, relaxed sitting, no nodding head, etc.)
 - Listen to the speaker without interrupting
 - Repeat what the speaker has said to make sure you have understood correctly
 - Ask questions for clarification when you do not understand something
 - Avoid being distracted by noises, mobile phones (turn it off!), what other people are doing, etc.
9. Which of the following options below best describes cooperating with others in a group work?
- Stay quiet for some time and then join in?
 - Feel uneasy/uncomfortable and wish you were working alone?
 - Make everyone relaxed and promote harmony while encouraging others to make contributions?
 - Interrupt others to ensure your point is made?
 - Get frustrated when there is too much talk and not enough decisions and action?
10. Bad customer service has negative effects, especially when you show your customers that they are not important.

True

False

Module 3 Quiz Answers

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