



ACADEMIC & PROFESSIONAL TRAINING & WORK PLACEMENT MENTORSHIPS  
ACCREDITATION N<sup>o</sup> AG / c / p / 0218 / 08

# Online Practical Activity Study Guide for Work Placement Communication Ethics Short Learning Program (SLP) in support of Work Placement Mentorships either in South Africa or Worldwide

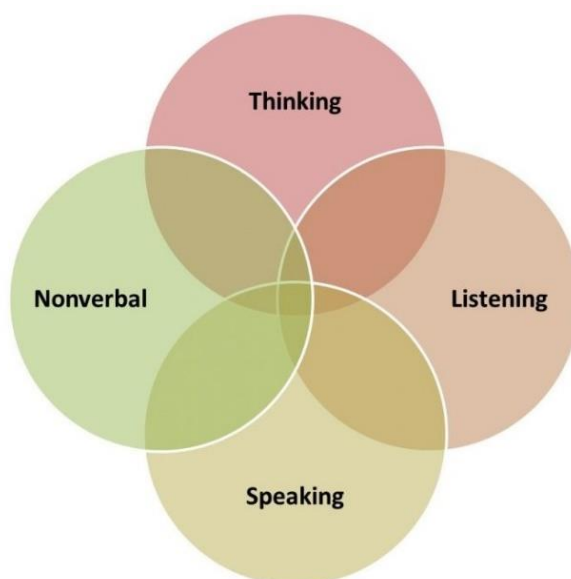
## INSTRUCTIONS

Immediately start reading this Study Guide and thereafter participate in the following 3 Compulsory Practical Activities of our Work Placement Mentorship which are here-under on Page 17, Page 18 and Page 19 respectively:

- 01 - **Practical Activity 01** (CLICK Point 2.4 on [www.heed.org.za](http://www.heed.org.za) to write our Online Multiple Choice Interview Questions starting on 01 April annually).
- 02 - **Practical Activity 02** (Use Template on Page 18 to Draft and Submit your 1 Page CV to [assignment@heed.org.za](mailto:assignment@heed.org.za) starting on 01 May annually).
- 03 - **Practical Activity 03** (Follow instructions on Page 19 to attempt to participate in actual Work Placement cum Experiential Learning via Work Integrated Learning under a Site Mentor & Master Mentor, preferably and hopefully starting on 01 July annually).

(Candidates must pass this Short Learning Program before we attempt to place them in a Workplace of their choice under a Site Mentor or Master Mentor)

A Short Learning Program (SLP) for enhancement of Ethical Thinking, Listening, Speaking & Non-verbal Communication (TLS&NC) in the Workplace  
(Unit Standard 8962 entitled: Maintain & Adapt Oral Communication, 5 Credits, NQF 2)



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## **(1.0) HOW TO USE THIS ONLINE ACTIVITY GUIDE**

Throughout this guide, you will come across certain re-occurring “CATCH WORDS.” These “CATCH WORDS” 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 “CATCH WORDS” and what they represent.

### **(1.1) DEFINITION:**

**What does DEFINITION 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.

### **(1.2) 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 by this Online Activity Guide.

### **(1.3) EXAMPLE**

**Examples** of certain concepts or principles to help you contextualise them easier, will be shown in this Online Activity Guide.

### **(1.4) HOW AM I DOING?**

These “CATCH WORDS” indicate a **summary** of concepts that we have covered and offers you an opportunity to **evaluate** your **own progress** and / or to **ask questions** to your facilitator if you are still feeling unsure of the concepts listed.

## **(2.0) WHAT YOU WILL BE ABLE TO DO WHEN YOU ACHIEVE (PASS) THIS ONLINE SLP**

**(2.1)** Talk confidently in both formal and informal contexts and actively listen for ideas and information in interactions with other people.

**(2.2)** Use a variety of strategies to maintain communication.

**(2.3)** Adapt speech to accommodate cultural sensitivities without losing own meaning.

**(2.4)** Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions.

**(2.5)** Organise and present information in a focused and coherent manner.

**(2.6)** Identify and explain how speakers influence audiences.

## **(3.0) PRE-REQUISITE FORT THIS ONLINE SHORT LEARNING PROGRAM (SLP)**

There are no pre-requisites for this Short Learning Program (*SLP*) and consequently, no learning is assumed to have been in place prior to students registering for this SLP.

This means that any person who is functionally literate and numerate qualifies to register for this NQF 2 Short Learning Program.

## **(4.0) LEARNING OUTCOMES**

**Work Placement Communication Ethics** mean impeccable Corporate Communication Culture of our HEED NGO and its Heedmorine Institute which is underpinned by a set of moral principles that govern the communication behaviour among our students, employees and stakeholders when conducting any

communication activities during implementation of our Empowerment & Development Programs in our workplace. After achieving (passing) this SHORT Learning Program, students will have a basic knowledge and understanding of the following:

- (4.1) Use a variety of speaking and listening strategies to maintain ethical communication in the workplace.
- (4.2) Adapt speech to accommodate socio-cultural sensitivities without losing own meaning.
- (4.3) Shape or decode meaning of unfamiliar vocabulary or constructions.
- (4.4) Organise and present information in a focused and coherent manner.
- (4.5) Identify and explain how speakers influence audiences.

### (5.0) INTRODUCTION TO COMMUNICATION (Session 1 Covering Specific Outcome 1)

After completing this session, you should be able to achieve Specific Outcome 1 (SO 1) which is: **“Use a variety of speaking and listening strategies to maintain communication”**

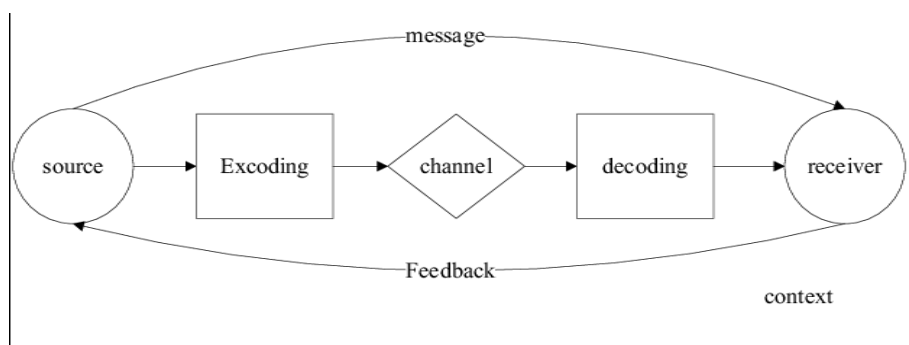
**In this session we explore the following concepts:** Before you can trade the items that you produce, you first have to market your products. When marketing your products, you need to ask the following important questions:

- ◆ The communication process.
- ◆ The Sender (The Source).
- ◆ The Communication Channel.
- ◆ The Receiver.

Communication is the sending and receiving of a message, by verbal, written or visual means, in order to reach an objective. It is most successful when all the parties in the exchange process have understood the message.

#### (5.1) The Communication Process

The communication process consists of two main parties, the sender (*source*) and the receiver. The channel of communication (*method of communication*) carries the communicated message from the sender to the receiver, and can contain various filters, which can add or take away certain meanings in the message.



##### (5.1.1) The Sender (*The Source*)

The sender (*the source*) initiates the message and could be an individual (*your superior /supervisor in the workplace / programme facilitator, friend or colleague*) or a group of people (the board of directors, committee task team or working group). Whichever it is, the sender will always have a reason, or purpose, for sending the message. When the sender knows the purpose (i.e., *what he wants to achieve*), he will start to encode the message. The sender will think about **whom the receiver is** and the **best way** to

ensure that the message is received correctly. For example, if someone is working with equipment without a safety guard, a foreman's first thought might be to prevent injury. He will go straight to the employee and will probably instruct him to fit the guards immediately. However, the foreman may feel a simple verbal discussion is not enough and that the employee needs to be warned that using equipment without safety guards is against company regulations.

Now the communication becomes more formal as the foreman writes a memo or a letter to the employee explaining the consequences of not following company rules. The purpose has changed and the foreman is no longer trying to safeguard the employee, he is warning him that he could be fired if he repeats his behaviour.

When a sender starts to encode the message he wants to send, he should take into account the **purpose** of the communication, the **situation the receiver is in** and the **communication channel** he intends to use. Failure to do this almost always means failure to communicate effectively and efficiently

### **(5.1.2) The Communication Channel**

The communication channel is the system that **carries the message**. In the example above, we looked at both verbal (oral) and written communication. Verbal communication is not restricted to one on one discussions and can include telephone calls, Virtual voice calls such as WhatsApp calls, interviews, meetings, and lectures; in fact any situation where the voice is used to convey the message.

In the same way, written communication includes memos, letters, e-mail, Social Media Text Messages such as WhatsApp Text Messages, faxes, posters, notices, reports, books and magazines.

We also need to consider graphic communication, for example, charts, graphs, pictures and music, as well as mixed communication, for example films and videos. All these are ways of passing a message and choosing the right channel of communication is essential. Putting a notice on a company notice board may be a quick way of getting information across to many people in a short time - but it would not work if most of your employees cannot read!

### **(5.1.3) The Receiver**

The receiver is the person for **whom the message is intended**. When reaching him, it has to be decoded. The way this is done will depend on who sent the message, how much the receiver knows about the subject, how well he can use the language in which the message was sent, as well as the receiver's own past experiences. For the communication loop to close, the receiver must provide feedback to the sender. The receiver then becomes the sender, and the original sender is now the receiver.

Feedback in the communication process can be positive or negative. For example, if the employee who is not using safety guards doubles up his fist and hits the foreman on the jaw or quietly carries on working without fitting the safety guards, that would be considered negative feedback. If he however apologises and fits the guards, it would be seen as a form of positive feedback, and the foreman would know that the verbal message he sent had been correctly received.

If the communication process is so simple, why then is communication cited as one of the major factors of employee dissatisfaction in organisations? The reason is that various barriers to communication can cause conflict or misunderstandings.

## **(6.0) BARRIERS TO COMMUNICATION (Session 2 Covering Specific Outcome 2)**

After completing this session, you should be able to achieve Specific Outcome 2 (SO 2) which is: *“Adapt speech to accommodate socio-cultural sensitivities without losing own meaning”*

**In this session we explore the following concepts**

- ◆ Physical barriers.
- ◆ Psychological barriers.
- ◆ Cross-Cultural barriers.

## **(6.1) Physical Barriers**

The physical problems are easier to correct. We use the term “noise” to describe them, which covers all those physical aspects that prevent us from sending and receiving messages effectively.

Noise itself can be a major factor in failed communication, for example, a programme facilitator (the sender) can be distracted if a tractor is working outside the lecture room, and he may deliver a poor lecture in consequence. Even the students or trainees (the receivers) may be unable to hear half the lecture and will therefore not receive the whole message. Other examples of “noise” include:

- ◆ Poor lighting.
- ◆ Uncomfortable seating.
- ◆ Extremes in temperature.
- ◆ Poor audio-visual aids.

In the case of a written message, a fax can often be so distorted that at least some of it is unreadable. E-mail, which is supposed to be instantaneous, depends on the efficiency of the server and the telephone lines. Don't be surprised if your message is delayed for up to 24 hours!

## **(6.2) Psychological Barriers**

The psychological barriers to communication are much more difficult to solve and are made up of many aspects, all of which need to be taken into account when you are sending or receiving messages. The following are examples of elements that constitute psychological barriers:

### **(6.2.1) Personal Characteristics of Sender and Receiver**

The most obvious aspect is an individual's personal characteristics. Age, sex, appearance and social class are all involved to a greater or lesser degree. For example, if you have been brought up to respect your elders, you will automatically listen to and believe an older person. On the other hand, if you feel strongly that there is a generation gap, you will automatically discount a message coming from someone much older or younger than yourself.

### **(6.2.2) Background of Sender and Receiver**

The background of both sender and receiver affects the ability to encode and decode messages. Background is something one is born with, as well as something one acquires through school, work experience and so on. It is made up of several elements, including the following:

#### **(6.2.2.1) Culture**

Culture describes the customs, norms, values and behaviours of a group of similar people, and can be seen as a way of life. When we believe that our way is the right way (and that those who follow different cultural norms are wrong), culture becomes a problem.

#### **(6.2.2.2) Language**

Language is influenced by culture. We learn to speak the language of the society in which we live, and at the same time, we learn the nuances of words and expressions that have been developed by that society over the years.

#### **(6.2.2.3) Knowledge**

Knowledge and experience vary from person to person and depend on culture, abilities and interest.

#### **(6.2.2.4) Beliefs**

Beliefs (firm opinions about situations, statements and facts), as well as religion (a belief in a higher power

as part of a system of faith and worship) are part and parcel of culture. Both can influence our values, attitudes and customs.

#### **(6.2.2.5) Values**

Values describe our principles and standard of behaviour, and therefore the things we believe are important. Attitudes describe the way we think and feel about ourselves, the people around us, and the situation that we find ourselves in.

#### **(6.2.2.6) Customs**

Customs describe the ways of acting or behaving that have become established in a particular society, for example shaking hands when you meet someone, or waving to say hello.

#### **(6.2.2.7) Perceptions**

The way we perceive things is also crucial to effective communication. Perception describes the way we 'see' and interpret abstractions such as beauty, honesty or status. We interpret these abstract qualities according to our culture, past experience, personality, values and so on. We must bear in mind, however, that the perception of others may differ, and it's important to be sensitive to this when encoding or decoding a message.

### **(6.3) Cross Cultural Barriers**

Cross-cultural barriers deserve special attention, particularly in South Africa today. Cross-cultural communication takes place when the sender and receiver are of different cultures. We already know that culture describes the norms, values, beliefs and perceptions shared by a group of people.

However, not everyone in that group of people will be exactly the same. Sub-groups and subcultures are found within the main cultural groups, and there will be class differences as well as differences in personal backgrounds. It is extremely difficult to generalise about our own culture, and it is wrong to generalise about other cultures. Sadly though, most of us do. We are also to a greater or lesser extent, guilty of having committed some of the cross-cultural barriers that follow:

#### **(6.3.1) Stereotyping**

This is when we generalise about a group. Our belief is that everyone in that group is the same. "All Scots are mean" is an example of stereotyping. The language used by people who indulge in this type of thinking is often racist and/or sexist. If communication is to be effective, individuals should be considered on their own merits rather than on the fact that they belong to a particular culture, group or sub-group.

#### **(6.3.2) Ethnocentricity**

This is also called ethnocentrism, and if you practice it you are ethnocentric. It means judging everyone else according to one's own norms, beliefs and values.

People who are ethnocentric believe that their culture is the best one and dismiss anyone from another culture who does not think, act and feel the way the ethnocentric person does. No one culture is better than the next. They are different but not better or worse. Communicators need to be aware of the differences and the pitfalls of being judgmental.

#### **(6.3.3) Language**

Language is one of the most complex problems in cross-cultural communication. Most of us have an inner picture of what a word or phrase means, and when that inner picture differs, there can be a breakdown in communication. The phrase "Just now" in South Africa means some time in the future. The situation in England however is that it means practically immediately. If you talk about a robot to an Englishman, he thinks of Star Wars, and a South African visualises a traffic light.

Using jargon or slang (specialist words that relate to a particular profession, which are not readily understood by a layman) will impede communication. Slang can easily confuse – not only across cultures, but also between people of different ages belonging to the same culture. Some senders (for example teenagers) will use words such as “cool”, “funky” or “hot” whilst some receivers (for example parents) certainly will not understand these terms in the same way.

People who use sexist and/or racist terms in their conversation will often antagonise a receiver. Receivers are also put off by what they believe is incorrect grammar or incorrectly pronounced words, and as a result will fail to absorb the message. This could result in the receiver not paying proper attention to the message with the result that the message is not clear or not properly understood.

#### **(6.3.4) Symbols (*Something that stands for something*)**

Repeated exposure to symbols and how you relate to being exposed to symbols. For example, how do you feel when you see the new South African flag being waved in a sport stadium, compared to how you feel when you see the old flag?

Different cultures also have different concepts of space and time. Moving too close to someone can be interpreted as too intimate or even harassing or could be seen as being warm and friendly. Some cultures believe that being late is rude and shows disrespect; others hold that arriving late is a measure of the importance of the person who does so.

Eye contact, touch and gestures mean different things to different cultures. The important thing is to recognise the differences and to avoid the assumption that your way is the only way-to avoid being ethnocentric.

We see that when a sender encodes his message, he should be very aware of the possibility of the receiver misunderstanding it, whether it is on physical or psychological grounds. (Remember that even though we looked at cross-cultural barriers as a separate entity, these barriers are in fact psychological).

The receiver (who in turn becomes the sender in our communication model) has the same responsibility as he decodes the message and encodes his reply. Physical and psychological barriers can prevent effective communication from taking place. In the business situation, however, there are additional ways for barriers to occur and for the message to fail.

#### **(7.0) COMMUNICATION PLANNING (*Session 3 Covering Specific Outcome 3*)**

After completing this session, you should be able to achieve Specific Outcome 3 (SO 3) which is: *“Shape or decode meaning of unfamiliar vocabulary or constructions.”*

**In this session we explore the following concepts:**

- ◆ Analysing the audience.
- ◆ Choose the right vocabulary.
- ◆ Non-verbal communication in the communication process.

Communication is always improved if the message is well planned and organised. The communicator needs to consider four main areas in planning the communication message:

- ◆ The reason for the message.
- ◆ Who the audience will be.
- ◆ What message/information needs to be disseminated.
- ◆ How best to transmit the message.
- ◆ Analysing the audience.
- ◆ Choose the right vocabulary.
- ◆ Non-verbal communication in the communication process.

#### **(7.1) Analysing the Audience.**

We have seen how easy it is to fail to communicate and discussed the various barriers to communication.



Before any communication takes place, the sender must analyse his audience and identify with whom he wants to communicate.

The more he knows about his audience, the more easily communication barriers can be overcome. By analysing the receiver of the communication message, you will be able to make the right decisions about the kind of language to use, the channel likely to be the most effective, and the possible decoding problems the receiver may have.

The following information to plan for communication is vital:

- ◆ How large will the audience be?
- ◆ What age and sex will be represented?
- ◆ What will the audience's level of education be?
- ◆ What will the level of intelligence be?
- ◆ What is the cultural background?
- ◆ What language does the audience speak?
- ◆ What is their occupation?
- ◆ What is their level of seniority?

When you have the answers to these questions, you will be well on the way to preparing an effective message. However, you need to think a little further ahead and decide if your message will be verbal or written, and whether it will be heard or read by one person or a number of people.

You need to establish how the audience will view you and your objectives, and what their attitudes towards the communicated message is likely to be. Another important factor is knowing the location of your audience when the message is received – in a lecture theatre, on the factory floor or in an office.

Finally, you need to establish what sort of result you are looking for, in other words, what action you want your audience to take after they receive your message. This will depend on the purpose of your communication. You can analyse the audience incessantly, but your communication will still fail if you have not decided on the purpose or reason for communicating – what you want to achieve.

There are many purposes for communicating a message, some of which include:

- ◆ Describing or explaining something.
- ◆ Recording results.
- ◆ Rejecting or accepting proposals.
- ◆ Evaluating alternatives.
- ◆ Apologising.
- ◆ Informing.

Often some of these purposes will be combined. You could write a report that evaluates alternatives, recommends action and attempts to persuade the receiver to take the action recommended. Just be sure you know what your purpose is before you start the communication process. Now that you have decided on what to say and whom to say it to, it is necessary to organise the information you want to get across. A well-planned communication message makes it easier for the receiver to understand and respond.

## **(7.2) Choose the Right Vocabulary.**

The words you use to convey your message should suit the purpose and the audience. The following guidelines are provided:

- ◆ Avoid technical terms.
- ◆ Choose familiar words that are often used – the shorter the words, the better.
- ◆ Watch adjectives and adverbs.

How big is “huge”? How good is “excellent”? How much is “very”? Words such as these mean different things to different people – and you and your receiver may not agree on a definition.

- ◆ Choose the right level of formality for the occasion.
- ◆ Choosing the right tone and style.

**Tone** describes the sender's attitude towards the receiver and the material being communicated. In a spoken message it is conveyed by your voice, your body language and the words you use. In written messages tone is conveyed by the words you use. Most of your correspondence should have a friendly or neutral tone, rather than a stiff or unfriendly tone.

**Style** refers to a way of writing or speaking. It is the way a sender puts together words for a wide range of purposes and audiences. Style can be defined in terms of how formal it is - personal or impersonal, active or passive or concise or wordy.

### **(7.3) Non-verbal Communication in the Communication Process**

Non-verbal communication is often called "body language" and involves a great deal more than just body movements. It includes all the non-verbal messages sent by the sender and receiver of a message. Before you even say a single word, you have conveyed a message.

Your posture, facial expressions and even the clothes you are wearing all say something. It is just as important, however, to remember that while we are sending messages non-verbally, we are also receiving them. We must ensure that we understand, not only our own, but also other people's non-verbal messages.

First impressions are lasting ones. When you meet someone for the first time, you notice the obvious things about him — he is fat, he is bald, he has not shaved or he is untidily dressed. Your first impression could be that the person is old, or a sluggard, or somewhat bohemian.

Remember our earlier lesson on stereotyping? It is very easy to jump to conclusions based on first impressions, but we must be aware that our judgements can often be wrong.

Verbal communication differs from non-verbal in that the latter is continuous. Even when you are not saying anything, you are still communicating non-verbally. It is also important to remember that non-verbal communication can be trusted more than the things people say. (We are talking about communication now, not judgements).

If you are telling someone you are sorry he has to leave the organisation because times are hard, but you do so with a glint in your eye, the person knows that your verbal message is a lie. It is far more difficult to lie non-verbally, and easier to show emotions and attitudes.

The problem with trying to interpret non-verbal communication is that it can often be misleading. Are my arms folded because I'm trying to put up a barrier between us, or am I simply trying to keep warm? The golden rule is to be aware of the context of the non-verbal communication – what is important for you to remember is that your own non-verbal communication should agree with your verbal communication.

It is important to consider the whole situation and to recognise that most of the elements of non-verbal communication are inter-related. In other words, if my arms are folded and my face is set, the chances are that the folded arms represent a barrier. Body language and personal space is two of the types of non-verbal communication that impacts on oral communication.

#### **(7.3.1) Body Language**

Body language includes body posture, facial expressions, involuntary gestures, voluntary gestures and eye contact. It also includes the way we walk, how we stand in relation to others, our arm and hand movements and the way we sit.

If we slink into a room with our head and eyes down and our back slouched, we are 'saying' that we feel inferior, that we do not want to be there or are not interested in what is happening. Walking boldly into a room, and making eye contact with the people in it, gives the impression that we are confident, comfortable and want to communicate.

Folding arms and/or twisting legs while standing suggests that you are setting up barriers, or that you are uncomfortable with the message you are passing on.

Hand movements help a conversation along — or stop it in its tracks, somewhat like a traffic policeman's signals. When we sit, we can lean forward — which shows interest — or lean back, which indicates that we are either relaxed, or wish to withdraw from the conversation.

### **(7.3.2) Listening Skills**

Although not an actual form of non-verbal communication, listening skills play an important role in understanding and communicating messages.

Listening is an active process and involves understanding, interpreting, judging and giving feedback. Active listening is vital to communication, yet we seldom give it any thought, and few of us do it well. Poor listening results in a misunderstanding of both the message and the reason for it being sent.

#### **(7.3.2.1) Factors that Cause Poor Listening**

There are many factors that cause us to listen poorly, and some include:

- ◆ Cultural differences between the sender and receiver.
- ◆ The difference in seniority between the listener and sender.
- ◆ The perceived credibility of the sender.
- ◆ Stereotyping.
- ◆ The amount of 'technical language' contained in the message.
- ◆ The emotions of both sender and receiver.
- ◆ The body language and non-verbal behaviour conflicting with the message.
- ◆ Insensitivity in choice of language or place.

In addition, most of us have developed poor listening habits. Even if we like and respect the sender, we are often guilty of the following:

- ◆ Pretending that we are paying attention
- ◆ Jumping to conclusions before we have all the facts.
- ◆ Concentrating on the sender's delivery, appearance and voice, instead of the message
- ◆ Refusing to listen because the sender is lower than you in status
- ◆ Refusing to listen to a message because the message is boring or difficult to understand.
- ◆ Disagreeing with the speaker instead of listening until the message is complete.
- ◆ Conducting a mental argument with the speaker instead of listening until the message is complete.

#### **(7.3.2.2) Techniques for Good Listening**

The following are some guidelines that will assist you in becoming a good listener.

- ◆ Motivate yourself to listen properly. This can become second nature after a while.
- ◆ Listen with empathy by trying to understand someone else's point of view even if you don't agree with it.
- ◆ Listen without pre-judging the contents of the message because of your own prejudices.
- ◆ Listen to the whole message and ensure that you have identified the key facts.
- ◆ Because we think faster than we speak use the spare time to summarize what the speaker has said.
- ◆ Listen critically. Engage your brain in evaluating the message so you can appropriately respond to it.
- ◆ Ask questions to ensure that you have the correct facts.
- ◆ Don't interrupt the speaker. Listen actively to the end, then ask questions or query matters.
- ◆ Get into a position that aids listening. For example, lean forward in your chair or face the speaker.
- ◆ Give feedback during the passing of the message by nodding and maintaining eye contact.
- ◆ At the end of the message give verbal feedbacks and make the sender know of your feedback.
- ◆ At the end of the message make the sender know that you have listened and understood the message.

## **(8.0) PREPARATION OF PRESENTATIONS (SESSION 4 COVERING SPECIFIC OUTCOME 4)**

After completing this session, you should be able to achieve Specific Outcome 4 (SO 4) which is: *“Organise and present information in a focused and coherent manner.”*

**In this session we explore the following concepts:**

- ◆ Factors that are unique to oral communications.
- ◆ Preparing for presentations.
- ◆ Planning for presentations.
- ◆ Making presentations.

In life, we spend a great deal of our time talking, but much of this being unplanned. For example, you might chat to friends and family members about a wide variety of topics or to fellow learners about topics related to the learning environment.

It is however sometimes necessary to communicate for a variety of reasons for purposes of informing, of feedback or reporting or to transfer knowledge by means of a formal presentation.

Although writing and speaking share the same linguistic features, the following factors are unique to oral communication and in particular presentations:

### **(8.1) Factors that are Unique to Oral Communications**

#### **(8.1.1) Ensure that you Obtain the Attention of your Audience**

Obtaining the attention of the audience at the onset of a presentation can be achieved in any of the following ways:

- ◆ Grab their attention with an anecdote.
- ◆ Focus their attention with a quotation.
- ◆ Start the presentation by arousing their curiosity.
- ◆ Talk about the significance of the topic to set the scene.
- ◆ Ask a question.
- ◆ Use humour (Jokes).

#### **(8.1.2) Necessity to Provide Transition Points**

In written text we observe transition points due to the fact that there is a title, a section heading or a new paragraph. Listening does not provide this advantage and unless a presenter provides an oral signal that the presentation is moving on to the next topic, listeners may get lost. Use some of the following phrases to enable clarity in terms of transition:

- ◆ “To understand the problem, consider that.....”
- ◆ “Solutions are possible. Let us consider.....”
- ◆ “To summarise before we move on....”
- ◆ “The advantages are...”
- ◆ “The next phase in this development...”

#### **(8.1.3) Using Notes Effectively**

When presenting, make sure that you are familiar with both your presentation and the way that you reflect the content of the presentation in your notes.

Fumbling with paperwork is thus avoided ensuring situations where memory lapse or inability to trace the exact place presently handled causes embarrassment or the losing of the audience’s interest.

#### **(8.1.4) Use visual simulations such as Pictures, Illustrations or Graphs**

Maps, figures, drawings, charts, photos and illustrations add to the level of interest if used effectively during presentations. This is very effective when using PowerPoint presentations as graphic images can be incorporated into presentations with relative ease.

#### **(8.1.5) Practice in Advance**

After preparing your presentation familiarize yourself with the content. It is a good idea to also consider practicing giving the presentation out loud, for this is the only way that enables you hearing yourself.

#### **(8.1.6) Fight Stage Fright**

The mere thought of speaking in front of an audience can cause fear and anxiety in people. The anxiety might not be conquered completely but consider some of the following to reduce the levels of anxiety that public speaking can cause:

- ◆ Wear comfortable clothes that make you feel confident.
- ◆ Take a few slow deep breaths in the minutes before you are required to present.

#### **(8.1.7) Monitor Non-verbal Communication**

At all times during your speech you should pay attention to your non-verbal communication: your voice, eye contact, and the manner in which you stand.

Avoid irritating gestures as far as possible and do make eye contact with the audience to engage them in the presentation. If this sounds like a daunting task, it works if you focus your gaze on hairline level to at least create the impression of eye contact.

### **(8.2) Preparing for Presentations**

Presentations, being a form of communication, involves all aspects of communication and communication planning already addressed in this module. A sender, message and audience are present and as with other forms of communication, planning for presentation is involved.

#### **(8.3) Planning for Presentations**

The more time you put into your planning, the better the presentation will be. The following should be kept in mind:

- ◆ Define your purpose.
- ◆ Analyse your audience.
- ◆ Decide what your audience needs to know, or to do, by the end of the presentation.
- ◆ Prepare a rough outline of what you want to say (key ideas as well as supporting ideas).
- ◆ Prepare an introduction, body and a conclusion.

You will often have to do a fair amount of research before you can start to prepare your speech. This might include consulting libraries for information or conducting personal interviews. You will need facts if your speech is to have any value. As a rough guide, you may want to make four major points for every five to eight minutes of your speech.

Use appropriate language structures and grammar in the preparation of the content of the presentation. Ensure that new words are understood by looking up the meaning in a dictionary if you are the least uncertain about the meaning of a word or technical term.

The normal rules of good written communication will apply:

- ◆ Avoid slang unless it is used due to a specific audience or context.
- ◆ Use idioms effectively and appropriately.

Support your presentation through the effective use of sentence structures, using pauses where necessary. Use an acceptable pace when presenting – not too fast or too slow. In the first instance you will lose the audience as they might not be able to keep up with the facts and statements or might not be able to hear you properly, in the last you might lose them through sheer boredom.

Use variety in tone and volume, maintain a comfortable tempo and make sure that you are confident in pronouncing new or technical terminology, in particular if you are presenting in a second or third language. When you have finished the research, you will prepare a rough outline of what you are going to say – always remembering to keep your audience and your purpose in mind.

Try not to write the whole speech out, as the temptation is then to read it to your audience, instead of presenting it. Make cue cards instead, which will give you confidence and keep you on track.

Cue cards are small (they should be able to fit in the palm of your hand), firm cards on which you write your key points. You can also use them as a prompt as to when to introduce your visual aids. Write on one side only and always number them in case you drop them.

#### **(8.4) Making Presentations**

The best speeches have good beginnings and good endings – close together! The first impression your audience receives is during your **introduction**, and you want to use this time to persuade them that what they are going to hear today will be worth listening to.

Do not tell jokes unless you are sure you are one of the few people who are good at doing so. Your aim during the introduction is to get the audience's attention, establish common ground, and set the tone of your speech. Always try to keep your introduction short and punchy.

In the main **body** of your speech, you will need to develop your facts logically. Use examples and comparisons, both to make the facts come alive for your audience and to help them relate to what you are saying.

Summarize your main points from time to time before you move on. Remember that the average adult can only concentrate for about 20 minutes. Bearing this in mind, summaries will help your audience to keep up with your argument / presentation.

Your **conclusion** should leave your audience with a clear understanding of what you have said, and a good impression of you as an individual. Summarize your main points, and if appropriate refer back to your introduction.

If you started with a quotation or a challenging statement, end by returning to the quotation or statement. The following guidelines are provided for the presentation:

- ◆ Speak with a lively voice, in a personal style
- ◆ Speak at a speed that will allow your audience to tune in and understand
- ◆ Speak clearly
- ◆ Use your voice to emphasize key points – vary pitch, tone and volume
- ◆ Use pauses for impact
- ◆ Use visual aids

The quality of your presentation will depend largely on the quality of your visual aids. Research has indicated that an audience only remembers 10% of the material presented orally, 35% if the material is visual only, but 65% if you use a combination of visual and oral material.

Good audio-visual aids increase speaker credibility, and convey information quickly and concisely, thus reinforcing your main points and adding variety to your speech.

Before you start your presentation, make sure you are familiar with the audio- visual equipment you will be using. Audiences are unsympathetic towards presenters who fumble around with on and off switches. Do not remove the visual aids before the audience has had a chance to assimilate the message, but do

not leave them on so long that they become a distraction.

Here is a list of typical aids you can use during your presentation:

- ◆ Chalkboards and whiteboards.
- ◆ Flipcharts.
- ◆ Handouts.
- ◆ ICT equipment.
- ◆ Models.
- ◆ Overhead projector transparencies.
- ◆ Posters.
- ◆ Slide projectors.
- ◆ Tape recorders.
- ◆ Videos.
- ◆ Webinars.

### **(9.0) HOW SPEAKERS INFLUENCE AUDIENCES (Session 5 Covering Specific Outcome 5)**

After completing this session, you should be able to achieve Specific Outcome 5 (SO 5) which is: *“Identify and explain how speakers influence audiences.”*

#### **(9.1) The 8 Influential Es That are Used by Speakers to Motivate and Influence Audiences**

Speakers influence audiences by engaging any or all of the following 8 Influential Es:

- ◆ Educate (*i.e., provide your audience with extensive information on your topic*).
- ◆ Encourage (*i.e., ensure that the audience is encouraged*).
- ◆ Entertain (*i.e., give them the facts laced with a good dose of humour*).
- ◆ Enthusiasm (*i.e., get the audience enthused*).
- ◆ Example (*i.e., give examples as a way of illustrating points when communicating to audiences*).
- ◆ Excellence (*i.e., display excellence in your presentations*).
- ◆ Experience (*i.e., get the audience involved so that they experience the fun*).
- ◆ Expertise (*i.e., demonstrate expertise by decoding all encoded points*).

#### **(9.2) Encoding Defined**

Encoding is the communication process begins when the source or sender selects words, symbols, pictures and the like, to represent the message that will be delivered to the receiver(s). This process, known as encoding, involves **putting thoughts, ideas, or information into a symbolic form**.

#### **(9.3) Decoding Defined**

Decoding is **the process of translating print into speech by rapidly matching a letter or combination of letters** (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words. There is an area in the brain that deals with language processing and does this process automatically.



## **(10.0) BIBLIOGRAPHY**

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(10.1.2) Erasmus-Kritzinger, L.E, Bowler, A. and Goliath D (2002) Effective Communication: Getting the message across in business, Afritech South Africa. ISBN 1-874940-45

(10.1.3) Feldman R.S, (2002) Power Learning: Strategies for Success in College and Life 2<sup>nd</sup> edition, Mc Graw Hill Higher Education, New York. ISBN 0-07-248070-X.

(10.1.4) Christophersen P, Sandved A.O, (1969) An Advanced English grammar, Macmillan Press London. ISBN 0 333 10643 1.

### **(10.2) Internet Sourced References**

(10.2.1) **Wikipedia, the free encyclopedia** <http://en.wikipedia.org> vir die insetsels oor die ontwikkeling van die ploeg asook die twee foto's.

(10.2.2) <http://www.africanfarmthemovie.com/schools.htm#afop> vir die gedeelte oor die skool projek – Story of an African farm.

## **(11.0) TERMS AND CONDITIONS**

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(12.7.2) Ms N Matloa.



## **(13.0) PRACTICAL ACTIVITIES**

Our Work Placement Mentorships have the following 3 Practical Activities

- 01 - Practical Activity 01, Online Multiple Choice Interview Questions starting on 01 April annually.
- 02 - Practical Activity 02, Submission of your 1 Page CV to [assignment@heed.org.za](mailto:assignment@heed.org.za) starting on 01 May annually.
- 03 - Practical Activity 03, Involving actual Work Placement cum Experiential Learning via Work Integrated Learning under a Site Mentor & Master Mentor, preferably and hopefully starting on 01 July annually.

### **(13.1) Practical Activity 01**

(13.1.1) Download, read and understand our Jobs Study Guide for Work Placement Communication Ethics from the Home Page of our website: [www.heed.org.za](http://www.heed.org.za)

(13.1.2) Go online and fully understand what is explained on our website: [www.heed.org.za](http://www.heed.org.za)

(13.1.3) Complete your Basic Biographical Information in the Online Fields that are provided below.

(13.1.4) On 01 April annually, please Go to and CLICK at the end of Point 2.4 on the Home Page of our website: [www.heed.org.za](http://www.heed.org.za) and Answer ALL ONLINE Multiple Choice Interview Questions using information both from our Jobs Study Guide and from the News Flash which is on the Home Page of our website: [www.heed.org.za](http://www.heed.org.za)

(13.1.5) Ensure that you pick one (01) Answer for each of the ONLINE Multiple-Choice Interview Questions and at the end of this Assessment Session CLICK on SUBMIT.

**Please go to next Page for Practical Activity 02.**

# (13.2) Practical Activity 02

Involving writing and e-mailing your 1 Page CV to [assignment@heed.org.za](mailto:assignment@heed.org.za) as part of your Work Placement Communication Ethics Short Course

## HOW TO TYPE & SUBMIT YOUR 1 PAGE CV (IN PDF) STARTING 01 MAY ANNUALLY TO [assignment@heed.org.za](mailto:assignment@heed.org.za)

For us to start to attempt to market you for Work Placement Mentorship, please write your 1 Page Wining CV using the Template that is presented here-below as your guideline for Practical Activity 02, and submit your 1 Page CV (IN PDF) to [assignment@heed.org.za](mailto:assignment@heed.org.za) **starting on 01 May annually using the E-MAIL SUBJECT: 1 PAGE CV FOR MR OR MS JOHN KOKOKOKOKOKOKO, (ID XXXXXXXXXXXXX).**

## CURRICULUM VITAE

for **John Kokokokokokoko**  
(1 Page CV Updated on 13/01/2022)

You must Copy  
& Paste Your  
Latest Colour  
ID Photo  
Here

### 1.0 PERSONAL DETAILS

SURNAME: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
FIRST NAMES: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
DATE OF BIRTH: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
GENDER: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
NATIONALITY: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
IDENTITY NUMBER: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
MARITAL STATUS: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
RESIDENTIAL ADDRESS: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
CELL: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
E-MAIL: XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
DRIVERS LICENCE: Yes Code 10 / I don't have a Drivers' Licence

### 2.0 ACADEMIC ACHIEVEMENTS

Grade 10 (*Makhadllo High School- 2015*) XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

### 3.0 EMPLOYMENT RECORD

**CURRENT EMPLOYER:** Part Time Job + Repeating Matric (2020 to date)  
**PREVIOUS EMPLOYER:** Unemployed, Repeating Matric (2018 to 2019)  
**PREVIOUS EMPLOYER:** Unemployed, Matric Candidate (2016 to 2017)

### 3.0 PROFESSIONAL ABILITIES

Able to use Microsoft (MS) Word, Print and E-mail.  
Can effectively supervise people.  
Able to liaise with Superiors.  
XXXXXXXXXXXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

### 4.0 REFERENCES

#### (4.1) REFEREE NO 1 (i.e., *Relative who is living with you*)

SURNAME (*of relative who is living with you*):  
FIRST NAME (*of relative who is living with you*):  
RESIDENTIAL ADDRESS (*of relative who is living with you*):  
CELL (*of relative who is living with you*):  
E-MAIL (*of relative who is living with you*):

#### (4.2) REFEREE NO 2 (i.e., *Any friend who knows you very well*)

SURNAME (*of friend who knows you very well*):  
FIRST NAME (*of friend who knows you very well*):  
RESIDENTIAL ADDRESS (*of friend who knows you very well*):  
CELL (*of friend who knows you very well*):  
E-MAIL (*of friend who knows you very well*):

-----End of CV-----

**Please go to next Page for Practical Activity 03.**

# (13.3) Practical Activity 03

(Involving actual Work Placement cum Experiential Learning via Work Integrated Learning under a Site Mentor & Master Mentor, preferably and hopefully starting on 01 July annually)

## This Activity 03 will involve Actual Work Placement either in South Africa or Worldwide which will be linked to the Work Placement Mentorship Program that a candidate has chosen

Practical Activity 03 will involve Heedmorine Institute attempting to engage candidates and employees in Work Placement cum Experiential Learning via Work Integrated Learning under a Site Mentor & Master Mentor either in South Africa or worldwide preferably and hopefully starting on 01 July annually.

Heedmorine Institute will welcome self-application from candidates directly to potential employers for Work Placement Mentorship noting that the following will be needed when seeking Work Placement Mentorships among employers:

- (13.3.1) Application Letter for Work Placement Mentorship from candidate to potential employer.
- (13.3.2) 1 Page Winning CV of Work Placement Mentorship candidate.
- (13.3.3) Competence Certificate in Theoretical Work Placement Communication Ethics.
- (13.3.4) Statement of Results for accredited Competence Certificates in Theoretical Work Placement Communication Ethics.
- (13.3.5) Logbook for Work Placement Mentorship.

### 14.0 THE 6 PHASES OF OUR ACCREDITED WORK PLACEMENT MENTORSHIPS EITHER IN SOUTH AFRICA OR WORLDWIDE

The following are the STEPS that Heedmorine Institute will follow after candidates successfully submit their Online Practical Activity 01 (i.e., their Online answers to Online Multiple Choice Questions starting 01 April annually) and Practical Activity 02 (i.e., submitting their 1 Page winning CV starting on 01 May annually to [assignment@heed.org.za](mailto:assignment@heed.org.za))

Table: The 6 Phases of our Accredited Work Placement Mentorships either in South Africa or worldwide

PHASE	WHAT TO EXPECT PER WORK PLACEMENT MENTORSHIP PHASE EITHER IN SOUTH AFRICA OR WORLDWIDE
PHASE 1	By 01 April annually, candidates will start submitting their accredited Online Activity 01 (i.e., answers to Online questions for which Results will be provided to candidates via e-mail within 24 hours) and Practical Activity 02 (1 Page winning CV starting on 01 May annually to <a href="mailto:assignment@heed.org.za">assignment@heed.org.za</a> ).
PHASE 2	Our Heedmorine Institute will issue and courier <b>accredited Competence Certificates in Theoretical Work Placement Communication Ethics</b> to candidates <b>at a cost to candidates</b> in situations where candidates cannot pick their own Certificates from the offices of Heedmorine Institute for free from 23 Lewis Drive, Horizon View 1727, next to Westgate Mall in Roodepoort, west of Joburg.
PHASE 3	By 01 June annually we will make the pertinent Logbook for Work Placement available on <a href="http://www.heed.org.za">www.heed.org.za</a> and we at Heedmorine Institute will use your CV, Certificate and Logbook to start to attempt to market candidates for Work Placement among Mentor Organizations (i.e., private companies, NGOs and government) either in South Africa or worldwide which will be linked to the field of the Work Placement Mentorship Program that a candidate has chosen.
PHASE 4	By 01 July annually, candidates will preferably start their Work Placement at a workplace under a Site Mentor and Master Mentor either in South Africa or worldwide who will complete and sign a Work Placement Mentorship Logbook effectively confirming all competences that the candidate will achieve in the workplace. Heedmorine Institute will provide Work Placement Mentorship Logbooks to all candidates.
PHASE 5	After successfully completing your Work Placement Mentorship, our Heedmorine Institute issue will and courier <b>accredited Competence Certificates in Practical Work Placement Communication Ethics</b> at a cost to candidates in situations where candidates cannot pick their own certificates from the offices of Heedmorine Institute for free.
PHASE 6	Should candidates successfully complete their Work Placement Mentorship Heedmorine Institute will endeavour to negotiate with Mentor Organizations (i.e., private companies, NGOs and government) for full time appointment of Work Placement Mentorship candidates either in south Africa or worldwide.