TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

LEARNING WORKPLACES

Workshop:
Six Top Transversal Skills for Employees
Module 1: Communication

[Date of Workshop]

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Learn continually –
there's always "one
more thing" to learn!

Steve Jobs

Welcome to the
LEARN project's
workshop for
Employees!
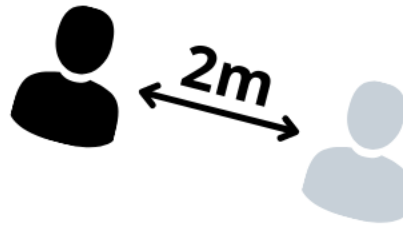
Let's break the ice!

Introductions

Introduction

RULES

Aim

The development of key transversal skills of employees that are most often requested by employers today, so that they become more effective at their job and in their life in general, and contribute to the establishment of a learning culture within the organisations for which they work.

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Objectives

To create relationships based on effective communication, respect, good manners, and empathy.
[Communication]

To show team spirit for achieving common goals.
[Team Building]

To effectively face changes and challenges.
[Resilience and Time Management]

To implement tasks based on predefined processes, regulations, and expectations.
[Responsibility and Ethical Practice]

To demonstrate self-awareness and self-efficacy.
[Self-Leadership and Entrepreneurial Mindset]

To manage one's own learning process.
[Learning to Learn]

Route Map

1. Communication

2. Team Building

3. Resilience and Time Management

4. Responsibility and Ethical Practice

5. Self-leadership and Entrepreneurial Mindset

6. Learning to Learn

I'd come to realize that all our troubles spring from our failure to use plain, clear-cut language.

JEAN-PAUL SARTRE,
French philosopher

The most important thing in communication is to hear what is not said.

PETER DRUCKER,
Austrian-American author and management consultant

Communication

Module Structure
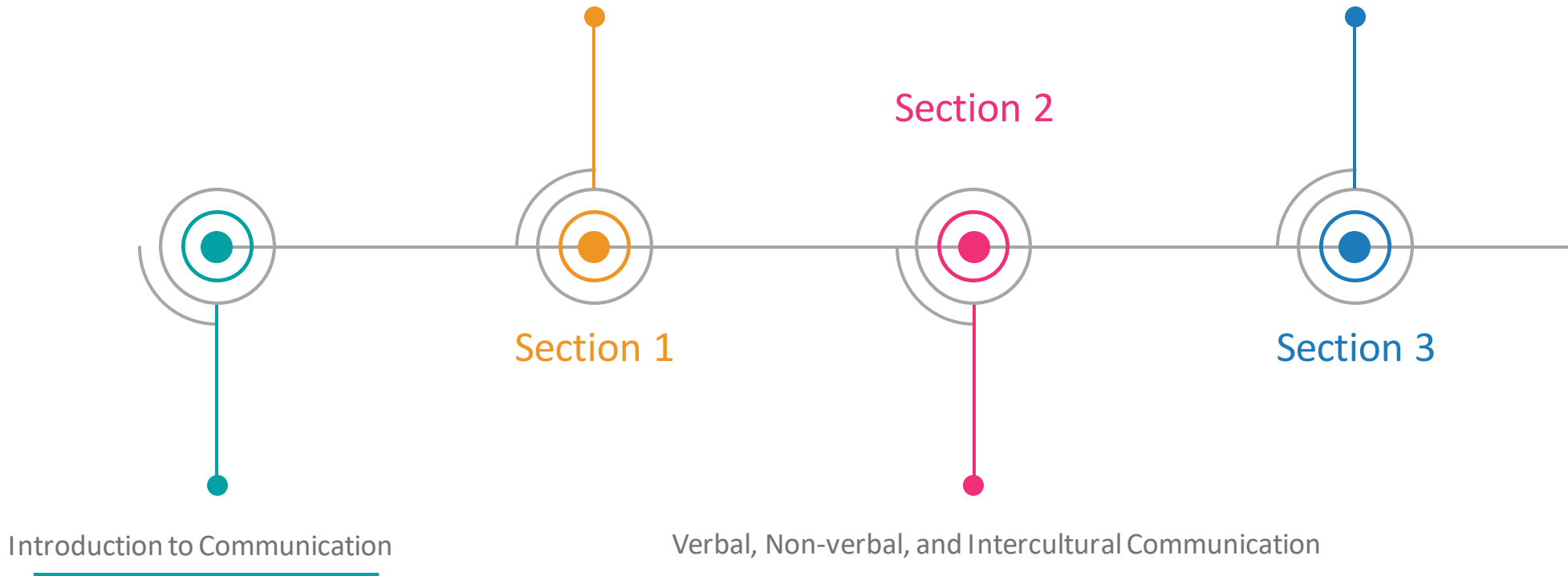
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Types and Models of Communication

Networking and Effective Relationships

Section 2

Section 1

Section 3

Introduction to Communication

Verbal, Non-verbal, and Intercultural Communication

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Learning Outcomes

01 To describe different types of communication (verbal/non-verbal, oral/written, intercultural etc.).

02 To list words and phrases that should be avoided during communication.

03 To apply active listening techniques in verbal communication.

04 To use appropriate non-verbal signals depending on the case.

05 To respect diversity through appropriate communication.

06 To sustain strong networks through appropriate communication.

Communication

There is **no** space of human action in which *communication* is not necessary: professional, social, or personal life.

Communication is a **skill** that we need to *keep developing* throughout our lives.

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"The exchange of information and the transmission of meaning".

KATZ & KAHN
Researchers of the management systemic approach.

"The social interaction through messages".

JOHN FISKE
American philosopher

Types and Models of Communication

Communication and Message Components
Communication Theory
Models of Communication
Types of Communication
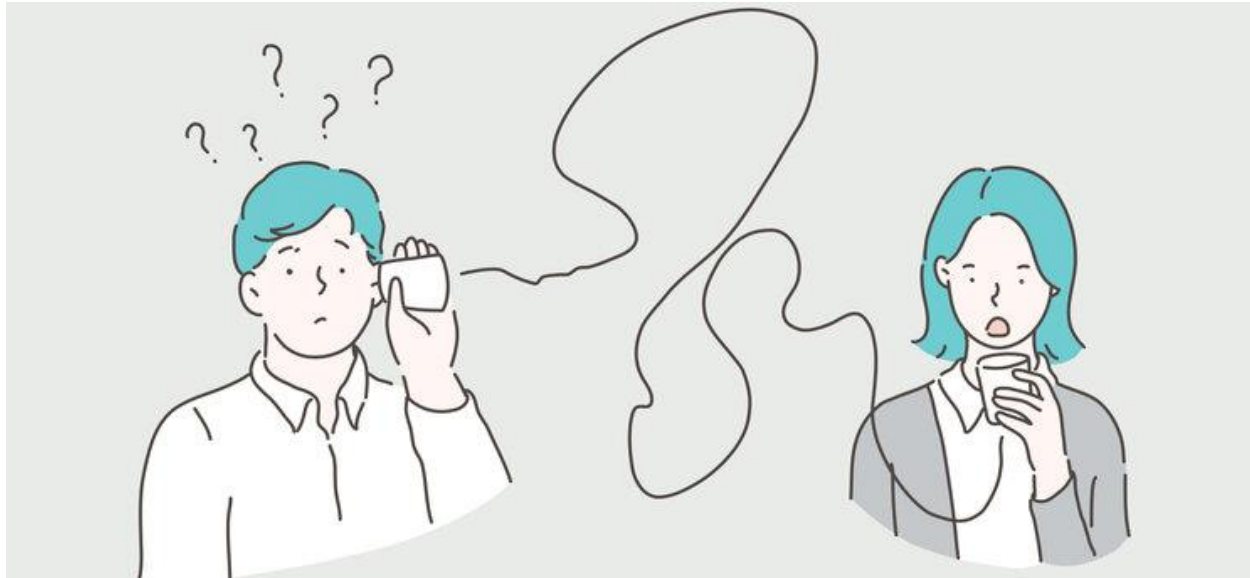
Communication Components

SENDER or TRANSMITTER

S/he who **sends a message** (an individual, a group of individuals, an engine, an application etc.).

RECEIVER or RECIPIENT

S/he who **receives the message** (an individual, a group of individuals, an engine, an application etc.).

Communication Components

MESSAGE

The **information exchanged** between sender and receiver.

CHANNEL

The **means** through which the message is sent and sensorily received (it may be physical or artificial and is related to the human sense that receives the message, e.g. vision, hearing etc.).

CODE

The **signs, rules, and norms** (words, sounds, actions, expressions, gestures etc.) that allow for coding the message and creating ideas, emotions, and/or even a language.
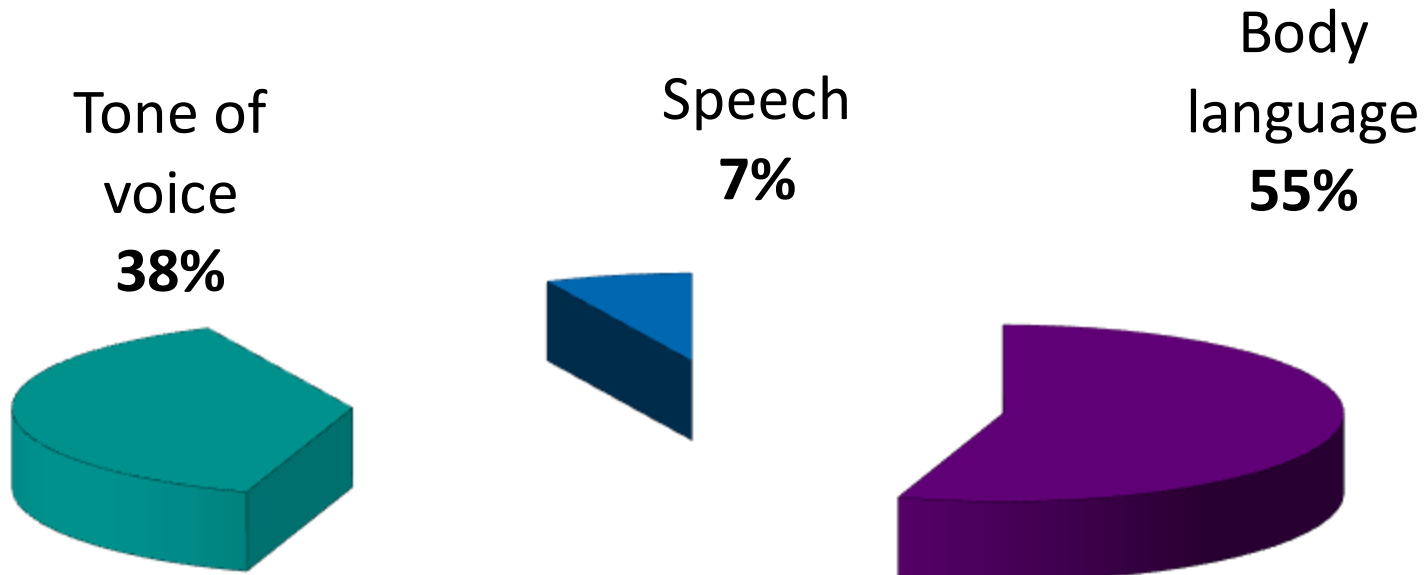
FRAMEWORK

The **circumstances** under which the communication takes place.

Message Components

- Say "Good morning" in a happy way.
- Say "Good morning" in an abrupt way.

  - What do we make use of while communicating?
  - How much (%) does each of what we use affect communication?

Message Components

Message Components

- Speech → **WHAT** is said and **HOW**
  - Speech (Words): **WHAT** is said
  - Tone of Voice: **HOW** it is said

- Images → **HOW** something is said
  - Body posture
  - Body movements
  - Gestures
  - Facial Expressions/Grimaces
  - Eye Contact
  - Relaxation Level

WHAT

HOW
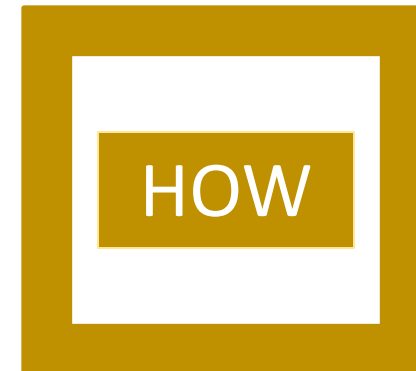
Communication Theory

There are two **schools of scientific approach** to communication:

Communication is the **transmission** of messages.

Communication is the **production** and exchange of meanings.

Process School	Semiotics School
Message is what is produced **during the communication process**.	Message is a **creation of signals** that **becomes meaningful** while interacting with the transmitter.
Message is what is created **by the transmitter**.	The decoding of the message is affected by the general **cultural context and background**.
The **intention/motivation of the transmitter** is very important.	The role of the transmitter is less important than that of **the text and how this is interpreted**.

Models of Communication
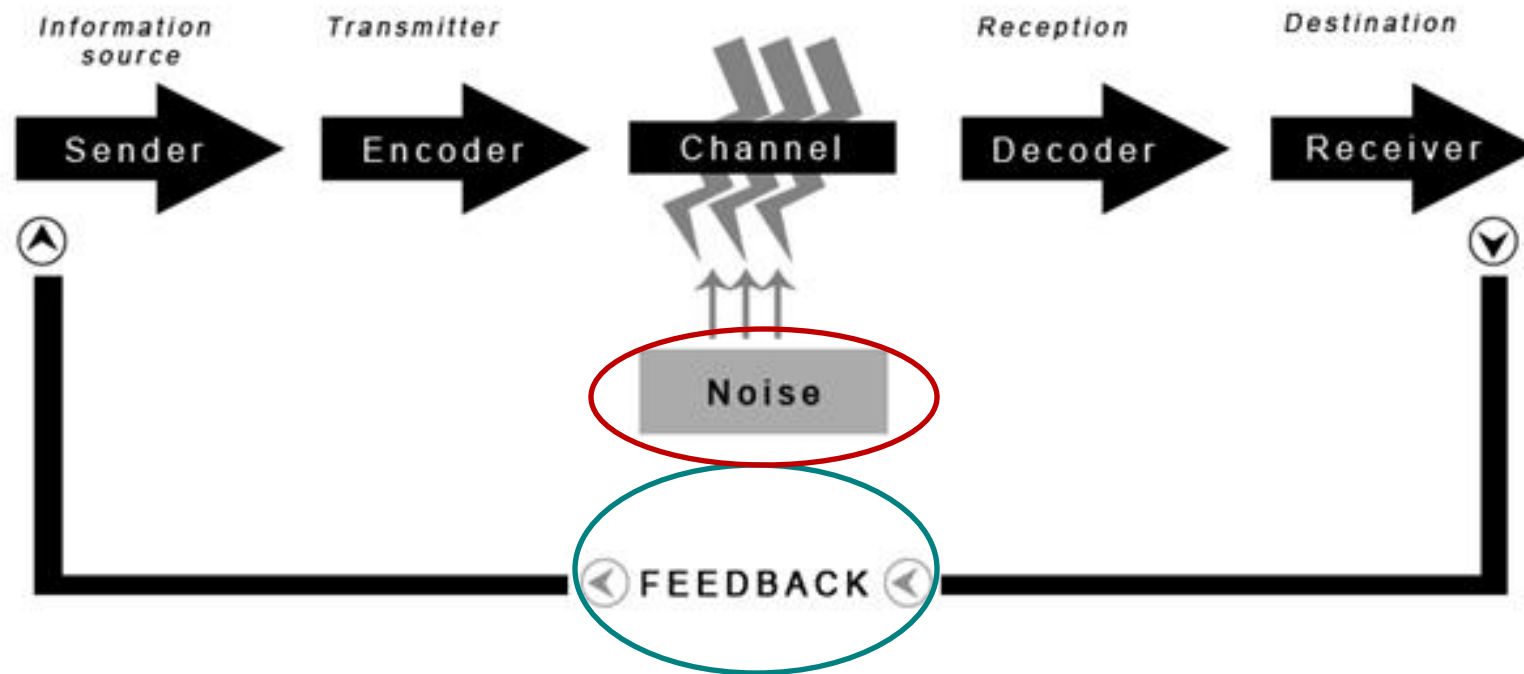## 1. Lasswell's Communication Model (1948)
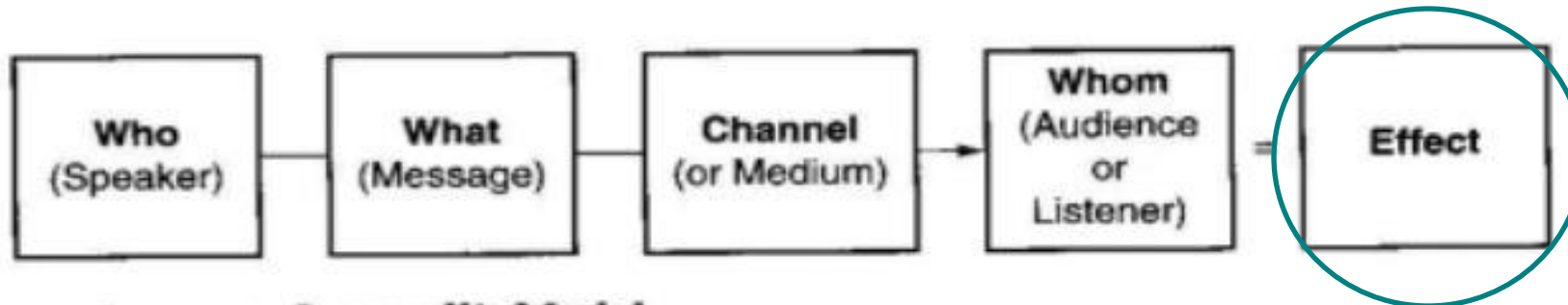
Lasswell's Model.

- **Mere representation of the communication components**: who (speaker), what (message), how (channel or medium), whom (public or audience), effect (or result).

- **Focus on the result** (the effect that the message will have on the recipient) than on the message itself.

- **Transmitter's intention of affecting the process is a given.**

- **Omission of feedback.**

2. Shannon-Weaver's Communication Model (1949)

Information source → **Sender**
Transmitter → **Encoder**
Channel
Reception → **Decoder**
Destination → **Receiver**

Noise

FEEDBACK

SHANNON-WEAVER'S MODEL OF COMMUNICATION

2. Shannon-Weaver's Communication Model (1949)
## *The mathematical-technical theory of communication*

- **Typical example of linear (one-way) communication process, which is based on the transmission of messages.**

- **Five communication functions:** the **information source** is s/he who decides the content of the message (sender). The message is transformed by a **transmitter** (e.g. mouth) into a **signal** (e.g. sound signals), and is subsequently sent through a **channel** (e.g. the air) to the **receiver** (e.g. the ear).

- **Dysfunctional factor**: noise and the consequences it may have on the result of the communication process.

3. Osgood and Schramm's Communication Models (1949)
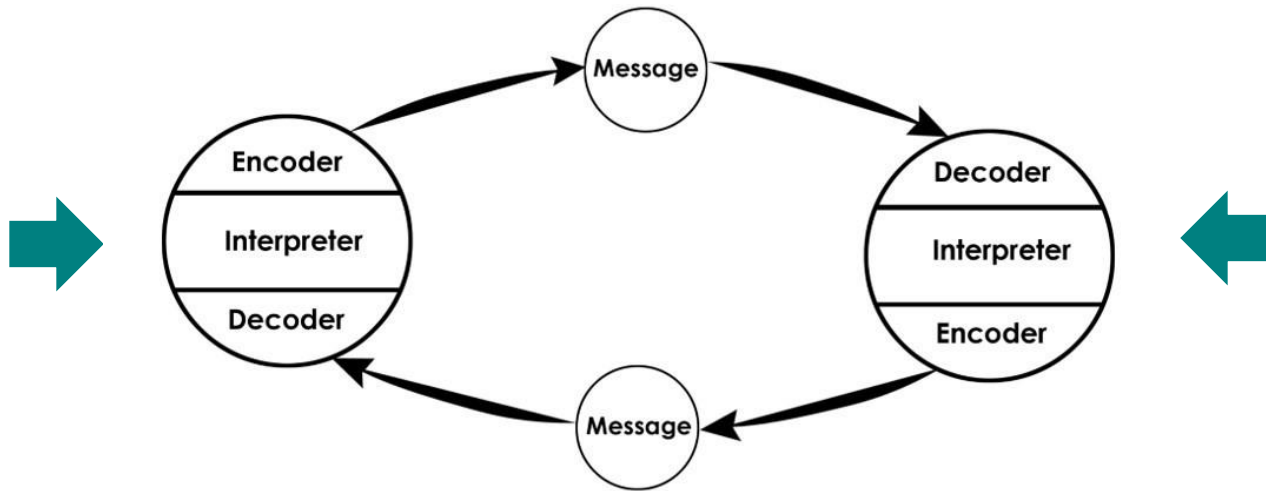
OSGOOD'S MODEL OF COMMUNICATION
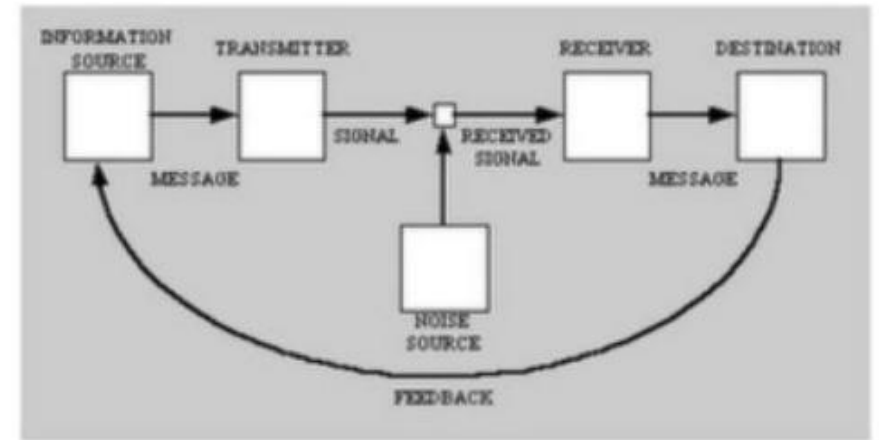
SCHRAMM'S MODEL OF COMMUNICATION

3. Osgood and Schramm's Models of Communication (1949)

- Dynamic model of a healthy, interactive communication process between a transmitter and a recipient, which **focuses on equality and reciprocity** (*Osgood's model*).

- One of the main characteristics of communication is **circularity**, which means that every person that takes part in the process is **both a sender and a receiver of the message** *(Schramm's model)*.

- The **coding and decoding** of the message is implemented **simultaneously by all the participants** in the process, while **feedback**, which has a **principal role** in this model, **can be provided by all** *(Schramm's model)*.

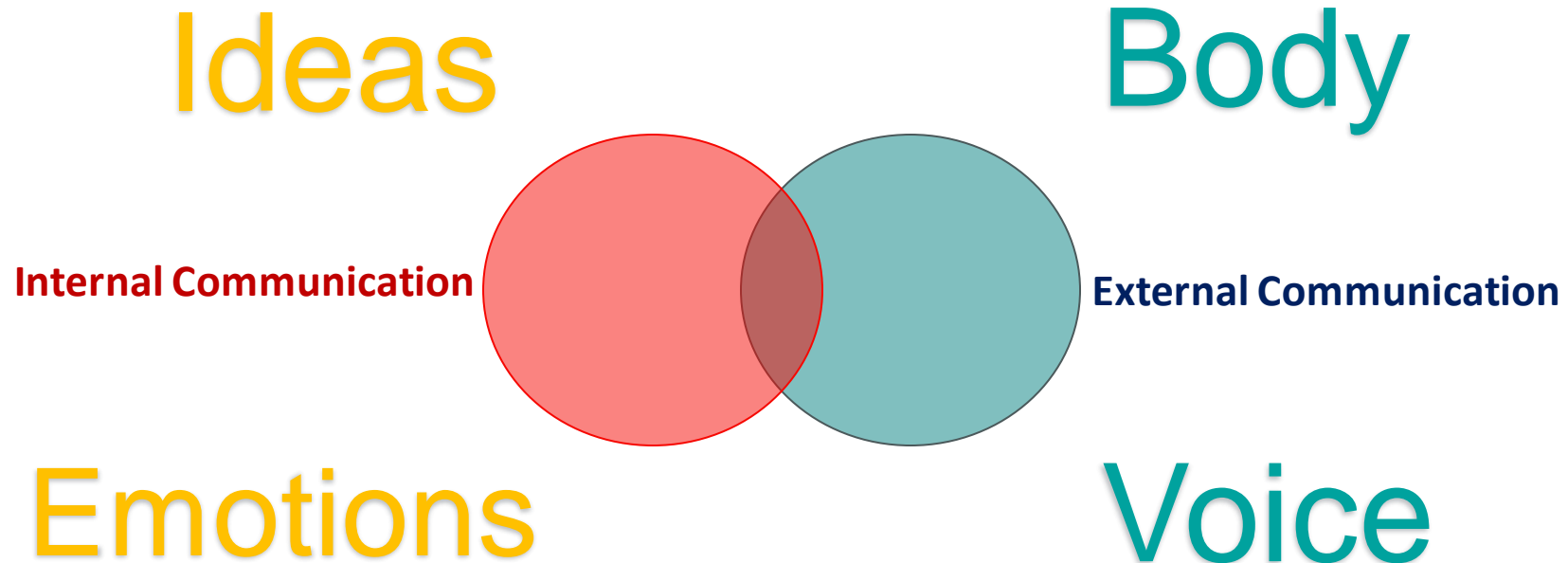# What Models of Communication can Teach us

- **Detection of noises:**
  - Barriers to communication.
  - Manageable.

- **Provision of feedback:**
  - Indispensable.
  - Bridges codification gaps.
  - Provided by either the sender or the receiver of a message.
  - Assists with overcoming communication barriers.

  Communication **keeps improving** if we make good use of the provided feedback.

Types of Communication
(External, Interpersonal Communication)

	Communication	
1	DIRECT	INDIRECT
2	VERBAL (Oral ≠ Written)	NON-VERBAL
6	WITHIN THE SAME CULTURAL CONTEXT	INTERCULTURAL

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Provide an example for each type of communication.

In which cases would you select each type and why?

1. Direct – Indirect Communication
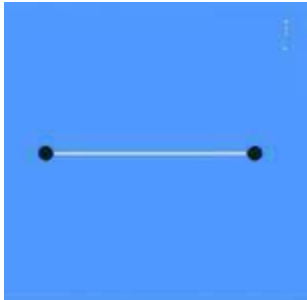
1) The transmission of a message from a sender to a receiver that takes place through one or more channels **without the mediation of any third party**. **The sender has total control** over the message as well as the responsibility to decide for the way of encoding the message, the time of sending it, and the medium of communication.

2) The message is decoded through the **words** that are contained in the message (low-context cultures).


1) The transmission of a message in which **there is a third party** between the sender and receiver that is called mediator or intermediator *(e.g. a journalist, advertiser, a real estate agent etc.).*

The mediation can be the result of the sender's will to approach the receiver, limitations of the medium of communication, or both.

2) The message is decoded taking into account **non-verbal elements and surrounding indications** (high-context cultures).

2. Verbal – Non-Verbal Communication
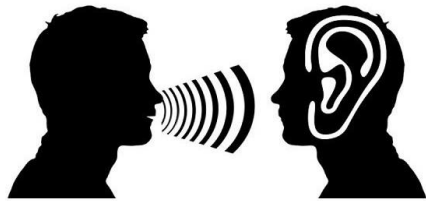
The **most complex** type of communication that take places with the use of **language**. It includes the transmission and receipt of messages through the use of **words**.

It is divided into:
- **Oral communication** that takes place through speech.
- **Written communication** that takes place with the use of written text *(e.g. documents, e-mails, etc.)*.

Communication that takes place **without the use of oral or written speech**, which includes also the characteristics of the surroundings within which the verbal and non-verbal messages are transmitted and received.

3. Communication within the same Cultural Context – Intercultural Communication

The communication among individuals or groups of individuals that belong to a **common** cultural context and background.

The communication among individuals or groups of individuals that belong to **different** cultural contexts and backgrounds.

Very common and important in today's **globalised world**.

Verbal, Non-Verbal, and Intercultural Communication

Verbal Communication
Non-Verbal Communication
Intercultural Communication

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Effective Verbal Communication
*Be careful with **WHAT** you say*

Avoid to say:

"You are wrong…"

"No… it is not possible…"

"I cannot…"

"I disagree…"

"You are not allowed to…"

It is more preferable to say:

"It is right to…"

"This is possible if…" or "What we could do is…"

"I could, if…"

"I agree with you and/but…"

"We can serve you given that…"

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Sophisticated or uncommon words

Generalisations

Gossip

Jokes

Compliments

Effective Verbal Communication
*It is **NOT allowed** to say*

- No.
- I cannot.
- Impossible!
- Why?
- What?
- Our policy…
- Listen!
- Wait!
- Wrong!
- You should not…

Effective Verbal Communication
*Be careful with **the WAY** you are expressed*

- Adjust the tone of your voice.

- Stress the most important parts of your phrase.

- Use full stops, commas, exclamation and other punctuation marks. They are marked to be taken into consideration even in oral speech!

- Use a tone voice that is neither aggressive nor passive.

- not sigh while your interlocutor speaks.

- Speak clearly and be assertive.

- Mind your articulation.

- Speak in a convincing way.

- Speak lively. Do not get your interlocutor tired.

Active Listening

It's 6 o' clock in the afternoon, it's pouring rain and you are already waiting outside for an hour now. Your spouse/ friend arrives, what do you say?
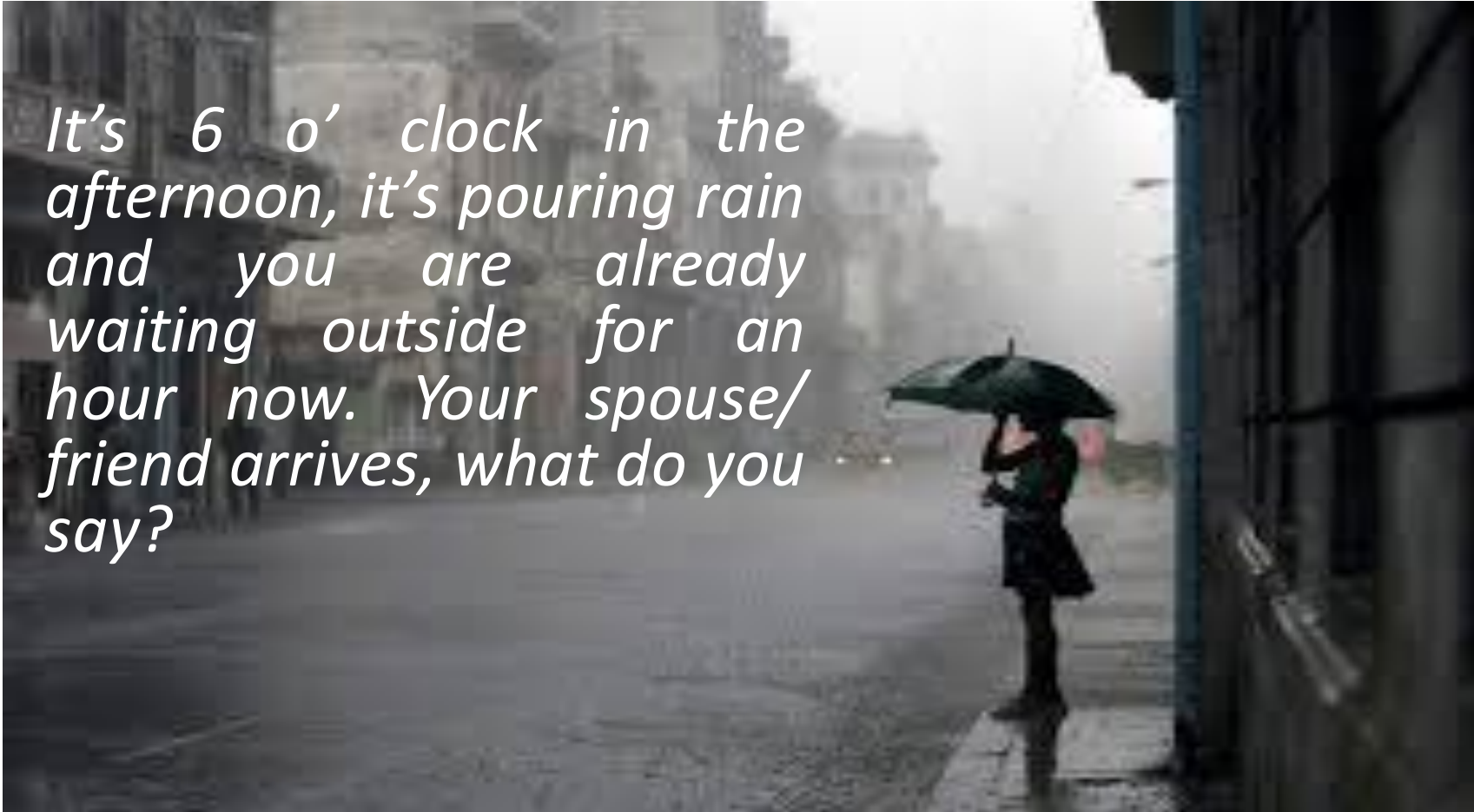
"Most people do not listen with the intent to understand; they listen with the intent to reply".
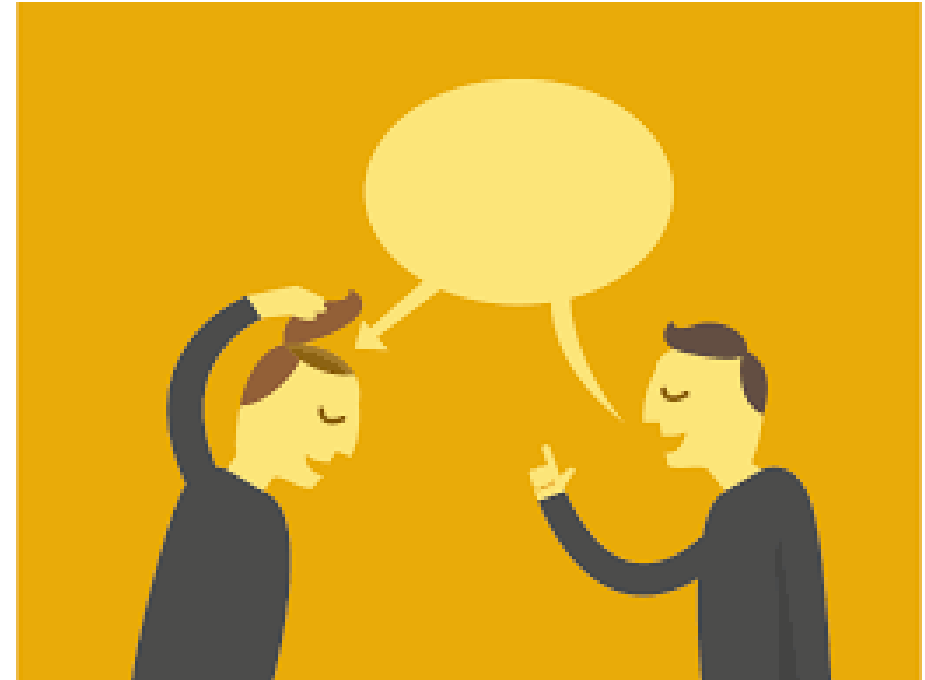
STEPHEN COVEY

American educator and businessman

The Art and Techniques of Active Listening

- Do we know how to listen?
- What do we mean when we say "I'm listening to my interlocutor"?
- What do we earn when we listen to our interlocutor?
- **What does "active listening" mean?**
- *Active speaker* v *Active listener*

It is important to:

- Listen carefully to the words of our interlocutors and show them that we are listening.

- Tell them that we understand what they are going through.

- Repeat words-phrases that our interlocutors use (in a discrete manner).

- Rephrase our interlocutor's message and summarise.

- Make questions or comments which will motivate our interlocutor to comment back.

- Provide feedback on our discussion based on the feelings that our interlocutor has expressed.
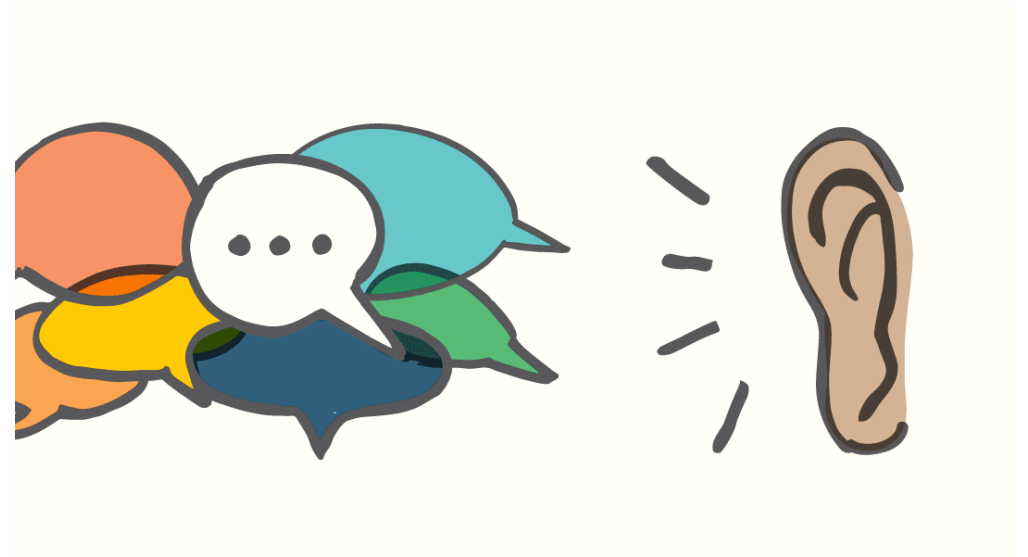
Listen and draw!

- Active listening is a basic prerequisite for successful verbal communication!

- **Inactive listening during verbal communication** can lead to:
  - Misunderstandings
  - A sense of belittlement
  - Lack of trust
  - Lack of interest
  - Conflicts (escalating)

- Active listening is an important intercultural skill!

- **Active listening in intercultural verbal communication** is paramount, since the barriers in communication are bigger and more "critical"!

- **It can contribute to**:

  - a better understanding of the interlocutor's language, when that is not the native language of the listener.

  - the distinction between accents of different people.

  - the interpretation of pauses during communication.

  - the body language of people coming from a different cultural background than that of the listener. *Active listening can benefit non-verbal communication as well!*
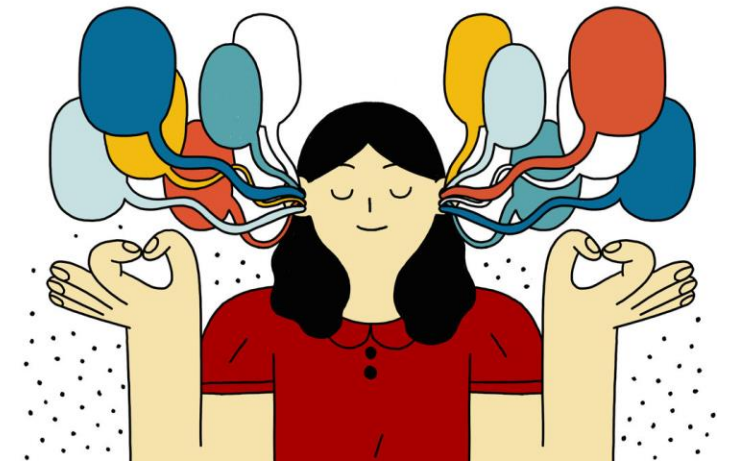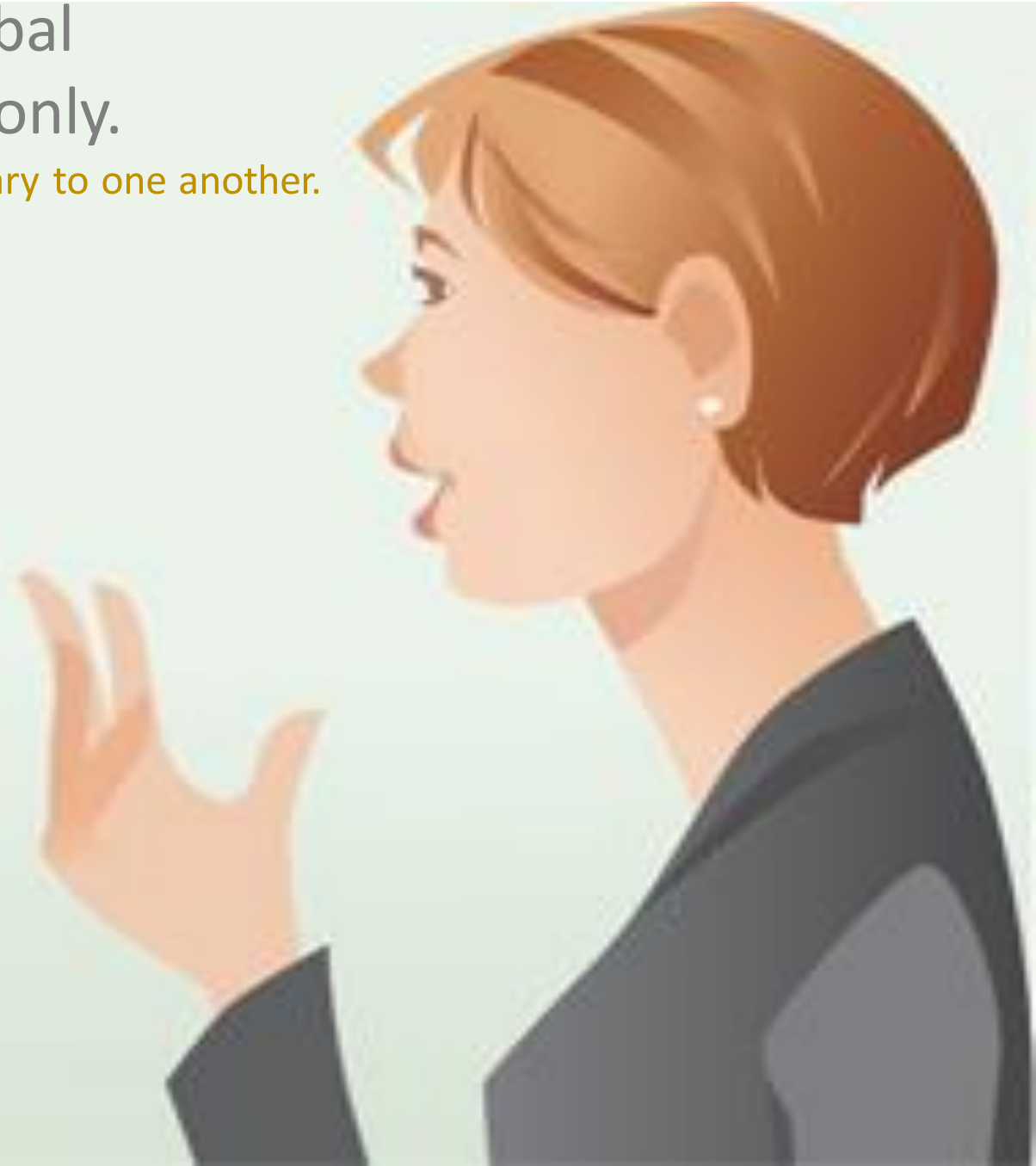
Communication is neither verbal
nor extralinguistic (non-verbal) only.
The one does not substitute the other; they are complementary to one another.

VS

Guess what is happening!

Modern Times © Roy Export S.A.S.

Non-Verbal Communication
Body Language

- Body posture

- Body movements

- Facial expressions/Grimaces

- Gestures

- Eye contact

- Relaxation level

Non-Verbal Communication
Body Language

Human communication takes place primarily through **facial expressions, gestures, body postures and movements, positions and distances** rather than in any other way!

Let's play "**Are you...?**"

- Embarrassed
- Sad
- Angry
- Happy
- Disappointed

- Shocked
- Moved
- Scared
- Curious
- Confused

Poll

Are **non-verbal signals** innate or acquired?

A large amount of the non-verbal signals that we use are **acquired**.

Their meaning depends on the **civilization and/or the culture** of the person that uses them.

Smiling

- Blind or deaf babies can smile or laugh (without having copied others' smile or laughter).
  - Even before they are born!
- **Smile is innate!**

I don't know/I don't understand

- Three basic movements:
  - Shown palms.
  - Raised shoulders (to protect the neck from potential attacks).
  - Raised eyebrows.

- **"Read" body language in clusters.**
  - For example, head scratching can be a sign of:
    - *An effort to remember something.*
    - *Lying.*
    - *Sweat or dandruff.*
  - To come to reliable conclusions, see all the signals together.

Example: *Critical assessment*

- A gesture with the hand on the face: the index finger points the chick, another finger covers the mouth, and the thumb supports the chin.

- The legs are usually crossed firmly (in a defensive mode).

- The head and the chin incline downwards (in a negative/hostile way).

- **Look for correspondence between verbal and non-verbal communication.**
  - For example, body language showing critical assessment and what is expressed verbally.
- Surveys have shown that when words and extralinguistic elements are not in agreement, women usually put emphasis on the extralinguistic aspect.

- **Mind the gestures taking into account the circumstances.**

- If someone, for example, sits cross-legged at the bus station with his/her chin inclining downwards at a chilly night, this does not mean that s/he is in a defensive position – s/he may simply feel cold.

Non-verbal Signals and Cross-culturalism

*Let's take the **test**!*

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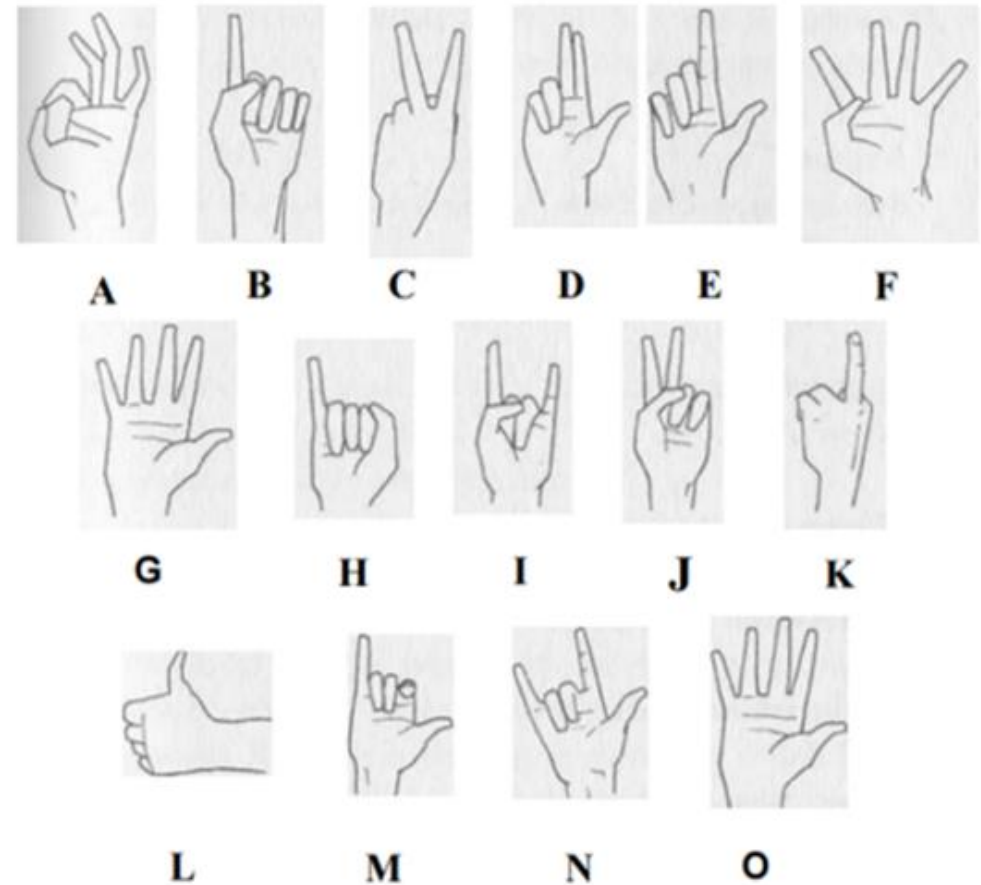
Intercultural Communication

INTER – CULTURE (CULTURAL)

(= between, among)

+ COMMUNICATION

= communication among different cultures, people and groups coming from different cultural backgrounds.

What is the first thing that comes to your mind when you hear the word "**culture**"?

What is the difference between *CIVILISATION* and *CULTURE*?

Civilisation v Culture

Civilisation
The set of **material conditions in the lives of a group of people**, which has been modified and evolved through the technological and scientific progress.
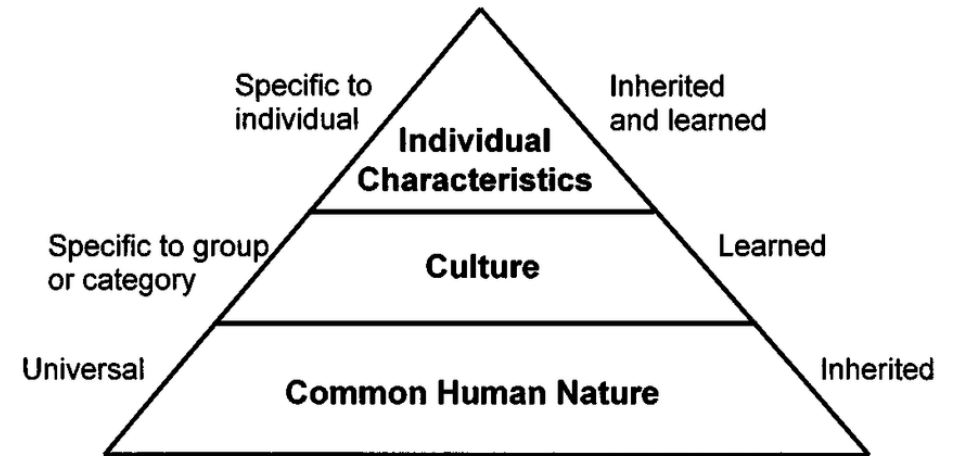
Culture
The set of **spiritual and artistic performance and achievements** of a group of people (arts, science, institutions, law, religion, customs etc.).

Culture = Spiritual Civilisation

Culture: Innate or acquired?

- One of the basic characteristics of culture is that it is directly associated to the **spiritual cultivation of a person and not to its physical nature.** It is **something that people learn based on their surroundings.** The same applies to personality, with the difference lying in that in this case personal experiences also play a crucial role to its modification.

Three levels of uniqueness in human mental programming
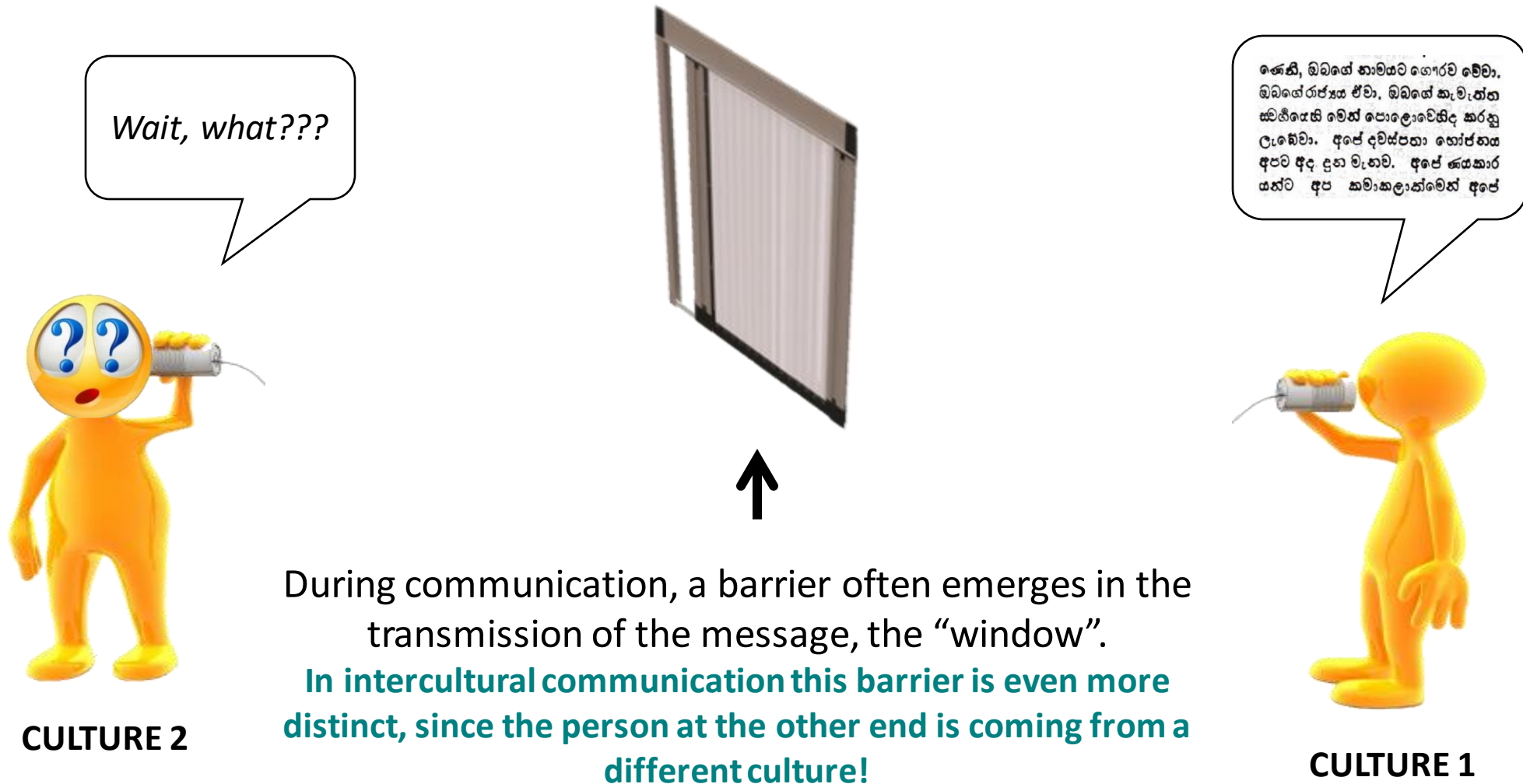*HOFSTEDE Geert, Cultures and Organisations, Software of the Mind: Intercultural Cooperation and its Importance for Survival*

Intercultural communication,
as with communication in general,
is neither verbal nor non-verbal only.
The one does not substitute the other, they
rather complete one another.

*"Culture is **communication** and communication is **culture**".*

Main Barriers to Intercultural Communication

- Linguistic differences
- Body language
- Context
- Perception of time
- Proxemics
- Negative stereotypes and prejudices
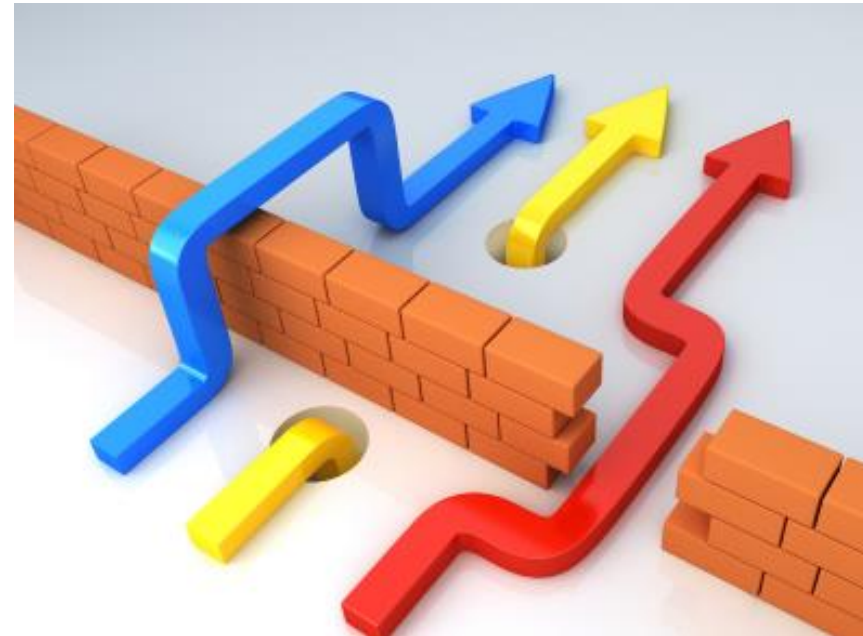
Verbal Intercultural Communication

Verbal Communication = Language and Voice Tone
WHAT and **HOW** we say something among different cultures

Blah, blah, blah!

Μπλα, μπλα, μπλα!

CULTURE 1

CULTURE 2

What to **bear in mind**

- ✓ Be careful with the selection of words and phrases you use.

- ✓ Decode and recode the message carefully.

- ✓ Be in a position to think of how your message could be perceived by the receiver.

- ✓ Try to be understood by others and check regularly if what you have said has been understood.

- ✓ Talk slowly and clearly.

- ✓ Avoid using slang, dialects, idioms, and patois.

- ✓ Provide feedback.

- ✓ Be an active listener (*remember what active listening is all about!*).

- ✓ Decode the feedback you receive carefully.

Additional **Tips**

✓ Make questions in a "proper" manner (open-ended, non-negative or including contrasting words, sequential etc.).

✓ Be flexible regarding your communication style (there are certain cultures that communicate a message primarily through words and others where many elements of the message are implied).

✓ Maintain an appropriate speed and rhythm while you speak.

✓ Be careful on multiple levels (intonation that might alter the message, accent, speed, hidden messages etc.).

- **A.** In 1992, the US president George H.W. Bush paid an official visit to Australia. He saluted the crowd waiting for him, by making a "V" sign using two fingers and the back of his palm facing the crowd. The next day, the cover of an Australian newspaper was issued with the title: "The US President has offended Australians"

- **B.** In 1998, a newly-married couple visited New Zealand for their honeymoon. During their stay, they rented a car for their travelling and at some point they failed to comply with a STOP sign. A traffic policeman stopped them and as soon as he realized that they were tourists, he let them go away with just a warning. While the tourists were leaving, the American man made a "thumbs up" gesture to the policeman. The policeman stopped the tourists once again and arrested the man for insult, since this particular gesture is considered extremely offensive in New Zealand.

✓ Always check your body posture and avoid unnecessary gestures.

✓ Use the appropriate facial expressions and gestures.

✓ Use imagery whenever possible.

✓ Observe the reactions of your interlocutor regularly.

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High-context and low-context cultures

Low Context

German
Swiss
Scandinavian
U.S./ Canadian
Britain
Italian
Spanish
Greek
Arab
Vietnamese
Japanese
Korean
Chinese
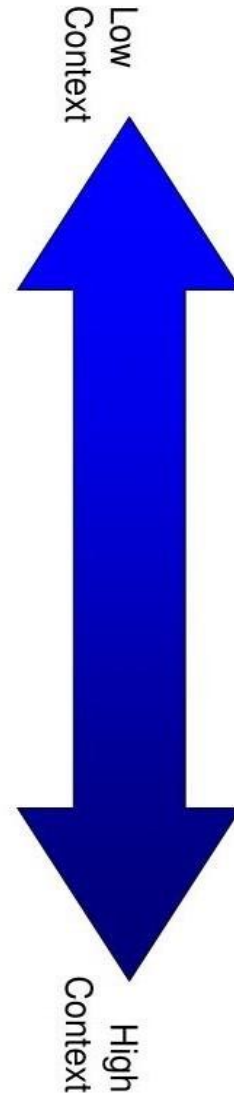
High Context

Low-context cultures

Western countries

High-context cultures

Eastern countries

High-context and Low-context Cultures

- **In high-context cultures**, implicit communication takes place. The messages are decoded bearing in mind non-verbal elements and cues that are displayed in the wider environment.

- **In low-context cultures**, explicit communication is preferred. In this case, the messages are decoded using the very words that are being used in the message.

Low-context Culture   High-context Culture
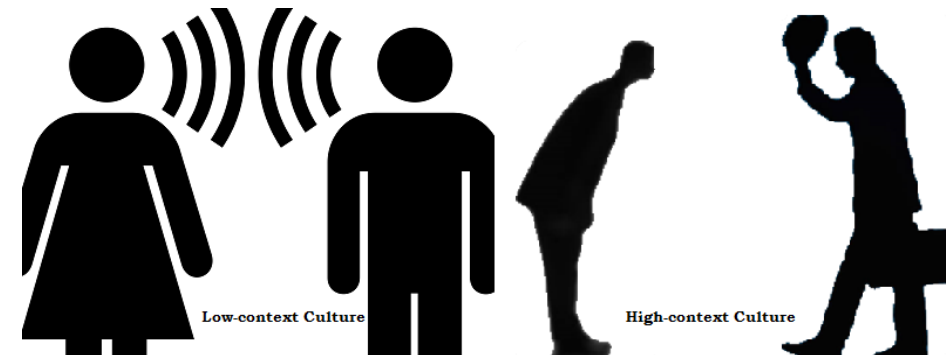
High-context and low-context cultures
Example

- **Koreans often avoid saying "no"**, when someone asks something that will probably not be realized.

- Instead of explicitly denying to do something, they prefer to use answers like "We have to reconsider" or "This is somewhat difficult", so as to maintain the already-existing level of harmony.

- On the contrary, Americans appreciate **straightforwardness** in communication, therefore they prefer for each person to "express their opinion"

- Finnish people follow a stance which presupposes that **one should speak only if they have something substantial to say**, and not just to fill a gap of silence during a discussion – long pauses of silence are common between people sitting together on the same table.

Etiquette

- Etiquette is a **code of conduct which involves expected social behaviors** according to norms (rules) of a society, social group, or social class.

- **This set of "manners" in each culture is unique.**
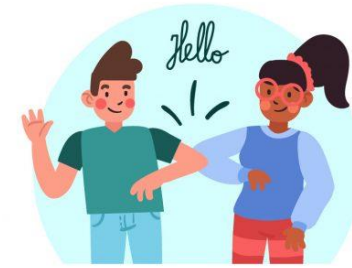
- **In China and Japan**, not only is acceptable for someone to slurp their soup loudly, but it is also an indication that the person is really enjoying the soup!

- When a person sticks their tongue out **in New Caledonia**, the gesture represents a wish for wisdom and energy. In addition, the same gesture **in Tibet** is an indication of respect during a greeting!

- **In India** people eat using their hands, which is considered rude in western countries.

- **In Mexico** a host considers polite and respectful on behalf of a guest to be late for a gathering. For someone to be there on time is considered as a means of "pushing" the host to rush things!

- **In some African countries, such as Nigeria or Senegal, as well as in some Arabic countries** it is not considered proper to give compliments about objects inside a host's house. This could be perceived as a wish for us to acquire those objects and the host will feel obliged to offer them to us!

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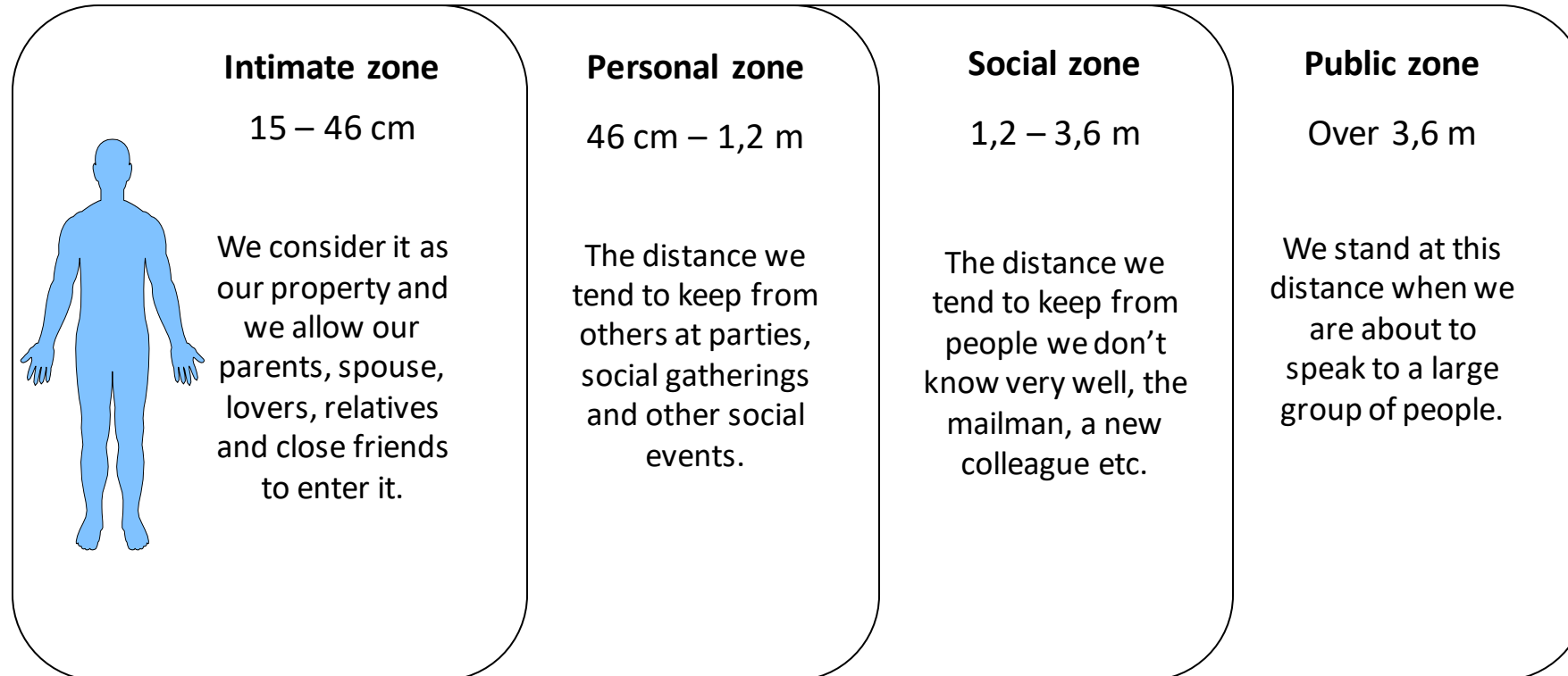
- Have a look at the pictures below and identify a **basic disadvantage** of heterogeneous groups and a **basic disadvantage** of homogeneous groups, as well as **an advantage for each group type.**

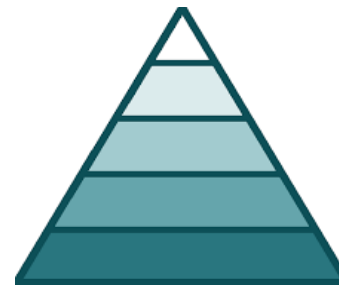- *In which group would you prefer to work and why?*

Values in the Workplace and Culture
Hofstede

1. Power distance

- **High-power distance**: clear hierarchy and roles – intense inequality (e.g. Eastern Europe, Latin America, Asia, and Africa)

- **Low-power distance**: almost no inequality (e.g. Germany, Anglo-Saxon countries)

Values in the Workplace and Culture
Hofstede

2. Uncertainty avoidance

- Societies with **low uncertainty avoidance** (e.g. Scandinavian countries, China) are not negatively affected by ambiguity – they are characterized by lower levels of anxiety, more self-control and higher tolerance to diversity.

- In societies with **high uncertainty avoidance** (e.g. Eastern and Central Europe, Latin America and Japan), clarity and structure is needed, along with the adoption of certain rules, since ambiguity is regarded as a threat. People in these countries are characterized by a higher level of anxiety and pressure and are not so tolerant toward different opinions.

3. Masculinity v Femininity

- In **societies that are associated with the role of men,** the highest priority for men is work and for women is family (e.g. Japan, Italy, Mexico).

- In **societies that are associated with the role of women,** there is a balance between family life and work life and equal opportunities are provided for both genders (e.g. France, Spain, Portugal).

4. Individualism v Collectivism

- In **individualistic societies**, the "ego" prevails over the common good, along with the protection of privacy and the prioritisation of work over the cultivation of relationships with others.

- In **collectivist societies**, people are integrated in a group and the interests of the group prevails over the personal interest. Relationships are prioritised over work.

Individualism & Collectivism
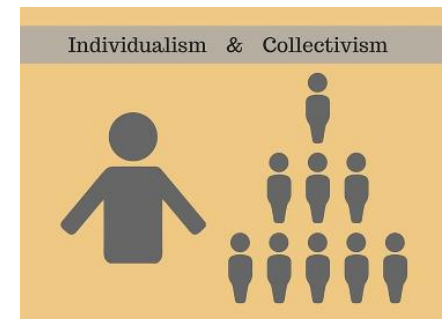
5. Long-term v Short-term orientation

- **Societies with a long-term orientation** are focusing on the future and on values like frugality and perseverance (e.g. Eastern Asia).

- **Societies with a short-term orientation** are focusing on facts that already happened in the past or that are happening in the present, and on values like respect in tradition and personal stability (e.g. USA, Australia, Africa).

- Europe is situated somewhere in between the two poles.

Values in the Workplace and Culture
Hofstede

6. Indulgence/Tolerance v Self-restraint

- **Societies which demonstrate indulgence/tolerance** allow people to bypass certain social conventions in order to satisfy their personal needs (e.g. America, Western Europe, Africa).
- **Societies which demonstrate self-restraint** monitor the satisfaction of their citizens and regulate it through rules (e.g. Eastern Europe, Asia).

- *Based on the relationship between values in the workplace and culture, how does culture affect/has affected your workplace in your opinion?*
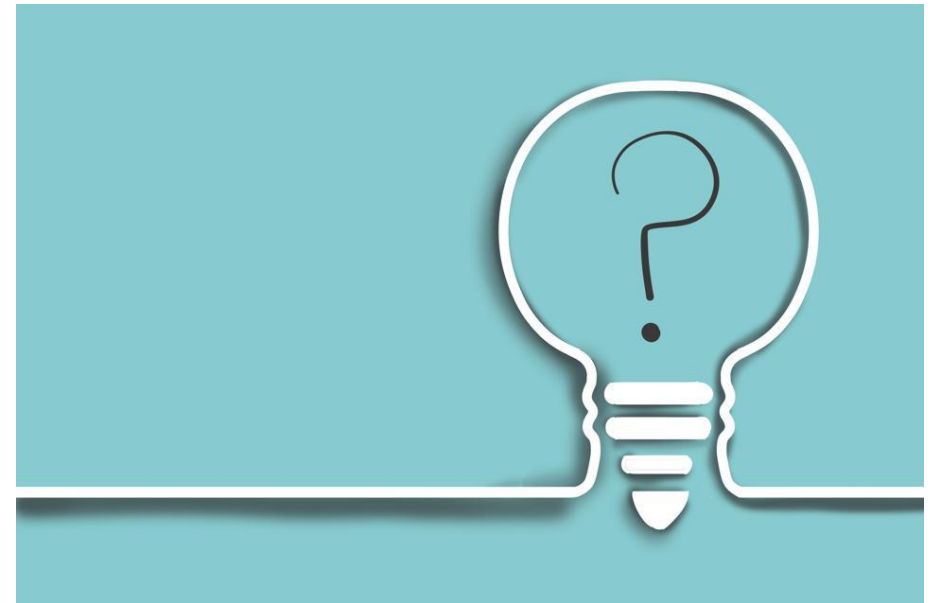
- Using the same approach regardless of the other culture.

- Failing to bear in mind the *linguistic barriers*.

- Failing to bear in mind the *non-linguistic barriers*.

- Failing to take into consideration several factors, such as the context, time, proxemics, and etiquette.

- Using **stereotypes and prejudices**.

- Letting intercultural conflicts become a barrier to communication.

Intercultural Communication Competence

- Basic prerequisites for appropriate and effective intercultural communication are **the understanding of the behaviour and perception of others**, the **ability to express our own way of thinking**, as well as **empathy**.

- It involves the **balancing of 4 basic elements:**
  - Knowledge
  - Self-awareness
  - Empathy
  - Cultural identity

APPROPRIATE

EFFECTIVE

Networking and Effective Relationships

Definition of Networking
Networking Methods
Networking Objectives
Basic Strategies for Networking
Networking and Effective Relationships

*Draw your **personal social network***

- *Which are the **main components** of this network?*
- *In which **categories** would you classify these components?*
- *How would you **characterise** this network overall?*

Definition of Networking

- Networking is **the development of a social circle of people, through which professional opportunities and prospects for cooperation may emerge** (professional contacts' network).

- It is considered **the most effective technique in the process of job-hunting and the attainment of professional success,** and it offers a *comparative, competitive advantage* to people who are part of a powerful social network.

- It is directly connected to the creation of **long-term relationships of mutual trust**, in which all parts offer as much as they can.

Make a comment on the two pictures

Networking Methods

- **In-person**

The connection is created through various social events, where people that are related to the business world and/or a person's workplace meet.

- It enables a more direct and personal contact.

- It requires high social skills in order for it to be effective and for any opportunities not to be lost.

- **Online**

The connection is created through online social networks or social media apps (e.g. LinkedIn, Facebook, etc.)

- Its cheaper, faster, and more comfortable.

- The contact is "cold" and impersonal

- It can result to reaching a larger number of contacts at any place in the world.

Provide examples for each **networking method**.

Objectives of Networking

- Discovery of new business opportunities between potential partners or investors.

- Development of commercial relationships between businesses and potential customers, vendors, or strategic partners.

- Promotion of products or services in a more intimate way, which can ensure higher interest and wider reputation.

- Acquisition of knowledge related to the market environment, competitors, the potential for internationalisation, possible synergies, barriers, and new opportunities.

- Access to new job positions, through the development of relationships with business executives able to make recommendations about recruitment, or "talent seekers" (headhunters).

Discussion

In what ways can a social network
*be **created** and **maintained**?*

Basic Networking Strategies

- Work using personal branding

- Development of relationships with key contacts

- Monitoring of contacts

- Attending key social events (in-person or online)

- Development of social skills (including effective communication)

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1

- Focus on the clarity in which you communicate and project yourselves.

2

- Take initiative to create and/or support your relationships first.

3

- Add value to your network through the utilisation of contacts for the development of collaborations.

4

- Differentiate yourselves from the crowd, don't do the same things as everybody else, if these things don't suit you.

5

- Turn networking into a part of your everyday lives.

6

- Contact the members of your network on a regular basis.

Forbes

7

- Understand the "whys" of your network members (not only the "whats") – go from "networking" to the "creation of relationships".

8

- Create a plan for your networking activities.

9

- Practise on the understanding of the intentions of the members that consist your network (including body language).

10

- Maintain contact with the members of your network and evolve your relationships with them (*follow up* and *follow through*).

11

- Make the most of your personal contacts' network (family, friends etc.).

12

- Don't try to hide your weaknesses from the members of your network.

13

- Express your appreciation towards the members of your network with things that keep their value over time, such as "thank you" notes or cards.

14

- "Work" on your LinkedIn contacts by sending messages, commenting on posts, sharing posts etc.

15

- Respond to specific needs of the people with whom you are networking.

- ## Scenario 1

The company you are working for is having a networking event with the participation of prominent representatives of the business world. You approach one of these people and start talking with him. Soon enough, you realise that several co-workers have gathered around this same guest, intending to join your conversation and ask him their own questions.

How do you react and why?

- *Make sure you always include other people that may be interested in your conversation. This is an indication of courtesy and of the fact that you are considerate of others.*

- *Encourage others to make question themselves; you can always learn something new from their questions, as well as from the answers they are going to receive.*

- **Scenario 2**

You are at a job interview, sitting opposite to two executives representing the company that has called you. One of them is a Team Leader and the other one is an HR (Human Resources) representative, who doesn't speak much during the interview.

What will your behaviour towards each one of these executives be <u>and why</u>?

- *Show the same amount of respect to both the team leader and the HR representative. When you answer a question of the team leader, you should make sure that you maintain eye contact with both of them.*
  - *You should not speak to only one person when being part of a group discussion. Be polite and pay attention to all members that are participating in the group.*
- *Make questions to each interviewer and adjust your questions according to the person.*
- *Keep in mind that at all stages of the interview and job search processes, you should project and promote yourself, and "sell" your strong points and skills to others*
- *You can never be in a position to know who is the person who will make the final decisions*
- *Always remember that an HR representative possesses the "power" to recommend you to another company, in case the interview for their company does not end up with you being the one getting hired.*

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- ## **Scenario 3**

A career counselor has recommended you to a senior executive of a company and she has agreed to schedule an informative meeting with you. You then send a "thank you" e-mail to the counselor and you arrange that meeting. The meeting was very fruitful and you decide to send a "thank you" message to the person with whom you have had the meeting. Two weeks later you receive an update, in which you are invited for an official interview with the company, which is set to take place soon.

Were your actions correct <u>and why</u> is that the case?

Is there anything else you should do?

- *Always try to build a friendly relationship with everyone you meet, since that might benefit you in the long run. Sending "thank you" messages, emails etc. shows good manners, appreciation and it is always a good way to maintain contact with others.*

- *Remember all the relationships you have built throughout the years. When you get a job in a company, you might have three or four different supervisors. Being able to deal with situations related to each one of those supervisors in an effective manner is very important. It will make you stand out from all the rest who won't be able to do that.*

- *In case you have a career counselor, always keep them updated. They definitely want to know if you are following their advices and if their efforts are paying off.*

Networking and Effective Relationships

- The development of relationships in the workplace is **a means for and a result of networking.**
- **Effective relationships** in the workplace and in general require:
  - Trust
  - Respect
  - Equal treatment
  - Good manners
  - **Effective communication**
  - Empathy
    - The ability to connect on a sentimental and mental level with your interlocutor, to see things from their own perspective, without necessarily having to identify with them.
- Powerful work-related relationships can evolve into **future contacts or a means of recommendation** into the workplace.

Revision Questions

Mention some types of communication along with relevant examples for each type.
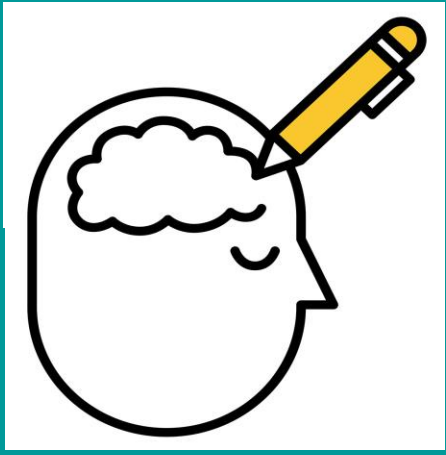
Mention common mistakes in verbal and non-verbal communication and how those can be prevented or tackled.

Describe the techniques of active listening.

Explain how a strong network and effective relationships can be developed in the workplace.

What are you going to keep from today's workshop?

Evaluation

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TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES

Thank you!