Blida 02 University-Ali Lounici

Faculty of Humanities and Social Sciences

Departement of information and communication sciences

A university publication containing lectures on the subject of:

Communication Techniques

- Third year of bachelor's degree LMD -

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كلية العلوم الانسانية والاجتماعية
قسم علوم الاعلام والاتصال

مطبوعة جامعية تتضمن محاضرات في مقياس:

تقنيات الاتصال

-السنة الثالثة ليسانس ل م د-

إعداد: د. لعليجي محمد أمين

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Introduction:

This publication includes a set of lectures on the Communication Techniques module for third-year students in the L-M-D system, sixth semester. These lectures are considered essential subjects within the training program. We presented them from a different perspective, focusing on the most important "communication techniques" used in daily life and in the workplace.

Communication is the cornerstone of various human interactions and a fundamental variable in the success of any human activity. Therefore, these lectures were presented according to a logical sequence, ranging from defining communication and the problem of making it effective, through various communication models and the reasons for their development, to communication methods, listening techniques, formulating strategic questions, and giving feedback.

Based on the above, these lectures contribute to introducing students to a number of communication techniques, including written and oral, which facilitate their integration into the workplace and support their abilities and competence to carry out their assigned tasks and various operations. They also provide them with practical training to deal with the various situations they encounter.

On this basis, it was not our priority to adhere strictly to the proposed course content, for several reasons:

1-Because we originally saw a flaw in the title, because the term "techniques" may refer to the physical and technical aspects of the communication process. Therefore, we propose changing the title of the course to "Communication Skills," as the goal is to acquire skills that support the student's activities in the workplace.

2-The programmed content is sparse and only refers to communication technologies in a few elements.

3- Communication techniques or communication skills are much broader than what was proposed in the course program within the training presentation.

4- We hope that our contribution will form the nucleus for building a more cohesive program for the Communication Technologies course.

Based on the above, the publication has been divided into 13 lectures distributed over a full semester. Below are their titles, along with a detailed table of their contents:

Program

Lecture No. 1	**Communication**
Lecture No. 2	**Levels of the Communication Process**
Lecture No. 3	**Communication Models**
Lecture No. 4	**Professional Communication**
Lecture No. 5	**Organizational Communication**
Lecture No. 6	**Professional Written Communication**
Lecture No. 7	**Verbal Communication Techniques**
Lecture No. 8	**Assertive No**
Lecture No. 9	**Oral communication skills**
Lecture No. 10	**Listening Skills**
Lecture No. 11	**Active listening**
Lecture No. 12	**Improving listening Skills**
Lecture No.13	**Strategic Questions**
Lecture No.14	**Question Engineering**
Lecture No.15	**Leadership and Strategic Questions**
Lecture No.16	**Managing Emotions and Difficult Situations**
Lecture No.17	**Emotional Intelligence**
Lecture No.18	**Giving effective feedback**

Lecture No. 1: Communication

Communication is a skill that you can learn. It's like riding a bicycle or typing. If you're willing to work at it, you can rapidly improve the quality of every part of your life.

-Brian Tracy-

1-The Problem of Communication: Between Definition and Effectiveness:

Communication constitutes a fundamental and vital dimension of all administrative and organizational functions. It is a means of conveying information that makes an individual understandable to others. Communication therefore poses a major challenge for managers, who are responsible for providing the information that leads to efficient and effective performance in organizations.

Communication is the creation or exchange of ideas and emotions and ensuring understanding between the sender(s) and receiver(s). It is essential for building and maintaining relationships in the workplace. Although managers spend most of their time communicating (e.g., sending or receiving information), it cannot be asserted that meaningful, purposeful communication occurs in all exchanges [(1)](Dunn, 2002). Some believe that simply sending a memo, letter, fax, or email means communication has actually occurred. This is far from the truth, as communication requires the

transmission of information (content) and its understanding between the sender and the intended receiver:[2]

Communication does not occur until information and understanding have passed between sender and the intended receiver"

On this basis, making oneself understood by others as intended becomes an important part of the communication process. The receiver may listen but still not understand the meaning of the sender's message or what the sender intends. Thus, the manager's continued involvement in encoding and decoding messages does not guarantee that he or she will become an expert in communication.

Comprehension is a personal matter among individuals, as distinct individuals may interpret messages differently. If the received idea is not understood as intended, then no communication has taken place, but rather merely speech or writing.

Therefore, contrary to popular belief, the act of communicating does not simply mean sending or expressing a message. Rather, it fundamentally means sharing, exchanging, sharing, and consulting. We receive based on our own frame of reference, or by attempting to imagine the other party's frame of reference. Therefore, communication is an interactive and dynamic process of sending and receiving messages.

2-Communication as a Process:

Some researchers view communication as *"the scientific study of the production, processing, and effects of the systems of signs and symbols that humans use to send and receive messages."* This definition highlights three key dimensions:[3]

1. Communication is scientifically descriptible: It is a process open to measurement, analysis, evaluation, and improvement.

2. The study of communication centers on how messages are formed, how they are produced, processed, or transmitted (e.g., through face-to-face interaction, in writing, or through technological media), and what effects they have on those who receive them.

3. Highlighting the importance of signs and symbols: All interpersonal behaviors potentially serve a communicative function and are judged on the basis of both verbal content and nonverbal cues. The overt message may be less important than the hidden meaning or "subtext." For example, a manager may express support for a casual Friday dress policy, but by personally showing up every Friday in full business attire, he is signaling that business attire is indeed preferred.

The communication process goes through several stages:[4]

1. Building and Sharing Meaning: The first challenge in communication is to make ourselves understood, i.e., sending and receiving signals that give us the same meaning. Every behavior is a response to

others, who in turn respond in an endless cycle. Everything carries meaning: clothing, appearance, posture, expression, smile, environment, place...

For example: An individual demonstrates, through their appearance and behavior, that they know the rules of etiquette and politeness, demonstrating their degree of socialization.

2. Building Collective References:

First: Symbols and Rituals: Communication is a ritualized exchange between actors based on their social representations and relational norms. Interpersonal relationships within a society are governed by rules and rituals, the latter of which, according to *"Goffman"*, are linked to the need to present an image of self according to prevailing norms. For example: Within a particular organization, recognition of a particular employee's competence can symbolize respect for a higher-ranking official. Violating or exceeding these rituals is considered an assault, for example, smoking in a meeting without asking permission.

Second: Proximity and Distance: In his book, The Hidden Dimension, Hall examines the concept of proximity, which relates to the distance separating individuals from one another depending on the circumstances. He identifies several types of distance (intimacy, personal distance, social distance, and public distance). He also demonstrates the existence of a code associated with language that all members of the same culture consciously or unconsciously refer to.

3. Expressing Stakes and Issues:

In any communication situation, stakes and issues are expressed through conscious or unconscious strategies (persuasion, seduction, logical or emotional argumentation, etc.). This expression can take several forms:

Informational Stake: Each speaker simply aims to convey information or a set of information.

Identity Stake: The speaker expresses the need to fit in within the group and the need for personal and social appreciation and recognition.

Power Stake: The speaker wants to secure his or her authority over a specific person and achieve leadership over the group members.

The influence bet: The speaker wants their ideas to be adopted by others.

The seduction bet: The speaker wants to be appreciated and liked by others. Seduction is one way to achieve this.

Thus, any communication provides information about the identity, values, and emotions of the individual with whom we are communicating.

Lecture No. 2: Levels of the communication process

3-Levels of the Communication Process:

The elements of the communication process occur within four levels: intrapersonal, interpersonal, network/organizational, and finally, macro-societal.

First, the intrapersonal level of communication:[5]

Interpersonal communication concerns what goes on "inside" a person—studying how individuals process, store, and produce messages. This includes elements of perception, cognition, emotion, beliefs, attitudes, self-image, and self-awareness. These internal processes shape how we interpret the behavior of others and how we respond. For example, if a manager believes that workers are inherently lazy, dishonest, and in need of constant scrutiny, this belief system will inevitably influence how they interpret the actions of individual employees.

Second, the interpersonal level:

At the interpersonal level, the focus is on studying communication relationships in one-to-one and small group contexts. It includes analyzing the development, maintenance, and breakdown of relationships; the acquisition of communicative ability and skills; Poor communication and the study of professional communication. While there is some debate about

the exact nature of the process, it can be said that personal communication is:

Inevitable: In the presence of others, we cannot fail to communicate. Even by not saying anything, we are making a nonverbal statement. For example, a manager who shows up unexpectedly in a department at a different time of day does not speak, but carefully observes the workers for five minutes, jots down some notes, and then leaves. The contents of those notes later become a sharp statement.

Purposeful: There is usually a reason for the interaction, where the interactants pursue specific goals during their communication, which guide and direct their actions. The most effective managers are most aware of the goals they are trying to achieve and what they need to do to be most successful.

Transactional: When interacting, individuals send and receive messages in a continuous process of mutual influence. The manager and employee monitor each other's actions and reactions, and their immediate reactions are influenced by the ongoing behavior of both.

Multidimensional: Communication occurs on multiple levels simultaneously. There's the actual content of the conversation itself, but also the way it's discussed. Respect, admiration, and relational power are three aspects that integrators' employ in their approach. For example, a common goal for employees is to influence their manager through self-presentation and impression management, where they attempt to present

themselves in the best possible way to those in controls of the organization. Irreversible: Once we express something through speech or nonverbal behavior (for example, a particular facial expression), we can no longer undo it. We can apologize, but the damage remains. As the Roman poet Horace put it: "Words once spoken can never be recalled." Therefore, care and caution are advised when engaging in communication.

Third. Network/Organizational Level:[6]

Larger groups are studied in the context of ongoing relationships. This includes the study of group norms and how they are developed, disseminated, and enforced; the formation of organizational identity and its expression through symbols; value formation and the dissemination of values internally and externally; formal and informal communication channels and networks; rewards and punishments; processes that facilitate bonding and a sense of belonging; and the development of a corporate or institutional image. All of these aspects have made organizations more aware of the benefits of effective internal and external communication.

Fourth. Macrosocietal Level:

The focus here is on the communication characteristics and activities of larger social systems. Topics studied at this level include: The nature of the mass media Its role, production and effects, political structures and networks, the dissemination and expression of values, norms and national identity, and the dissemination and continuity of language and culture.

Lecture No. 3: Communication Models

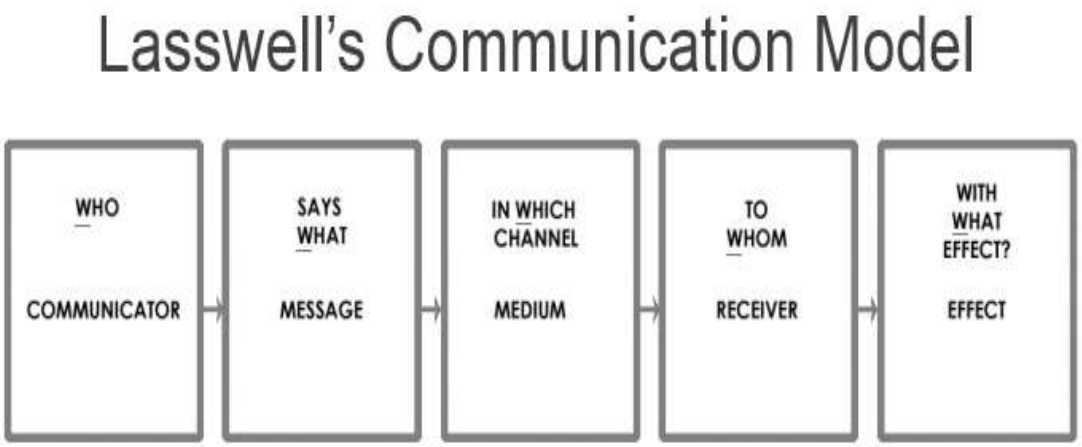
1- Communication Models:

Communication is a fundamental issue in the lives of humans in general and organizations in particular. Individuals spend more than 50 percent of their time engaged in communication activities. Our daily lives and destinies are influenced by the communication processes we engage in, and the effectiveness of our communication determines the positive effects it has on our personal and professional lives.

On this basis, and in order to better understand the communication process, researchers have endeavored to develop human communication models that provide important references and contribute to understanding the potential factors and variables involved in human communication. As these models develop, we will see how communication transcends a mechanistic, technical understanding of the process and requires attention to a wide range of psychological, social, and contextual dimensions involved, the importance of which has been confirmed by empirical research findings.

First: The Lasswell Model

This model consists of only a set of questions. The model illustrates Lasswell's (1948) viewpoint: Who says what? Through what channel? To whom? With what effect?[7]



Second: The Shannon-Weaver Model

The Shannon-Weaver Model (1949) consists of five basic components that ensure the transmission of information. The model was used to express a simplified diagram to describe a linear conception of communication:[8]

1. Source of information: The speaker's mind.

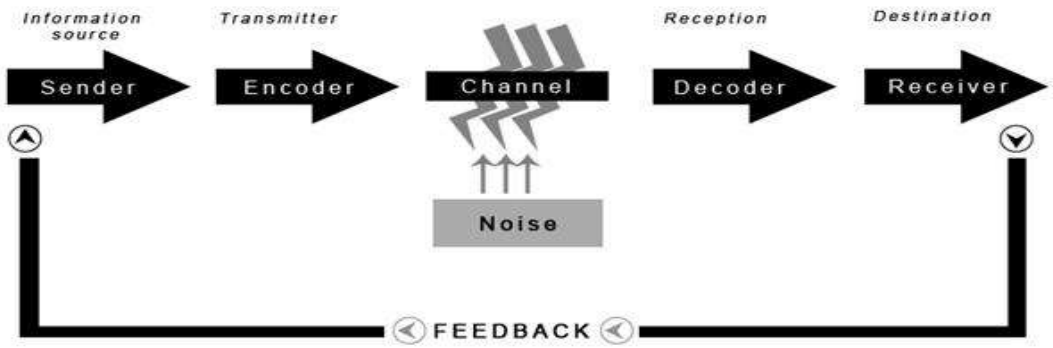
2. Sender: The speaker's vocal mechanism.

3. Receiver: The listener's hearing mechanism.

4. Destination: The listener's mind.

5. Noise source: Any disruption to the message that prevents it from maintaining the meaning it originally conveyed. (Physical, psychological, biological, semantic noise)

This simplified technical conception of one-way communication fails to explain the complexity of the communication process, which involves many elements that this model overlooks.



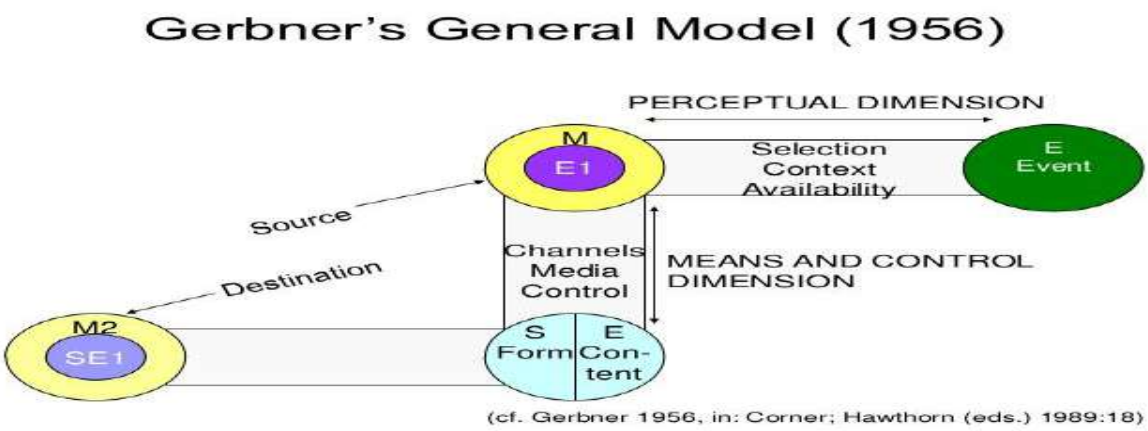
SHANNON-WEAVER'S MODEL OF COMMUNICATION

Third: Gerbner's Model

This model takes into account perception, the context of the message, and the reactions of participants. The following verbal model developed by Gerbner (1956) can be used to illustrate his model:[9]

Someone	**" includes the sender or receiver (an individual, an institution, etc"**
Perceives an event or statement.	**This involves the relationship between events (and statements) and the way in which they can be recognized,**
Reacts	**which may or may not lead to the production of a message**
In a situation	**or physical, social, or cultural context**
Through certain tools and means	**used to produce and distribute content**
To make materials available	**so that materials are managed, distributed, and**

	made accessible to al
In some form	how the content is structured and organized, its form and style
And the context	that comes before and after the message, or what surrounds the message in a specific communication situation
Conveying content:	All perceived content becomes a carrier of meaning
with some consequence (changes)	including unexpected, undesired, or unanticipated effects



Fourth: Schramm's Model

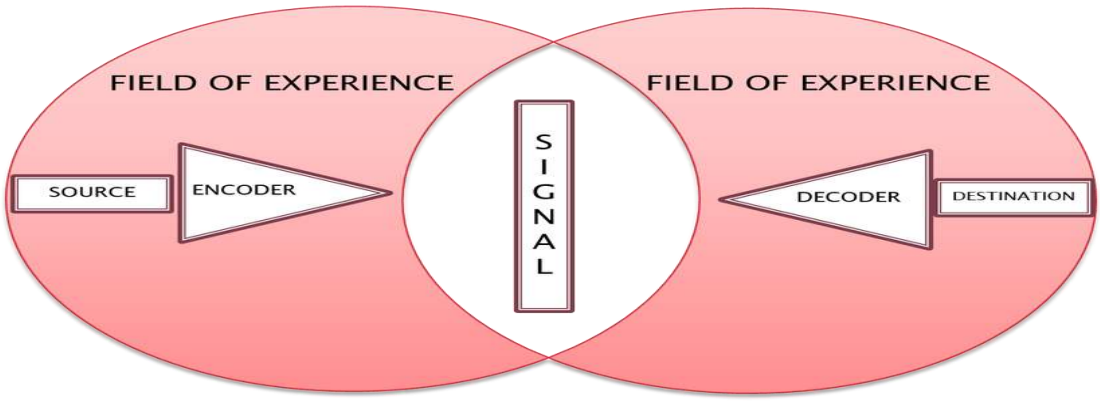
Four models are included in Schramm's (1955) models, ranging from a very simple model of communication to a complex model that depicts communication as the simultaneous transmission and reception of messages. These four models are explained as follows:[10]

Model 1: The first model suggests that the encoded source represents a person who sends a message (signal) to another receiver who decodes it.

Model 2: The second model emphasizes the accumulated experiences of both the sender and receiver as an important consideration in communication.

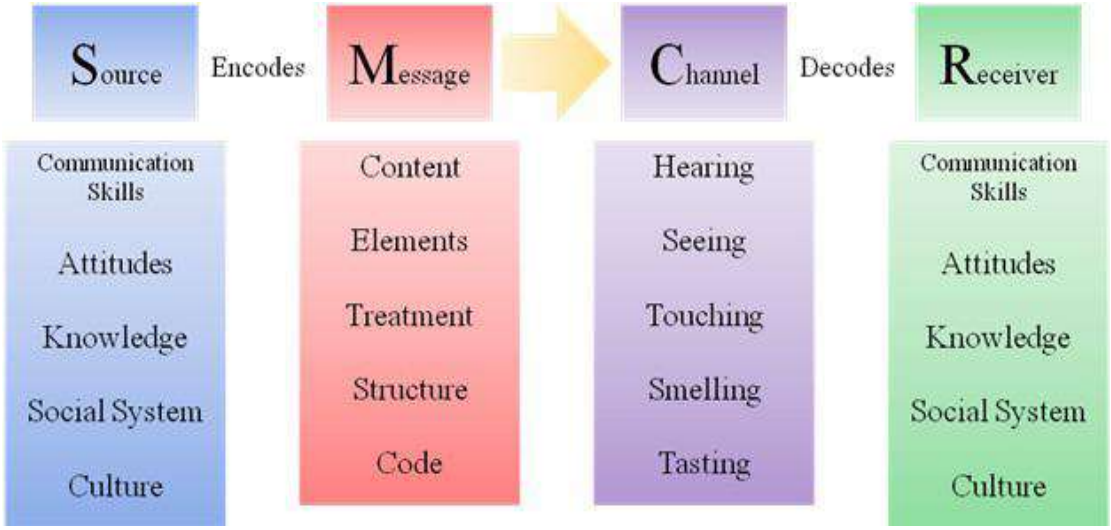
Model 3: The third model emphasizes that each participant or party is both a sender and a receiver, interpreting the signals they send and receive based on their experiences.

Model 4: The fourth model emphasizes that communication is a continuous feedback system, where both parties to the communication process send and receive simultaneously, and the content of the messages sent is altered and influenced by the feedback of the other party. Communication continues in a dynamic interaction.



Fifth: Berlo's Model

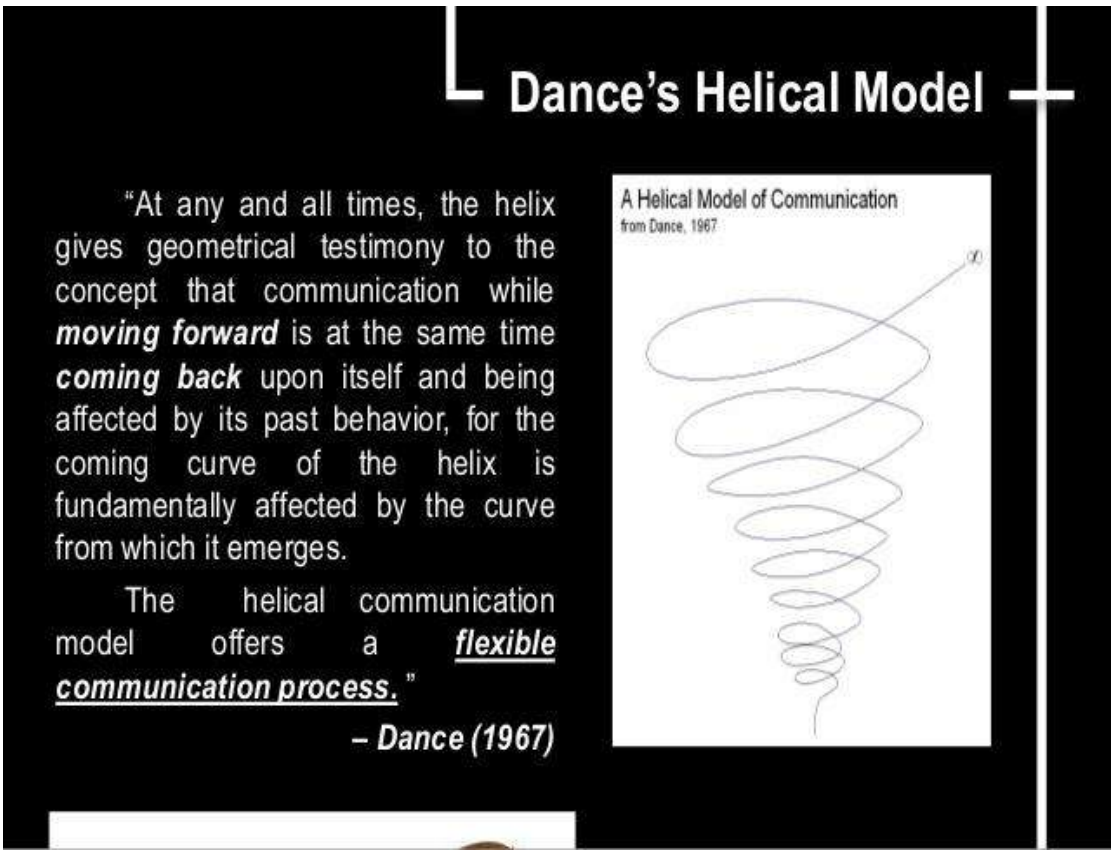
This model refers to the source, message, channel, and receiver as components of the communication process (Berlo, 1960). There are factors that influence these components, and thus influence communication[11]. For example, both the sender and receiver are influenced by their attitudes, knowledge, and social backgrounds, as well as their cultural backgrounds and communication skills. Consequently, the message is influenced by the content and the manner in which it is delivered.



Sixth: The Dance Helix Model

Dance's helix model combines the forward movement of a linear model with the continuous action of a circular model (Dance, 1967). Dance likens the nature of his model to the spring model children play with[12].

Like a spring going down a flight of stairs, communication constantly moves back on itself even as it moves forward, and its forward movement depends on past actions.



Seventh: The Pragmatic Model of Interpersonal Communication

Fisher & Adams (1994) presented a model similar to Dance's, but more complex in that it went beyond considering the dynamic communication process as a spring function alone, focusing instead on an integrated model that includes three elements[13]: individuals (self-systems),

relationships (interpersonal systems), and context. Each of these elements is critical to human communication.

Eighth: The Webb Model

Webb (1975) emphasizes the importance of human relationships in interpersonal communication. The model includes several key points, as follows[14]:

1- Interpersonal communication relationships develop over time.

2- The focal point in the study of interpersonal communication is the relationship between individuals.

3- Interpersonal communication is a reciprocal and dynamic relationship. There is continuity in the sending and receiving of messages between the two parties.

4- Interpersonal communication is a multidimensional relationship that occurs between individuals and between them and their environment.

Lecture No. 4: Professional Communication

2- Professional/Workplace Communication and its Foundations:

Workplace communication is the process of exchanging information, both verbal and nonverbal, within an organization or institution, using various communication (technical) means. To be an effective and valuable member of your workplace, it is important to become proficient in all the various and appropriate communication methods that work to achieve organizational and institutional goals.

Workplace communication is a pivotal dimension for organizations, as it increases productivity and efficiency. Many positive concepts are directly or indirectly related to it. Ineffective communication creates communication gaps between employees, causing confusion, misunderstandings, and negative interpretations, wasting time and reducing productivity. Workplace communication is important for several reasons, the most important of which are:[15]

1. Workplace communication improves productivity.

2. Workplace communication can increase employee job satisfaction.

3. Workplace communication can have a positive impact on absenteeism rates.

-Foundations of Effective Communication in the Workplace:

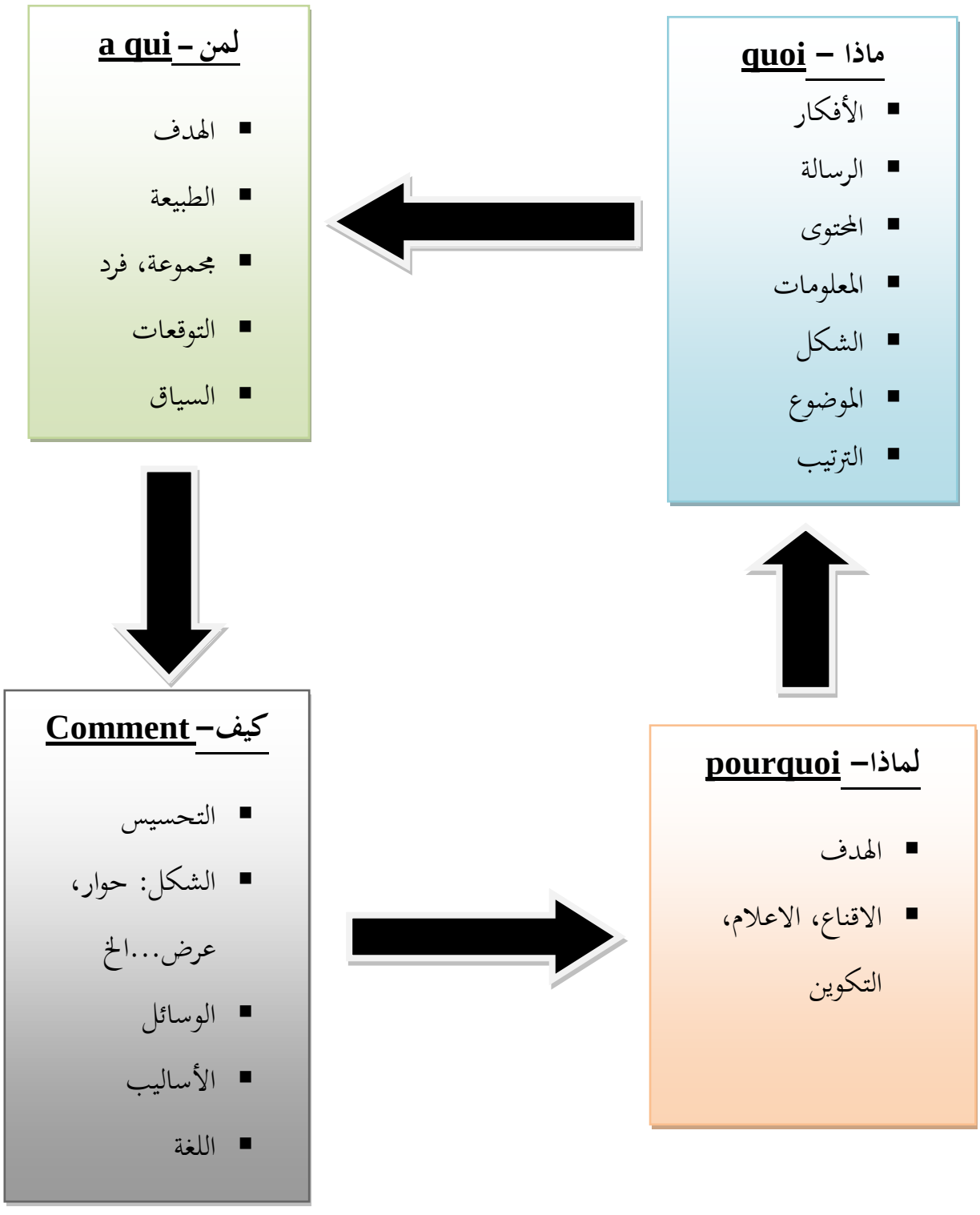
Experts emphasize the need for communication (verbal, nonverbal, and visual) in the workplace to respond positively to individual differences. Your communication style impacts your ability to continue communicating with others and get what you want or need. Therefore, it is important to pay attention to the following points:[16]

- Value all individuals and treat them with respect, kindness, and sensitivity.
- Recognize and acknowledge cultural differences.
- Communicate in a way that aims to develop and maintain positive relationships and trust.

Accordingly, any communication act must be based on, encompass, and take into account the following questions:[17]

- What (the topic): A clear definition of what I want to express, which is the preparatory foundation of the ideas, words, and key points that the recipient must retain.
- For whom (a qui): This includes identifying the recipient or target, whether an individual or a group, their cognitive abilities, attitudes, behaviors, etc.
- How: Determine how communication is effective.
- Why: Determine the purpose: Because every communication has a specific purpose, I may want to engage in a friendly dialogue,

exchange ideas, persuade, obtain information, give directions and orders, etc.



3- Professional Communication Patterns and Tools:

In their workplace and as part of their daily activities, the executive assistant or manager finds themselves in a situation that requires them to communicate in written or oral form:[18]

First. Written Communication: All written communication is characterized by the following:

- Written characteristics: logical structure, readability that supports the reader's attention, and quality of written expression

- Specific features related to form: formatting rules, compliance with the organization's graphic chart. Examples: writing memos, letters, reports.

Second. Oral/Verbal Communication: The most important part of the exchanges in work situations is conducted orally.

Examples: telephone interviews, face-to-face reception, sending a message on an answering machine, speaking publicly, and leading meetings.

Third. Nonverbal Communication: Nonverbal communication is based on sharing information without the need for speech or the use of words to encode messages, such as facial expressions, gestures, etc.

Fourth. Communication using audiovisual and digital technologies: Audiovisual and digital technologies can support oral communication for greater effectiveness and for many other reasons.

Examples: Using data show and video presentation technologies for presentation and clarification, employing videoconferencing technologies, email, WhatsApp, Viber, and coordination via LinkedIn.

Lecture 5: Organizational Communication

Writing constitutes a memory that preserves the essential information of professional activity. It is also a binding act, as it is permanent, traceable, and serves as evidence in litigation.

On another level, the written word is less personal compared to the spoken word, and rules (grammar and precise terminology) are more strictly and precisely adhered to for efficiency. This eliminates the possibility of errors, especially since correction is no longer possible in real time due to the lack of spatial and temporal synchronization between the interlocutors. Furthermore, written communication is not accompanied by any accompanying language (meta-language) that can cover communication flaws, should they arise.[19]

1- Organizational Communication:

Organizational communication can be broadly classified into formal and informal communication:

First: Formal communication: Part of the recognized communication system within an organization, plays a role in its management, and is either oral or written. It can be from a superior to a subordinate or vice versa, or within or outside the organization, with clients, ministries, other departments, etc.

Second: Informal Communication: Informal communication arises from social interactions between people who work together. It is not governed

by any formal rules, but is subject to customs, traditions, and culture. This communication style provides useful information about upcoming events.

At another level, organizational communication is divided based on:[20]

First: Downward Communication

Downward communication is one of the important processes of organizational communication. It establishes connections between individuals by facilitating the flow of information between them. It has five objectives:

1. To provide instructions to employees regarding their jobs and specific tasks.

2. To provide information about organizational procedures and practices to new employees.

3. To explain the justifications for the job to the new employee.

4. To provide feedback to subordinates on their job performance.

5. To provide the necessary information to various teams and departments to achieve objectives.

In the past, institutions and organizations focused on the first two objectives. Currently, attention has shifted to all five points combined. Failure of the communication process within an organization to achieve these objectives leads to employees not receiving the information necessary to perform their jobs.

Consequently, they will not realize the importance of their jobs and work, which impacts organizational performance and the upward and horizontal flow of information.

Downward communication relies on various types of print and oral media to disseminate information. Handbooks, manuals, newspapers, bulletin boards, notices, posters, reports, and memos are all written media used by organizations. Direct orders and instructions from senior executives, as well as speeches and meetings, are also used as oral media within downward communication.

Second: Upward Communication [21]

Upward communication is non-directive in nature. Upward communication is only effective if employees are empowered and allowed to freely participate in decision-making. To achieve effective upward communication, the following techniques must be in place:

- Grievance redress procedures: These enable employees to appeal and seek redress.
- Open-door policy: These allow employees to contact managers at any time and discuss their problems.
- Counseling, attitude surveys, and exit interviews: Human resources management can conduct non-directive counseling programs to help employees deal with work-related issues as well as work-family

conflicts. Attitude surveys can be conducted periodically to assess employee attitudes toward the workplace and workload.

- Participative techniques: Upward communication can be achieved through formal participation programs such as union management committees, suggestion boxes, small councils, and quality circles, or through informal employee participation. Research has shown that employees who participate in these programs are more satisfied with their jobs, demonstrate greater commitment to the job, and perform better than employees who do not participate.
- Ombudsperson: A position created to receive and respond to inquiries, complaints, requests for policy clarification, or allegations of unfair treatment by employees. Through the ombudsperson, employees can quickly resolve their concerns without going through lengthy channels. This position was initially created in Scandinavia as an outlet for people who felt they were being treated unfairly by government bureaucracies.

Third: Lateral Communication:[22]

Horizontal communication involves communication across chains of command. It facilitates coordination between departments. This occurs because individuals prefer the informal nature of horizontal communication to formal, downward-moving and upward communication. Those who actively participate in horizontal communication are called

"boundary spanners." Due to their activity and the accumulation of information they achieve, they enjoy tremendous power and a privileged position as a result of their effective communication.

Fourth: Interactive Communication

Interactive communication is useful when communicating between equals or peers involved in a task that requires coordination. The most important goals of interactive communication are:

- Task coordination
- Problem solving
- Information sharing
- Conflict resolution

At another level, Interactive communication is divided into two basic types:

Networks: A group of people who develop and maintain contact to exchange information of common interest in an informal manner. Networks can be both inside and outside the organization. Internal networks consist of employees from various departments and business units, while external networks extend to partners, customers, and sometimes even competitors. Networks enable employees to expand their interests and gain information about the latest developments in their field. Good communicators can reach powerful and influential people, and

effective networks can help develop productive working relationships that may lead to improved job performance.

Grapevine communication:[23] This complements formal communication channels and provides information not communicated through them. It also provides information about the organization's unwritten rules and important management decisions (long before they are implemented). Managers generally do not use cluster communication as a source of information; however, they do try to track the information passing through it through their loyalists. This allows them to identify issues that cause concern to employees and find appropriate solutions. They also use this communication style as a feedback mechanism to eliminate rumors and prevent their negative impact on organizational performance. Characteristics of this communication include:

- It is outside management's control.
- Employees consider it more reliable than formal communication channels.
- It is mostly used by employees to serve their personal and social interests.

Lecture 6: professional written communication:

"Writing is hard work. A clear sentence is no accident. Very few sentences come out right the first time, or even the third time. Remember this in moments of despair. If you find that writing is hard, it's because it is hard." —William Zinsser

2- Professional Written Communication:

Editing Techniques Basics:[24]

Writing for a Specific Recipient: For any document to achieve its objective, it is essential to consider the recipient, understand their motivations, constraints, and workplace behavior, and analyze their environment and the context for which they are written.

Adopt a Plan: A plan allows for structuring and expressing the main ideas in a coherent manner according to a logical order. Once defined, the drafting process is easier. The sender's objective (to inform, analyze, discuss, etc.) determines the appropriate structure. Example: Chronological Plan: This includes describing facts in accordance with their chronological development. Thematic Plan: This includes addressing the various aspects of the topic. Journalistic Plan: This includes presenting the basic information at the beginning of the text.

Connecting Ideas with Clear Paragraphs: A paragraph is a block of text consisting of one or more sentences containing a single main idea. Linking successive sentences without structure is useless and distracts the reader.

Proper Punctuation: Punctuation marks are placed to organize pauses and structure speech. The rules are strict, as each has a specific function and can significantly alter the meaning of the sentence. Check the placement of commas and use colons (:) to express cause and effect.

Write short, flowing sentences: Sentences that spontaneously come to mind are often long and more frequent than spoken language. Professional style is characterized by the use of short, to-the-point sentences without grammatical embellishments.

Choose precise and specific vocabulary: Simple, common, and concrete words familiar to the reader are more striking than vague expressions and long, abstract words.

Variety of expressions and enrichment of style: To convey a specific message, it is essential to express yourself skillfully. Depending on the situation and circumstances, you will sometimes need to respond flexibly, demonstrate understanding, or at other times appear firm and firm. Finding the appropriate tone is an important communication skill.

Proofread and check your language: Writers sometimes stumble and become confused about how to write or spell certain phrases. In such cases, you can consult books, dictionaries, and reliable websites. Attention to design and layout: Before beginning to read, the reader examines the document in its entirety to find what motivates them to read it. Therefore, it is essential to introduce the topic, define the main points, and clearly

delineate paragraphs, using stimulating titles. It is also necessary to include visual elements (tables, graphs, images, etc.), as tangible facts are more convincing than text.

3- Types of Professional Writing:

Instruction/Memorandum (la note):[25]

It is an internal document addressed to:

- The hierarchical superior or any department with the aim of summarizing a file or evaluating a specific issue.
- It is addressed to subordinates to provide work indicators or basic instructions for carrying out a specific task.

It may be accompanied by documents or documents explaining it, and includes a seal, subject, reference, title, and address of the recipient.

Types of memorandum (la note):

Service Instruction: Informs employees of official procedures for regulating work and service.

Explanatory Instruction: Aims to provide explanations on a specific topic.

Summary Instruction: A clear and precise document based on various and possibly contradictory information from various sources, enabling decision-making.

⇨**Here are some examples:**

République Algerienne Démocratique et Populaire
Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université Ferhat Abbas
Sétif 01

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليـــم العالـي والـبحث العلمـي
جامعة فرحات عباس
سطيف 01

الامانة العامة

المديرية الفرعية للمستخدمين والتكوين

الرقم:...../ م.ف.م.ت/2014

مذكرة مصلحية

تعلن جامعة فرحات عباس **سطيف 1** إلى علم كافة موظفيها ممن لديهم شهادات عمل لم يتم احتسابها بعد كخبرة مهنية (قطاع عمومي او خاص)،موافاة المديرية الفرعية للمستخدمين بهذه الشهادات ، قصد إحتسابها للترقية في الدرجات ، قبل تاريخ 2014/10/15.

سطيف في :.....01.....2014

مدير الجامعة

المدير الفرعي للمستخدمين والتكوين

TOULON PROVENCE MÉDITERRANÉE
COMMUNAUTÉ D'AGGLOMÉRATION

Direction des Ressources Humaines

Toulon, le 27 OCT. 2009

HF/ TS/ SM/ n°3387

NOTE DE SERVICE

Objet: Autorisation d'absence accordée à l'occasion de la fête musulmane de l'Aïd el Kebir

A l'occasion de la fête légale de l'aïd du 27 novembre prochain, et conformément aux préconisations du ministère de la fonction publique, des autorisations d'absence pourront être accordées aux agents de cette confession qui en feront expressément la demande.

Ces absences devront être cependant compatibles avec le fonctionnement normal du service.

COMMUNAUTÉ D'AGGLOMÉRATION TPM

Hubert FALCO

Président de la Communauté d'Agglomération
Toulon Provence Méditerranée
Secrétaire d'Etat à la Défense et aux Anciens Combattants

الجمهورية الجزائرية الديمقراطية الشعبية

République Algérienne Dèmocratique et populaire

وزارة التعليم العالي والبحث العلمي
جامعة قاصدي مرباح ورقلة
مديرية الجامعة
رقم: 2018/547

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université KASDI merbah - ouargla
Secrétariat génirale
Sous direction des personnels
et formation

مذكرة مصلحية

بخصوص الإنضباط في العمل

07 ماي 2018

طبقا للأحكام التنظيمية المتعلقة بنظام العمل وقواعد الإنضباط ، ننهي إلى علم الموظفين الإداريين ، والأعوان المتعاقدين **بالتوقيت الكامل** بضرورة الإلتزام بمواقيت العمل الرسمية ، وعدم مغادرة مقر العمل إلا برخصة ، و إعتبار عدم إمضاء بطاقة الحضور بدون مبرر غيابا غير شرعيا يستوجب الخصم ، مع المتابعة التأديبية في حالة التكرار.

تحدد مواقيت العمل طبقا للتنظيم على النحو التالي :

بداية العمل: **08.00** صباحا ، نهاية العمل: **16.30** مساءا

كما تجدر الإشارة إلى ضرورة إلتزام مسؤولي مصالح المستخدمين بتنفيذ الإجراءات التنظيمية المعمول بها لاسيما :

- المراقبة اليومية لبطاقة الحضور، والمصادقة عليها من طرف الامين العام للكلية/المدير الفرعي .
- توجيه إستفسار للحالات التالية: غياب، تأخر، خروج دون رخصة،
- خصم الغيابات المبررة ،
- خصم الغياب غير المبرر ، وتوجيه تنبيه ، ثم إنذار،ثم توبيخ حسب حالة التكرار، وذلك نظرا للإخلال بالانضباط العام وما يترتب عنه من تعطيل السير الحسن للمصالح،
- في حالة الإخلال بالواجبات القانونية الأساسية، يمكن تنفيذ العقوبة من الدرجة 2 : التوقيف عن العمل من يوم (1) إلى ثلاثة (3) أيام، الشطب من قائمة التأهيل مع الإلتزام بكيفية تنفيذ الإجراءات طبقا للأحكام التنظيمية ،

وغني عن التذكير، بأن الحالات التي تستفيد من رخص للتغيب دون فقدان الراتب محددة قانونيا على النحو التالي :

- الحق في غياب ثلاثة (3) أيام كاملة في إحدى المناسبات العائلية طبقا للشروط المحددة ،
- الحق في غياب الموظفة المرضعة ، ابتداء من تاريخ انتهاء عطلة الأمومة، ولمدة سنة، ساعتين كل يوم خلال الستة (6) أشهر الأولى وساعة واحدة كل يوم خلال الأشهر الستة (6) الموالية، كما يمكن توزيع هذه الغيابات على مدار اليوم حسبما يناسب الموظفة
- متابعة الدراسة المرتبطة بنشاطه، في حدود أربع (4)ساعات في الأسبوع، أو للمشاركة في الامتحانات أو المسابقات لفترة تساوي الفترة التي تستغرقها،
- القيام بمهام التدريس حسب الشروط المحددة في التنظيم المعمول به،
- المشاركة في أشغال المجالس التي يمارس فيها عهدة انتخابية،ولم يكن في وضعية انتداب،
- أداء مهام نقابية أو دورات رسكلة في التكوين مهني أو النقابي،
- المشاركة في التظاهرات الدولية الرياضية أو الثقافية.
- المشاركة في المؤتمرات والملتقيات ذات الطابع الوطني أو الدولي، التي لها علاقة بنشاطاته المهنية

في هذا الصدد، فإن أي غياب خارج الحالات المذكورة أعلاه، يخصم من الراتب طبقا للقانون.

كما أشير إلى السادة العمداء و مديري المعهدين، أنه يمنع إجراء وضع موظف تحت تصرف المديرية، باستثناء الحالات التالية : 1- مرض طويل المدى 2- تخلي عن العمل 3- الإحالة على اللجنة التأديبية عند توفر الشروط الموجبة لها.

إني اولي أهمية بالغة لتطبيق أحكام هذه المذكرة لما لها من تبعات إيجابية في ضبط الإنضباط

مدير الجامعة

مدير الجامعة

الإمضاء :محمد العامر حليلات

نسخ للتنفيذ إلى السادة:
عمداء الكليات
مديري المعهدين
الأمين العام للجامعة

نسخة للاعلام و النشر

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي **معسكر في....**

جامعة.....

الأمانة العامة

رقم .....

مذكرة مصلحة

تتعلق بتوقيت الدوام خلال شهر رمضان المعظم

ننهي إلى علم كل المستخدمين الإداريين و التقنيين و أعوان المصلحة أ ن توقيت العمل اليومي لشهر رمضان المعظم سيكون كالآتي:

- من الأحد إلى الأربعاء: من الساعة التاسعة صباحا إلى الساعة الثالثة و النصف.
- يوم الخميس: من الساعة التاسعة صباحا إلى الساعة الثالثة.

يستمر العمل بهذا التوقيت إلى غاية انقضاء شهر رمضان.

الأمين العام

.....

(الختم و التوقيع)

-نسخة إلى السيد المدير الفرعي المكلف بالمستخدمين.
-نسخ إلى السادة عمداء الكليات.
-نسخة للتعليق في لوحة الملصقات.

Summons:

Summons is a document intended to invite one or more people to a meeting. It takes the form of an administrative letter in a personal format or a note. It includes the purpose of the meeting, the agenda, the date and time, the designated location, the person who will chair the meeting, and the people invited.[25] It may indicate the preparations to be undertaken or the documents to be brought. The summons is directed from the superior to the subordinate, otherwise it is called an invitation.

⇨**Here are some examples:**

CONVOCATION

Vous êtes convié(e) à participer à :

L'ASSEMBLEE GENERALE DE L'ASSOCIATION URBAN PROD

Le samedi 15 mars 2014 à 10H

Au foyer des jeunes de Chiconi

Ordre du jour :
- Bilan de l'activité annuelle de l'association
- Bilan de l'action « Faites de la Musique ! » 2013 et perspectives 2014
- Nouvelles adhésions et ratification du montant de la cotisation annuelle de 2E
- Election du nouveau bureau

La présence du plus grand nombre est **fortement bienvenue** afin de présenter et soutenir les projets de l'association en cette nouvelle année,

Nous vous prions d'agréer, Madame, Monsieur, nos respectueuses salutations,

L'association Urban Prod

Report /Record (compte rendu):

An administrative document not interpretive, used to inform a higher authority of facts, events, and information that the editor learns and believes would be useful for their superior. It is therefore an objective and neutral report of the events and conversations exchanged during a meeting, lecture, or working group, etc.[26]

It is preferable to write it directly during the meeting, as it remains in the editor's memory. A summary of the minutes can be taken, and the report of the meeting should indicate the number of participants and those absent. Sometimes, the report of decisions (or PV of the meeting) is distributed immediately after the meeting or lecture, and then supplemented by a detailed report of the meeting using audio recordings or notes of the conversations that took place.

The report or record has many objectives:

- To maintain a written copy of the meeting...so that any participant can refer to it if necessary.
- To move the decisions into action and implementation.
- To preserve information.
- To record the work in the official column.

Content of the case presentation:

1- Heading: Identity of sender and recipient, date and place, attendees, title, subject.

2- Introduction: The editor presents the task, defines the purpose of the case presentation, and provides information about the circumstances (time, participants, and role).

3- Presentation: The task to be performed, including the information and opinions exchanged. It is preferable to focus on the most important interventions and be brief. Typically, there are two structures: focusing on the actors and focusing on the content.

4- Conclusion: The editor formulates a synthesis of the various points discussed, where he can express his or her point of view. The case presentation concludes by extracting the points to be addressed, as well as the date of the next meeting.

⇨**Here are some examples:**

الجمهورية الجزائرية الديمقراطية الشعبية

ولاية..... معسكر في.....

مديرية.....

مصلحة.....

إلى السيد.....

الموضوع: عرض حال عن حادث سير

وقع حادث سير يوم ..... على الساعة.....على الطريق الوطني رقم..... بين سيارة سياحية من نوع ..... و شاحنة لنقل البضائع من نوع..... ، و أدى الحادث إلى عطب جسيم بالسيارة و انقلاب الشاحنة على جانب الطريق، مما نتج عنه جروح خطيرة لسائق السيارة و أحد مرافقيه، و تلف البضاعة .....التي كانت محملة في الشاحنة.

نقل الجريحان إلى مستشفى ..... بينما تولت مصالح البلدية بالتعاون مع أعوان الخدمة المدنية إعادة تهيئة الطريق لتسهيل حركة المرور.

و قد قمنا بمعاينة الحادث و الاستماع إلى الشهود، و تأكد لنا بعد التحري أن الحادث ناجم عن الإفراط في السرعة من طرف السائقين، و عدم احترام قواعد المرور؛ غير أنه ينبغي التأكيد على أن مكان وقوع الحادث عبارة عن منعرج ضيق يشكل خطرا على المارة، لاسيما و أنه وقعت حوادث شبيهة سابقا في نفس المكان.

الاسم و الصفة الوظيفية

الختم و التوقيع

نموذج من عرض حال

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة الداخلية والجماعات المحلية
ولايـــة البيـــــض
الأمانـــة العامـــة
رقم: .....

البيـــــض في .....

عرض حال تقييم منجزات البرنامج للتنمية لولاية البيـــــض

في إطار تقييم عملية تنفيذ برنامج التنمية لولاية البيـــــض
يشرفني أن أقدم لكم عرضا شاملا للمشاريع المنجزة والتي هي في طور الانجـــاز وكذا المبرمجة للانجاز وذلك في الميادين التاليـــة:

أولا: الميدان الفلاحـــــي.....
.....
ثانيا: الميدان الصناعـــي .....
.....
ثالثا: الميدان الاجتماعـــي .....
.....
رابعا: الميدان الثقافـــي .....
.....

حرر بالبيـــض في.....
التوقيـــع

بوابة التربية والتعليم

HubSpot

Compte-rendu de réunion

Compte-rendu N° XXX
Date

Titre de la réunion / Nom du projet

Appel à l'ordre

Date de la réunion : **Heure de début :** **Lieu :**

Réunion organisée par :	*Nom*
Type de réunion :	*Objet*
Animateur :	*Nom*
Rédacteur :	*Nom*
Maître du temps :	*Nom*

Participants		Excusés	
Nom 1	*Fonction 1*	*Nom 1*	*Fonction 1*
Nom 2	*Fonction 2*	*Nom 2*	*Fonction 2*
Nom 3	*Fonction 3*	*Nom 3*	*Fonction 3*

Précédente réunion

Date et heure :

Synthèse des points abordés :

Objectifs de cette réunion

Pourquoi cette réunion a lieu ?

To view a detailed form, please visit the link :

https://fr.scribd.com/document/809852169/meeting-minutes-file-word

The report:

A professional text related to a specific question, presenting facts and carrying out intellectual effort that enables those concerned to make a clear decision regarding the issue under study.

The report is written in various circumstances. It usually relates to professional life. It is needed by managers, consultants, and others, who are required to write it to analyze a specific situation. It is usually directed at decision-makers, aiming to inform them of certain facts or situations that attract their attention or concern them, thus providing them with the necessary elements to make a specific judgment or decision. Therefore, it is essential to clearly present the basic information. The report may conclude with a proposal, as it is ultimately a professional opinion or proposal.

Content of the report: [27]

- The report page should include (the name of the agency, the institution, the name of the writer, the date of writing, the file number, if any, and the recipient).
- The introduction must include the reason for the report and the problem it addresses.
- The presentation should include the relevant circumstances and facts.
- The analysis should be carried out.

• In the conclusion: The writer presents the proposals and the reasons that justify them.

• If understanding the report requires adding some documents, they are placed in the appendices.

الجمهورية الجزائرية الديمقراطية الشعبية

ولاية سطيف

الأمانة العامة

مصلحة المستخدمين

الرقم 15/ م. م.

السيد رئيس مصلحة المستخدمين

إلى السيد الامين العام للولاية

الموضوع: تقرير حول وسائل تسيير مصلحة المستخدمين

المرجع: مذكرتكم رقم ... / المؤرخة.....

استنادا إلى مذكرتكم المشار إليها في المرجع أعلاه والتي تطلبون فيها موافاتكم بتقرير مفصل حول تسيير مصلحة المستخدمين من الناحيتين البشرية والمادية واحتياجاتنا المستقبلية

يشرفني أن أوافيكم بهذا التقرير متضمنا النقاط التالية :

أولا:.....

ثانيا: .....

ثالثا:.. ... .

الخاتمة: الاقتراحات

من خلال استعراضنا لمختلف أوضاع المصلحة من.....فإننا نسجل الاقتراحات التالية..... .....

حرر بـ.....يوم .....

رئيس مصلحة المستخدمين .....

The Minutes / Procès-verbal (P.V.)

A procedural document possessing the character of a legal document possessing evidentiary force, by which an incident or observation is documented, or the commencement or completion of work is authorized. [28]

The minute constitutes a primary reference regarding the specific subject it contains. The report records all information related to the matter or event, while ensuring brevity and accuracy in narrating the facts and complete neutrality in presenting ideas or observations.

Therefore, drafting minute report requires special qualifications that enable the writer to express what he or she heard or witnessed in concise and accurate terms, without distorting the meaning or omitting or neglecting to mention important matters.

types of minutes:

There are many types of minutes, and their formulation varies depending on their objectives, although they all share a common legal nature and administrative importance. Among the most important types of minutes are:

- Meeting Minutes (Procès verbal-de réunion): This records the proceedings of the meeting and the decisions or recommendations reached. The drafter should ensure that interventions, comments, and positions are recorded in general terms (avoiding

personalization). All meeting participants sign the minutes, especially when deliberations lead to decisions.

- Installation Minutes (Procès-verbal d'installation): This document establishes the official commencement of a new employee (or an employee promoted to a higher rank). The date of induction recorded in the minutes represents the beginning of the employment relationship between the employee and the administration or institution, with all the ensuing rights and obligations. The minutes are signed by the employee concerned and the administrative head with the appointing authority.
- Minutes of Inspection (Procès-verbal de constat): Prepared by the legally authorized public employee, meaning that the inspection subject to the minutes falls within their legal powers or is commissioned by the administrative head authorized with these powers. The person signing the minutes must conduct the inspection himself.

Elements of the Minutes:

The minutes include formal and substantive elements: The formal elements are the administrative identification determinants, as explained in the letter section: the letterhead, the stamp, the serial number according to the order adopted in the deliberations register, and the title of the minutes.

As for the substantive elements, they vary depending on the type of minutes. Meeting minutes consist of three main components[29]:

First: Introduction: The date, place, and time of the meeting must be recorded in words, along with the name and title of the chairperson, the names and titles of those present and absent. This is followed by the agenda and a list of items for discussion and deliberation.

Second: Presentation: This relates to the proceedings of the meeting, where the drafter summarizes the discussions, the decisions taken, and the reservations, if any.

Third: Conclusion: The closing remarks, circumstances, and time of the session's end are recorded.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة.....

مديرية.....

رقم .....

محضر اجتماع

عام ..... و في يوم ..... من شهر ..... انعقد اجتماع .....على

الساعة ..... بمقر مديرية ..... تحت رئاسة السيد: .....

الحاضرون .....؛ .....؛ ..... ؛

الغائبون بعذر .....؛ .....؛ ..... ؛

الغائبون بدون عذر .....؛ .....؛ ..... ؛

جدول الأعمال: 1-

-2

-3

افتتح الاجتماع بكلمة ترحيبية من طرف السيد ... بصفته ..... وبعد استعراضه لوضعية..... تم فتح النقاش الذي ركز على.....

- استعراض وجيز للتدخلات

- حوصلة النتائج المتوصل إليها .

و رفعت الجلسة على الساعة .....

حرر بـ ..... يوم.....

التوقيعات

Installation Minutes:

This includes the elements related to the employee's installation process in their new position, including:

First: The date of installation in words; Second: The name and title of the person making the installation (the administrative head with the appointing authority); Third: The employee's name, rank or position, and position classification; Fourth: The effective date, which usually does not differ from the date of the minutes; Fifth: A reference to the legal document (the appointment decision or resolution). Sixth: The closing formula indicating the person concerned personal presence and signature on the minutes. Seventh: The person concerned signature on the right side of the

page, and the administrative head on the left. Eighth: The designation of the destination for copying the minutes (the Civil Service Inspectorate, the guardianship, etc.)

الجمهورية الجزائرية الديمقراطية الشعبية

الإدارة المستخدمة

محضر تنصيب

عام .....و في يوم ..... من شهر..... نحن (ذكر السلطة المعنية)، نصبنا السيد ة( ) ..... في مهامه، بصفته ..... و ذلك بناء على القرار (أو المقرر) رقم ..... المؤرخ في ..... الصادر عن ..... المتضمن تعيين المعني (ة) في الرتبة (أو الوظيفة) المذكورة أعلاه.

و إثباتا لذلك حررنا هذا المحضر و أمضيناه مع المعني بالأمر في اليوم و الشهر و السنة المذكورين أعلاه .

المعني (ة) بالأمر السلطة المعنية

Transmission Schedule

This form is designed to route documents from one administrative department to another. The purpose of this schedule is to maintain a legal document proving the transfer of documents to the recipient.

The practical benefits of the transmission schedule:

• It demonstrates the phenomenon of regular transactions between departments. Documents are delivered based on their type, number, and transfer date.

• The document contributes to protecting employees and the interests of those involved in transferring files by determining responsibilities.

• The document protects the sending department, as the receipt of the transferred file by the department absolves it of liability. The schedule includes a fixed date, a specific location, and documents that have been transferred after being reviewed before signing the receipt.

• The schedule protects the receiving department, as it is only legally liable from the date of the file's transfer.

Elements of the Transmission Schedule:

The transmission schedule includes: the letterhead, stamp, serial number, date and place of sending, and the capacity of the sender and recipient.

Section One: Includes a list of the documents sent.

Section Two: Includes a list of the number of documents sent, indicating the number of each document.

Section Three: Notes, for example: for marking, for information, etc.

Lecture No. 7: Verbal Communication Techniques

1- Oral Communication and Its Components:

> ***« Communiquer à l'oral, c'est faire passer des messages à l'aide d'un langage choisi, en utilisant une voix bien placée, en jouant de ses émotions, pour que son public accepte le message émis et y adhère. »***

Oral communication refers to the set of means used to convey information. Words are very important in this type of communication. Actions and words are expressed through the voice (high, low, medium, etc.), but also through the use of the auditory and visual senses. Therefore, the choice of words and the quality of the voice are all indicators that facilitate understanding the communication situation, emotions, or even mental state.

Verbal or oral communication occurs directly between managers and employees in institutions and organizations. It is often known as face-to-face communication. It takes the form of conversations, public addresses, oral discussions, telephone conversations, and wired and wireless communications.

In the context of organizations, individuals communicate orally to exchange ideas, understand diverse viewpoints, and solve problems. Here, verbal skills play a pivotal role, and developing them helps in finding jobs, advancing careers, and improving professional performance.

Oral communication consists of six main elements:[30]

- Message
- Vocabulary/word meaning
- Complexity
- Clarity
- Accuracy
- Time duration

By "discourse," we mean any explanation or expression given (not simply speaking in front of an audience). When we express ourselves, three general components emerge and are recognizable:

• Facts (objective): An individual expresses an observed fact, not a personal opinion, e.g.*: "The weather is beautiful."*

• Ideas and opinions: An individual expresses their point of view on a particular topic. For example, an individual says: *"The weather is beautiful. This is normal because it's summer."* In this case, the listener may agree or disagree.

• Emotions: The feelings being expressed. For example, an individual says: *"I like the beautiful weather."*

2-Communication Styles

There are many communication styles that individuals employ in various communication situations:[31]

Passive Communication: This is a style in which individuals have developed a pattern that enables them to avoid expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. As

a result, passive individuals do not respond openly to hurtful or upsetting situations. Instead, they allow grievances and annoyances to fester. Therefore, passive communicators are typically characterized by:

• Failing to assert themselves.
• Allowing others to violate their rights, intentionally or unintentionally.
• Failing to express their feelings, needs, or opinions.
• Tend to speak quietly or apologize frequently.
• Failing to make direct eye contact with the other party and displaying a relaxed body posture.

Aggressive Communication: This is a style in which individuals express their feelings and opinions and defend their needs in a way that violates the rights of others. Therefore, aggressive communication is verbally and/or physically abusive. Aggressive communicators are typically characterized by:

• Trying to control others
• Using humiliation to control others
• Criticizing, blaming, or attacking others
• Being very impulsive
• Having a low frustration tolerance
• Speaking loudly and arrogantly
• Behaving rudely and threateningly
• Not listening well and frequently interrupting

Passive-aggressive communication: A style in which individuals appear passive on the outside but actually act angry in a subtle, indirect, or behind-the-scenes manner. People who develop a pattern of passive-aggressive

communication typically feel powerless and resentful—in other words, they feel unable to directly address the subject of their discontent. Passive-aggressive communicators often:

• Mutter to themselves rather than confront the person or issue.

• Have difficulty acknowledging their anger.

• Use facial expressions that are inconsistent with how they feel—i.e., smiling when angry.

• Use sarcasm. • They deny the existence of a problem.

• They demonstrate cooperation while deliberately doing things that upset and disrupt others.

• They use subtle sabotage to achieve balance.

Assertive communication: A style in which individuals clearly express their opinions and feelings, and assertively defend their rights and needs without violating the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs.

They are strong advocates for themselves while respecting the rights of others. Assertive communicators:

• State needs and wants clearly, appropriately, and respectfully

• Express feelings clearly, appropriately, and respectfully

• Use "I" in their speech

• Inspire respect for others

• Listen well without interrupting

• Feel in control of themselves

• Have good eye contact

• Speak in a calm, clear tone of voice

• Relaxed posture

- Feel connected to others
- Feel competent and in control
- Do not allow others to abuse or manipulate them
- Stand up for their rights

Lecture No. 8: The Assertive No

3-The ability to say "no":

Saying "no" is a difficult experience for some, and sometimes it requires a lot of assertiveness. This is without forgetting that saying "yes" can be a very valid solution, provided it's coupled with some negotiation, affirming your hesitation, and expressing your expectations.[32]

Lazarus (1973) was the first to identify specific classes of responses in which assertive behavior can be defined[33]: *"the ability to say no, the ability to ask favors or make requests, ability to express positive and negative feelings, the ability to initiate, continue and finish a general conversation."*

The most successful definition of this category is made by Rimm and Masters (1979)[34]: *"Assertive behavior is an interpersonal behavior involving relatively honest and direct expression of thoughts and feelings that are socially appropriate and take into account the feelings and welfare of other people"*

In this context, "*Sabine Finzi* "offers a four-step model to facilitate saying "No":[35]

Step 1: What is my decision?

Often when we fail to say "no," two important values clash. For example, on the one hand, I want to please others and be recognized as a helpful and helpful person. On the other hand, I want to be able to manage my time and have my "personal space" respected. In both cases, the first person I negotiate with is... me.

During this short time, while you negotiate fully with yourself, your thinking, your nonverbal language, and the other party often notices your hesitation, they will seize the opportunity to insist on their statement and position. Possible Solutions:

You can ask for a time to think, as we often don't have to answer immediately. You can respond to the person you're speaking with within 10 minutes, two days, or a week. Give yourself time to think so you don't give a hasty answer, and don't hesitate to say, "Before I give you a final answer, I need to check a few things..."

Step Two: Saying "No"

Depending on their culture, family background, cultural references, etc., some people may feel extremely uncomfortable saying no. They then make verbal "distortions" like, *"Oh! That seems hard for me,"* or "*I'm not saying no, but..."* or *"I'm not entirely sure I can..."* These phrases indicate refusal and are obvious and understandable to some, but not to others.

Possible Solutions:

The solution here is to clearly state our decision. Clarity doesn't mean harshness, so that we can say *"no"* calmly and without aggression.

Stage Three: The Justification Trap

When forced to say "no," our initial reaction is to offer as many justifications as possible to show that our position is correct. However, the more justifications you provide, the more your interlocutor will try to suggest another solution that could further implicate you.

Example: Your friend says, *"Can you lend me your car tomorrow?" You: "That's impossible. I'll pick up my father."* They: *"If you want, we can go together."*

If this last suggestion works for you, the problem is solved. However, if it's an excuse to get rid of the request, you've just gotten even more into trouble.

Possible Solutions:

Avoid making justifications. This not only puts you in an awkward position but also puts the relationship at risk. Depending on the context, you'll decide whether to agree or not agree at all, be firm about how you phrase your statement, and take the next step quickly.

Stage Four: Helping Others and Showing Empathy

Often, we let the other person suffer and struggle with their problem. We can give them a little of our time in order to preserve the relationship. Possible solutions:

You could say: *"I can't lend you my car, but I can take you to the taxi station before I go pick up my father, and I can pick you up when I get back in the evening."*

You can see the video for more details

https://www.youtube.com/watch?v=q12zg939ojI

Lecture No. 9: Oral communication skills

1-Oral Communication Skills:

Researchers suggest practicing a set of skills to succeed in our oral communications, which is crucial to achieving our goals. The average person is exposed to thousands of messages daily, and therefore, your message must rise above competitors' information to capture the recipient's attention. Therefore, actors should organize their messages in a clear and logical manner that makes it easy for the recipient and listener in oral communication to understand them. Therefore, the following elements should be considered as prerequisites for organizing messages and clarifying their meaning:

First: Organize Your Messages[36]

Start with what the listener needs to know: The listener is likely to remember the first and last parts of your message. Before speaking with someone, determine the purpose of your discussion and shape it into your main idea. Therefore, open the conversation with what the listeners need to know, and then move on to supporting information.

Limit the amount of information: People have a limited ability to listen to and decode messages, especially if they are distracted by noise, interruptions, or other communication barriers. Packing too much information into a conversation can leave listeners confused or only remembering part of what you said. Limit the amount of information you convey in a single interaction.

In a (one-on-one) conversation for example, express one main idea and up to three supporting ideas. If you need to share more information, do so in separate discussions.

Exclude unnecessary words: It may take more concentration to understand spoken words than written ones. When you use complex language or unnecessary words, you make it more difficult for the listener to interpret what you're saying.

Make your message relevant to the listener: The message must be relevant to the listener. If they have other interests and priorities, it's essential to frame ideas well to demonstrate their importance.

Take a direct approach: Your listeners have to manage many tasks while listening to you. They must pay attention to what you are saying, interpret your nonverbal cues, ignore noise and other distractions, and comprehend the information received. Listeners can understand your messages if they are clear and consistent with your body language, so it is important to use a direct approach to introduce the topic, explain what you want, and set your expectations.

Pause occasionally: Listeners need time to process the information received, so it is essential to include short pauses to allow your audience to absorb your messages, especially when you have made an important point, requested a specific action, or are preparing to introduce a new topic. Use these pauses to review their body language and gauge their understanding.

On her FlatWorld Knowledge Web site (www.flatworldknowledge.com),Talya Bauer identifies conversations such as asking for a raise or promoting a project as crucial conversations, where the stakes and emotions are high. She lists 10 recommendations for improving the quality of your conversations, especially crucial ones: **1. be the first to say hello:** Introduce yourself to others, clearly pronouncing your name so everyone catches it. **2. Use names:** Listen for the names of your conversation partners and use them when addressing others. **3. Think before you speak:** Instead of speaking quickly to fill pauses, take time to think instead of blundering into a mistake. **4. Be receptive to new ideas:** If you disagree with an idea, learn more about it. Say, "That's interesting," instead of "I don't agree."	**5. Listen:** Listen as much as you speak, if not more. **6. Ask questions:** Draw others out as necessary by asking thoughtful questions. **7. Make eye contact:** Show others that you are engaged and focused on what they are saying. **8. Repeat or paraphrase:** In your own words, repeat what others say to make sure you understand. **9. Keep it brief:** Instead of monopolizing someone's time, leave them feeling that another conversation with you would be interesting and productive. **10. Be prepared:** Before a crucial conversation, anticipate what others might say or ask. Prepare questions and facts ahead of time. Source: Bauer, T., Organizational Behavior. www.flatworldknowledge.com/node/1450.

Second: Using Vocal Elements Effectively[37]

In conversation, your voice is the medium or channel you use to communicate with others. People listen not only to the words you say, but also to the way you pronounce the vocal elements in your speech. Vocal elements include inflection, rate, volume, and pitch, and can add interest and meaning to your messages. Using vocal elements appropriate to your purpose and audience can make your words more engaging and powerful, making others pay attention to what you are saying.

Vary your voice speed: Speaking at the same pace makes the speaker seem boring and ineffective at communicating. Speak quickly and use an

enthusiastic tone to excite listeners. Speak slowly when you want your audience to absorb your words or anticipate the next idea.

Vary your tone: Pitch is the frequency of speech. High and low pitches are sometimes useful, although neither should be taken to extremes. Raising your voice indicates uncertainty or suggests a question. Lowering your voice gives your voice a more authoritative and influential voice.

Control your volume: The volume of your voice affects your listeners' ability to hear and understand you.

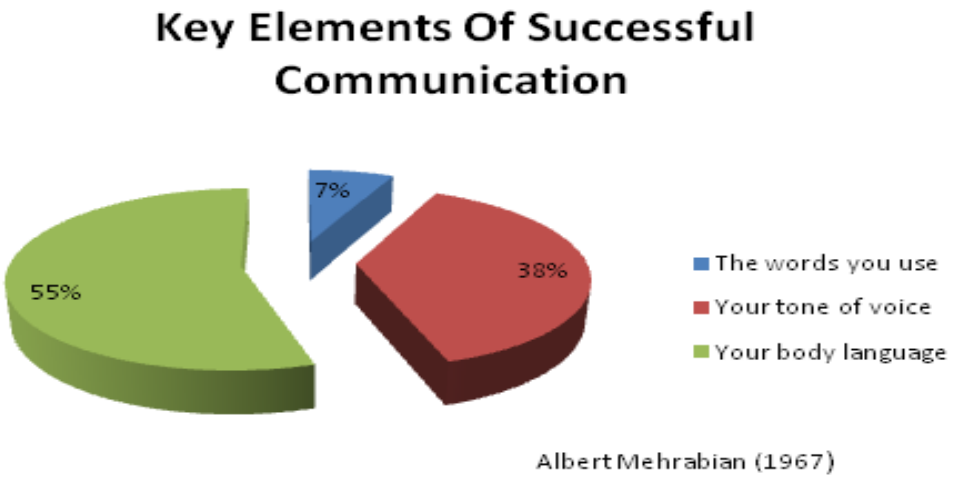
Speak loudly enough so your audience can hear you comfortably. If your volume is too loud, your voice can be jarring to the listener and annoy others. Speaking too quietly makes your words difficult to hear and signals cowardice and subservience. Varying your volume adds character to your speech, so raise your volume when you want to emphasize a particular word or idea. Lower your voice to soften an idea.

Pause: Effective speakers pause occasionally to break the flow of information and allow listeners to process and understand what has been said. A good time to pause is after you've made an important point or finished a thought. You can also use pauses to create anticipation.

Speak clearly: To improve listeners' understanding, enunciate each sentence, phrase, and word clearly. You can improve your pronunciation through conscious practice. When you speak clearly, you convey competence, confidence, and intelligence.

Third: Understanding Nonverbal Language[38]

Along with words and tone, nonverbal cues contribute to the spoken communication process. Body language and nonverbal cues add meaning to your message. These include hand and arm gestures, eye contact and movement, facial expressions, body position, and your overall appearance. Your audience views nonverbal language as part of your message and uses it to determine how to interpret your words. Being aware of body language and nonverbal cues will help you be a more effective listener and speaker.



Maintain eye contact: Eye movements send signals that help regulate the flow of information between people. Your eyes can convey interest, understanding, happiness, confusion, anxiety, and fear. Make eye contact to establish credibility and show that you're engaged with your audience. People trust you when you look directly at them, and they become suspicious if you don't.

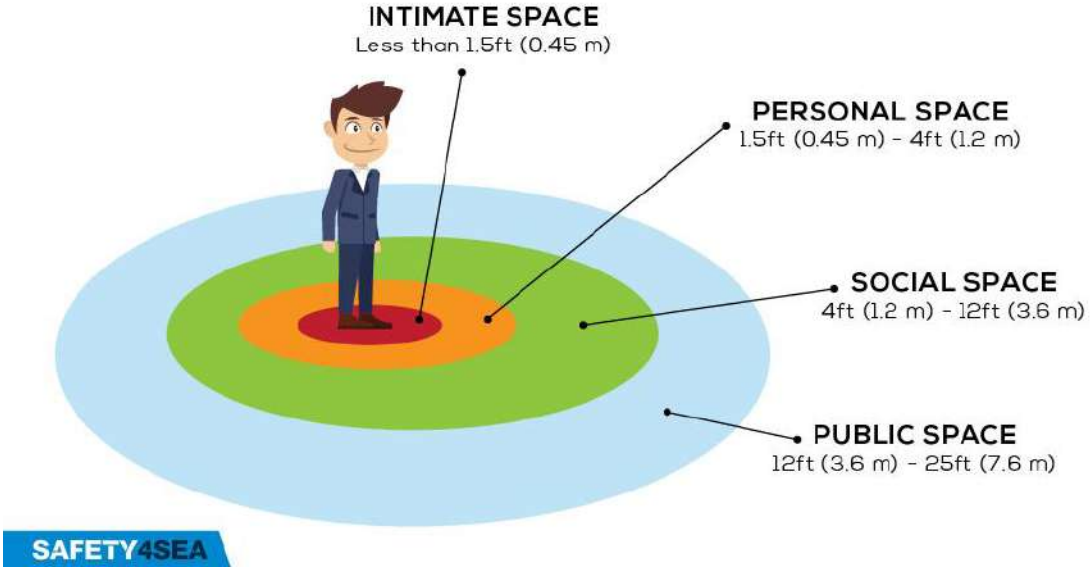
Provide pleasant facial expressions: A human smile is a powerful signal that conveys messages including friendliness, happiness, warmth, and acceptance. A frown also sends a message that is usually negative.

Appropriate gestures: People often move their arms, hands, and fingers when speaking. Effective communicators use physical gestures to emphasize important points. When used correctly, gestures can enliven and animate what you're saying and help convey your enthusiasm and sincerity. If you don't move at all when you speak, others may perceive you as bored or nervous.

Maintain good posture: Your posture is the position of your body when you sit, stand, or walk, and it conveys your mood, demeanor, and interest in a topic. When communicating with others, sit or stand upright (but not stiff), which conveys confidence and competence. Lean slightly toward the listener to show that you are receptive and interested in what they have to say. Avoid speaking when your back is turned or distracted by another task, as this suggests disinterest and insincerity.

Maintaining Your Distance:

In communication, proximity is how physically close you are to your audience. Maintaining appropriate proximity or distance is an important part of verbal communication. People expect you to respect their personal space and feel uncomfortable if you intrude. Appropriate proximity is influenced by the relationship you have with the listener, the type of communication (intimate, friendly, professional, or public speaking), and your cultural norms. If you notice signs of discomfort that suggest you have moved into the listener's space, immediately increase the distance between you and the listener.



Fourth: Developing Credibility[39]

Credibility is the perception that others believe you. It relates to the concept of trust, which is an essential element in personal and professional relationships. Audiences pay close attention to what you say if they believe you are a reliable source of information.

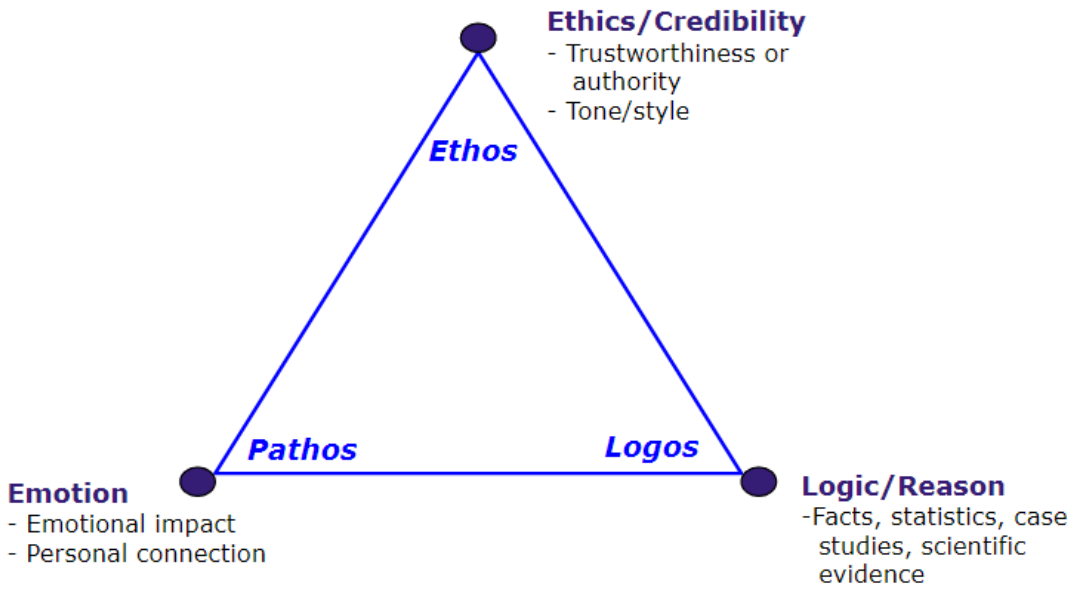
Speak accurately and objectively: Others may base their decisions on the information you provide in the workplace. To reduce the likelihood of making incorrect decisions, everyone assesses your accuracy and reliability. Therefore, avoiding exaggeration and supporting your statements with verifiable facts increases your credibility.

Be clear: The more clearly your listeners understand your message, the more likely they are to accept it. Therefore, increase your credibility by

expressing yourself clearly and carefully. Encourage your audience to respond by asking, "Can I be more specific? What do you think?"

Be consistent: Because your decisions, actions, and words send messages to those who work with you, you must ensure that they work together to achieve credibility. Contradictions can backfire and may even lead to your message being rejected. Show empathy and concern: Credibility requires more than speaking clearly and honestly. People tend to trust those who show empathy, concern, and understanding of others' perspectives, which enhances the speaker's credibility.

Remember Aristotle's Triangle: Aristotle analyzed effective speakers in ancient Greece and mapped their effectiveness to a triangle he called the rhetorical triangle. He demonstrated that our speaking ability depends on three types of appeal we present to our audience: logical, ethical, and emotional. This means that as a speaker, you must consider three parts of communication to be successful: 1) the topic or what you want to say, 2) yourself and credibility, and 3) your ability to empathize with your audience.



Fifth: Giving and Receiving Feedback[40]

Giving and Receiving Feedback is part of the communication process. The speaker receives feedback on how their message is being received. The listener provides feedback, such as nodding or asking questions, as needed. The speaker relies on this feedback to reframe it.

Affirm the positive: To reduce listener defensiveness, include positive feedback in your responses. This lets the other person know how fair and balanced your feedback is, allowing them to hear your message.

Be tactful: Tactfulness is the ability to act or speak in a way that maintains good relationships with others or avoids offending. When giving feedback, be mindful of how it will be received. Therefore, look for common ground, ask questions, and allow your colleague to offer suggestions for improvement.

Depersonalize negative messages: Instead of delivering a negative or critical message when you're emotionally charged, wait until you've calmed down and can look at the message more objectively. Avoid making comments that your audience might perceive as personal. Your goal is to fix problems and improve performance, not to place blame. Also, avoid person-directed messages when giving critical feedback. Instead, use "I" or "we" in your sentences, which express your feelings without attacking or blaming.

Offer solutions: Focus on offering solutions rather than identifying problems or weaknesses.

Choose your location and timing: Consider when and where to approach someone to offer feedback, especially if it's negative. Make sure you're in a neutral, private space away from others to avoid embarrassment.

Give others the opportunity to disagree with you: After giving feedback, be prepared to receive feedback. Listen to feedback with an open mind and learn what you can learn from it without viewing it as a personal attack. It's a good idea to identify common ground with the speaker and ask questions that seek fair solutions or alternatives.

Sixth: Overcoming Barriers to Communication[41]

Communication involves the transmission of meaningful information from one person or group to another, and communication is only successful when the receiver understands the meaning of the information intended by the sender. Along the way, obstacles can prevent or disrupt the effective communication of meaning. It's essential to be aware of these barriers so

you can craft a message that your audience is more likely to receive and understand.

Use appropriate language: Your choice of words greatly impacts the quality of your communication. Using language that your audience can interpret in more than one way can lead to misunderstandings. Choose familiar, unambiguous, and easy-to-understand words. Provide specific examples, if possible. Pay attention to your listener to ensure they understand the language you're using.

Make your messages clear: Communicate directly so your messages are clear and unambiguous. Don't confuse your message by adding fillers and verbosity that weaken what you're saying, such as "maybe" and "a little." As the speaker, choose words that make your messages clear and concise.

Send consistent signals: Your nonverbal communication should complement what you're saying. When the two differ, the listener will believe your nonverbal cues and tend to ignore what you are saying. Avoid distracting habits such as crossing your arms, putting your hands in your pockets, handling your cell phone, or turning away from others while speaking.

Use the appropriate medium: Verbal media include face-to-face meetings, phone calls, voice mail, and video conferences. Choose a medium appropriate to the message you are sending. Consider the complexity of your message, the costs of potential misunderstandings, the listener's ability to understand you, and the urgency of your message.

Reduce physical distractions: Physical distractions prevent or reduce effective communication. Examples include noise, interruptions, uncomfortable temperatures, crowded environments, etc. Minimize these physical distractions so you and your listener can focus on the conversation. If possible, close the door, turn off your cell phone, or find a quieter place for you and your listener to chat.

Language that creates or avoids misunderstandings

Clear language	Unclear language
The meeting starts tomorrow at 10:00 AM sharp Do you have an agenda for the meeting Can you arrive 10 minutes early to turn on the projector	The meeting starts tomorrow at approximately 10:00 AM Some details about the meeting may be provided You can help by setting up technical equipment before the meeting

Seventh: Communicating Ethically:[42]

Ethics relates to principles of acceptable behavior and typically refers to honest and fair behavior and decisions. It also includes ethical obligations guiding interpersonal interactions.

Communication in the workplace requires careful analysis of goals, options, and outcomes to arrive at responsible and ethical decisions.

Be Honest: You can avoid many ethical dilemmas by speaking honestly. You don't need to divulge confidential information or speak openly about

sensitive or personal topics. However, avoid exaggerating your topics, telling half-truths, or communicating with the intent to deceive the listener in any way. Your reputation develops through your level of integrity, and honesty builds trust in business and personal relationships.

Present a Balanced Perspective: When discussing a topic or responding to a request for a recommendation or analysis, weigh the pros and cons in your answer to avoid bias. Presenting a single perspective to the listener provides incomplete or inaccurate information. Even effective salespeople acknowledge competition and overcome objections when convincing customers to try a new product or service. Generally, you're perceived as more trustworthy in communication if you discuss topics objectively and balance your responses.

Distinguish between fact and opinion: In the workplace, colleagues, managers, and customers rely on you to provide factual information they can use to make decisions. Make sure you clearly distinguish between fact and opinion, so that a fact can be independently observed and verified, while an opinion is binding on no one but you and is merely an idea or belief.

Disclose information clearly: Some mistakenly assume that disclosing important details briefly or in an inconvenient place, such as in the back of a report or included in the fine print of a contract, is legally sufficient. However, this approach is ethically unsound. If the listener has a legitimate

need to know something, you must present it in a clear, understandable, and appropriate format.

Be consistent in what you say: When communicating with others, you may avoid conflict by adopting a common perspective or saying what you think the listener wants to hear. However, doing so can compromise your integrity. Avoid sending different messages on a topic to different people. Assume that listeners will compare notes and discover inconsistencies.

Eighth: Understanding Cross-cultural Issues[43]

As organizations and institutions expand and take on international dimensions, you are likely to work with others from different countries and cultures. Be aware of your own cultural influences and their implications for your communication.

Doing so will help you recognize the cultural influences of your colleagues, customers, and suppliers. When speaking with them, it will be essential to pay attention to your communication style and how appropriate it is for your audience.

Keep your messages simple: When speaking with people whose native language is different from yours, remember that they are performing two tasks simultaneously. First, they are listening and processing the language you speak, which is not their native language. Second, they are trying to understand the message you are conveying. You can help your listener by

keeping your messages simple and direct. Discuss one topic at a time and ensure your message is understood before changing topics.

Speak slowly and clearly: Although many people from other cultures speak and understand foreign languages, they may be accustomed to hearing them with a different accent than yours. Help your listener by slowing down your speech rate, articulating clearly, and speaking loudly enough for them to hear you easily.

Pay attention to cues of understanding: Many cultures consider it impolite to interrupt a speaker or ask someone to repeat themselves. Instead, your listener may listen patiently without understanding what you're saying. Look for expressions that indicate a lack of understanding, such as a blank stare, a forced smile, or a confused look. Slow down, simplify your speech, and repeat your message without being prompted.

Listen carefully and without judgment: Show respect for others by listening attentively when they speak. Don't correct a non-native speaker's grammar or pronunciation unless they request it. Avoid completing sentences or suggesting a word when paused. Instead, offer positive nonverbal feedback such as nodding and smiling. If you don't understand what the other person is saying, wait until they finish, then ask questions about the topic rather than asking them to repeat their words.

Avoid clichés and idioms: A cliché is an overused expression that carries a negative and stereotypical connotation and conveys little information.

Phrases that imply a meaning other than their literal meaning and create ambiguity are often used by people to fill in the blanks and confuse the other person. Therefore, avoid them when speaking with a speaker from another culture.

Ninth: Employing Technology in the Workplace :[44]

Example: Web Conferencing

Web conferencing and meeting tools are software and services that allow you to use an internet-connected computer to meet with others and communicate verbally. Web conferencing is similar to in-person meetings because group members can share ideas and present the same material on a computer screen or whiteboard without physically traveling to the same location. Web meeting attendees can use microphones connected to their computers to speak or use a phone to connect to a conference call. Popular web conferencing software includes *WebEx, GoToMeeting, and Microsoft LiveMeeting*.

Lecture 10: Listening Skills

Introduction:

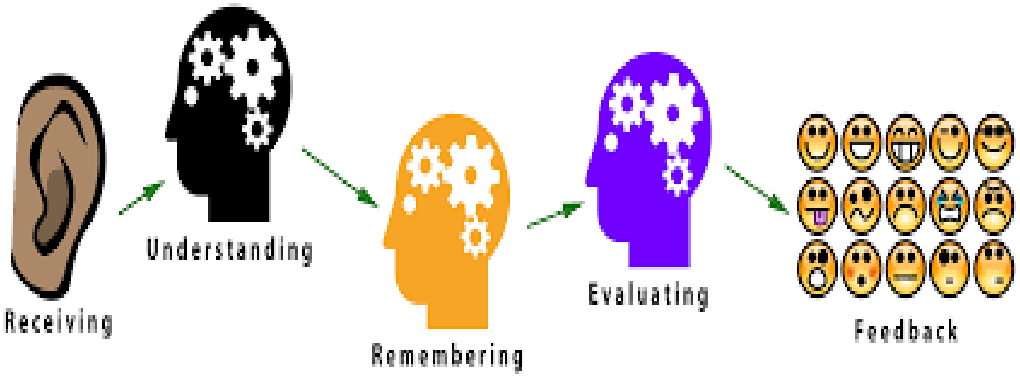
It is essential for both the sender and the receiver to practice active listening and maintain their ability to concentrate in order to fully understand the content of the communication process. Here, it must be noted that listening is a skill that, in turn, requires continuous training. Listening is not the same as hearing; it is the psychological process of receiving and the ability to construct meaning from verbal and nonverbal messages and respond to them.

"Listening is a psychological process that requires focus. Listening means paying attention to not only ***what is being said****, but* ***how the information is told****, the* ***use of language and voice****, and* ***how the other person uses his or her body****"*[45]

According to Wolvin and Coakey, "listening is the process of receiving,attending to, and assigning meaning to aural stimuli." For Otagburuagu (n.d.), "listening skill involves the reception, processing, interpretation and understanding of aural stimuli."[46] Key to the above definitions is the fact that the listening process is incomplete without the processing and understanding of the sounds heard by the listener.

1- Process of listening

The listening process occurs in five stages: individuals listen, understand, remember, evaluate, and respond.



Listening: Refers to the response caused by sound waves stimulating the sensory receptors in the ear. It is a physical response and perception of sound waves. You must listen to listen, but you don't need to listen to hear. The brain focuses and selects a small amount of information. This selective perception is called attention, and it is a prerequisite for listening.

Comprehension: Comprehension helps us understand the symbols we have seen and heard. It requires us to analyze the meaning of the stimuli we have seen. Symbolic cues are not just words, but also the sounds of clapping and the colors of clothing (e.g., a blue outfit) that carry symbolic meaning.[47] The meanings associated with these symbols are based on our previous associations and the context in which they occur. For successful communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering: This is an important stage of the listening process because it means that the individual has not only received and interpreted a message but has also added it to the mind's storage bank. In listening, our attention is selective, and so is our memory - what is remembered may be quite different from what was originally seen or heard.

Evaluation: Only active listeners participate in this stage of listening. During this stage, the active listener weighs evidence,

distinguishes facts from opinions, and determines the presence or absence of bias in the message. Active listeners ensure that this activity does not begin prematurely; starting this stage of the process before the message is complete results in not listening to the entire message, and as a result, the listening process stops.

<u>Responding:</u> This stage requires the receiver to process the message through verbal and/or nonverbal feedback. Since the speaker has no other way to determine whether the message has been received, this stage becomes the only overt means by which the sender can determine the degree of success in conveying the message.

Lecture No. 11: Active listening

1-Listening Strategies

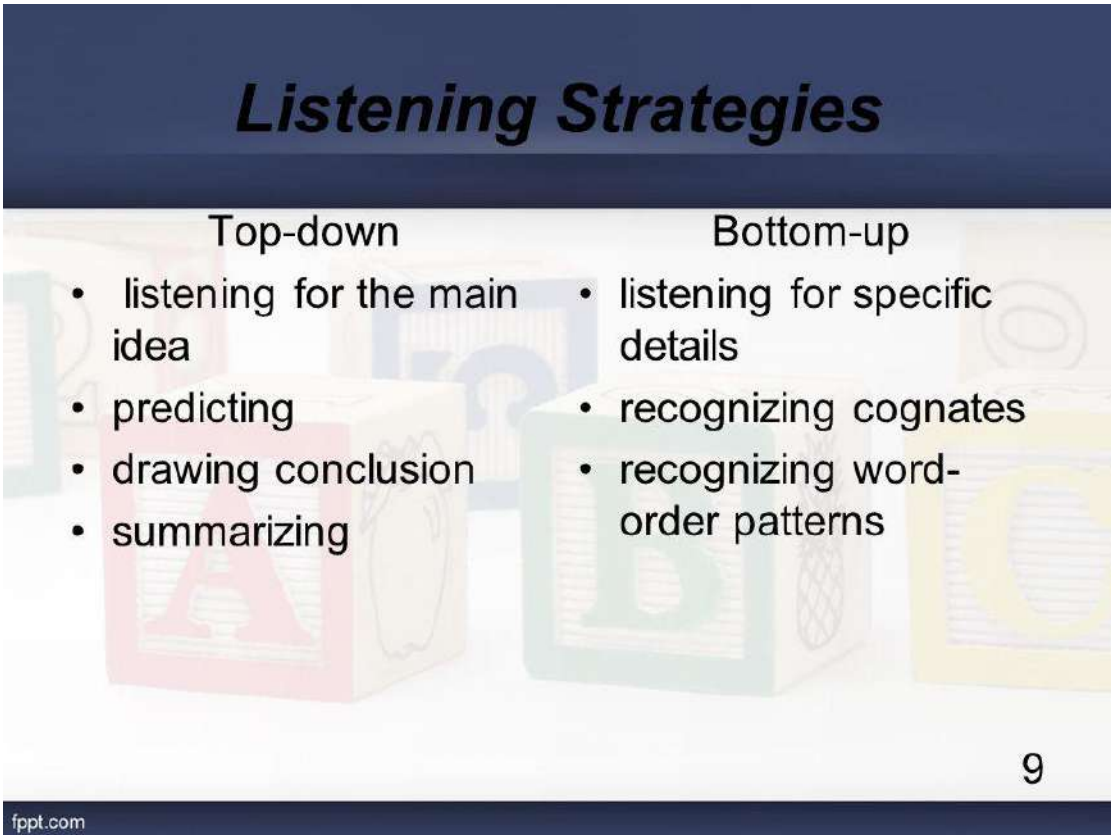
Listening strategies are techniques or activities that directly contribute to understanding and recalling listening input. Listening strategies can be classified based on how the listener processes the input.

First, top-down strategies are listener-based. The listener moves (from general to specific) to background knowledge about the topic, situation or context, text type, and language. This background knowledge drives a set of expectations that help the listener interpret what they are hearing and anticipate what will happen next. Top-down strategies include[48]:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

Second, bottom-up strategies are text-based or content-based (from part to whole). The listener draws on the language in the message—the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include[49]:

- Listening for specific details
- Recognizing similar words and phrases
- Recognizing word order patterns



2-Conditions for Active Listening:

Active listening is the art of listening well, which develops discussions and dialogues. It requires[50]:

- Listening carefully to the interlocutor without interrupting.
- Paying attention to what the interlocutor is saying and respecting their point of view.
- Not pretending to listen.
- Sometimes you need to rephrase to demonstrate interest in the point of view presented.
- Taking the point of view into account in the rest of the conversation.
- Memorizing what has been phrased.

For some, listening is associated with passivity and involves pretending to listen to the other party politely, while their primary goal is to return to the conversation and they perceive this to be a more useful and effective role. Good listening is essential because it significantly increases the recipient's chances of understanding the entire message intended for them. Understanding the entire message means paying attention to the underlying emotions as well as the intellectual content itself (the ideas and opinions expressed). This requires the recipient to[51]:

• Focus attention on the person speaking. • Not judging, at least initially, what the other person is saying.

• Trying to understand what lies behind the words, i.e., understanding the other person's feelings about the content of their message.

• Experiences related to the content of their message.

• Paraphrasing what they understand from what the other person conveyed.

In short, active listening doesn't mean simply repeating the words the speaker uses, but rather reflecting their thoughts and feelings without offering value judgments. Active listening helps reduce the risk of misunderstanding while providing a safe environment where others can speak without fear of being judged.

Lecture No. 12: Improving listening Skills

1-Tools for Improving Listening Skills:

We had explained that listening is not the same as hearing, and that listening is a psychological process that can be improved through regular practice and by following the following steps[52]:

• Face the speaker: Sit up straight or lean forward slightly to show your attention through your body language.

• Maintain eye contact: To the extent that makes you feel comfortable.

• Minimize external distractions: Turn off your phone, put down your book or magazine, and ask the speaker and other listeners to do the same.

• Respond appropriately to demonstrate understanding: Use hums ("ah" and "um") followed by expressions such as nodding (for example, nodding your head in agreement), raising your eyebrows, and smiling. Use words like "interesting," as well as direct, probing, and probing questions: For example, "What did you do next?" What's the next step?

• Focus only on what the speaker is saying: Try not to think about what you're going to say next. The conversation will follow a logical flow after the speaker makes their point.

• Minimize internal distractions: If your thoughts keep flowing, simply let them go and continually refocus your attention on the speaker.

• Keep an open mind: Wait until the speaker finishes before deciding whether to agree. Try not to make assumptions about what the speaker is thinking.

• Don't let the speaker know how you handled a similar situation: Unless they specifically ask for advice, assume they just need to talk.

• Even if the speaker makes a complaint against you, wait until they've finished, then you begin defending yourself. The speaker will feel as though their point has been fully explained and won't feel the need to repeat or add more. This way, you'll be familiar with their entire argument before responding. Research shows that, on average, we can hear four times faster than we speak, so we have the ability to sort through ideas as they come in... and prepare for more.

• Involve yourself: Ask questions for clarification, but always wait until the speaker has finished so you don't get distracted. Interrupt their flow of thought. After asking questions, rephrase their point to ensure you haven't misunderstood. For example: You said that...

2-Listening Obstacles:

Listening requires continuous practice, and therefore isn't easy and given to everyone. There are a number of obstacles that stand in the way of effective listening. These obstacles can be categorized as follows[53]:

1. Physiological Obstacles: Some people may suffer from real hearing problems or deficiencies that prevent them from listening properly. This

can be treated. Some people may also have trouble processing information or retaining it in memory.

2. Physical Obstacles: These refer to environmental distractions, such as the sound of an air conditioner, cigarette smoke, or high room temperature. These can interfere with the listening process.

3. Attitudes: Preoccupation with personal or work-related issues can make it difficult to fully focus one's attention on the speaker's message, even if it is extremely important. One of the obstructing attitudes is egocentrism, or the belief that the listener knows more than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this type of attitude Close-minded people are very poor listeners.

4. False Assumptions: The success of communication depends on both the sender and the receiver. It is a mistake to assume that communication is the sole responsibility of the sender or speaker and that listener have no role to play. Such an assumption can be a major barrier to listening. For example, a brilliant speech or presentation, no matter how well delivered, is wasted if the receiver is not listening. Listeners are just as responsible as speakers for the success of communication. The process must be made successful by ensuring that clarifications and feedback are sought.

5. Cultural Barriers: Accents can be barriers to listening, as they interfere with the ability to understand the meaning of words that are pronounced

differently. The problem of different accents arises not only between cultures, but also within cultures. For example, in a country like India, where there is tremendous cultural diversity, accents can vary even within the same region.

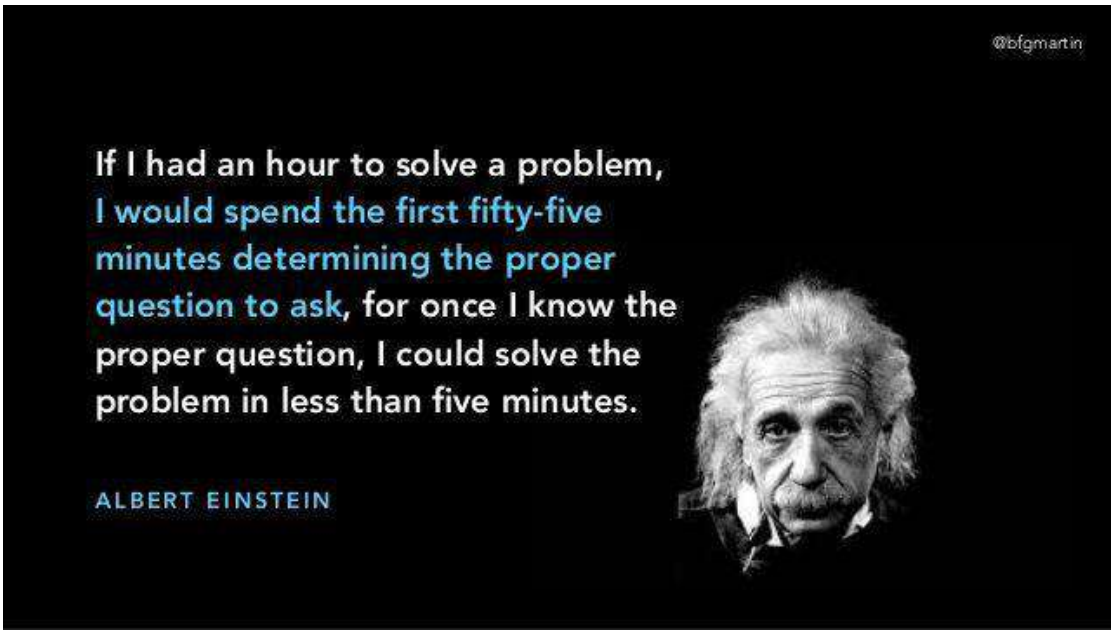
6. Gender Barriers: Communication research has shown that gender can be a barrier to listening. Studies have revealed that men and women listen very differently and for different purposes. Women are more likely to listen and focus on the emotion behind a speaker's words, while men are more likely to listen to facts and content.

7. Lack of Training: Listening is not an innate skill. People aren't born good listeners; they develop this through practice and training. Therefore, lack of training in skill acquisition is a significant barrier.

8. Poor Listening Habits: Most people are average listeners who have developed poor listening habits that are difficult to say and that create barriers to listening. For example, some people have a habit of "faking" attention, or trying to appear like they're listening to impress and reassure the speaker. Others may tend to listen to everything that is said and, as a result, misunderstand or skip the main point.

Lecture 13: strategic Questions

1- Powerful questions:



The art of asking questions is very similar to the art of listening, with some differences, of course. It is extremely important for daily and professional life. Some people may possess this skill, such that they can access the required information after asking a few questions, but this skill can also be developed with practice. The ability to ask powerful and effective questions is not innate to everyone, nor is it a skill that everyone masters in daily life. Based on this fact, an effective question can transcend the space in which it is posed, moving into other spaces and activating broader networks of conversation within an organization or society.

These questions often lead to widespread change, as the primary goal is to design questions that help others reach conclusions or provide useful insights for discussion. It's also about organizational culture, where managers believe they are required to solve problems rather than encourage creative thinking. As a result, there's a correlation between their search for answers—any answers—and their anxiety about not being fully informed. This unintentionally thwarts the collective capacity for deep creativity and the discovery of new perspectives.

In Germany, the job *title "Direktor Grundsatzfragen"* translates as *"Director of Fundamental Questions."* These are individuals who are always thinking about what questions are worth asking next. The Germans' appreciation for these individuals stems from their culture, which values philosophy and constant questioning about priorities and the meaning of life. Everyone can benefit from this approach to thinking, making effective questioning a key skill to develop. A powerful question:

Piques the listener's curiosity / Stimulates counter-conversation / Stimulates thought / Highlights underlying assumptions / Invites creativity and new possibilities / Generates energy and forward movement / Directs attention and focus of inquiry / Touches on deeper meaning / Promotes new questions.

2- Types of Questions:

There are a group of questions that can be used for different purposes. Some questions provide a general structure, others provide a direct flow of information, and others help reach a conclusion. These questions include the following[54]:

- Open-ended questions: Questions that prompt the other party to speak and encourage them to express themselves. They aim to gather information and facts important to the communication process. Example: What is your opinion on the issue? Tell us about your experience?
- Probing questions: Their purpose is to obtain additional information. Example: Can you explain why this topic is important?
- Hypothetical questions: Used to suggest a particular approach or offer new ideas regarding an imagined or potential situation. These questions are asked in job and training interviews to encourage people to think about how they will deal with future changes and adaptation possibilities. Example: If you could obtain additional funding, how would that help you?
- Directive questions: Used to help others reach a conclusion or gain insight that you feel would be useful. Certain targeted questions can lead a person to think beyond responding to your request and question, so that they have creative ideas about how to help you be more successful.

- Deflectional questions: These are used to defuse an aggressive attitude (dissatisfaction, rebellion, resistance) by asking a question that redirects the other party's attack rather than confronting them, because responding aggressively creates conflict. Deflectional questions help transform negativity and turn it into an opportunity for cooperation. Example:
- Dissatisfaction: I'm not happy with this project / Question: What can we do to fix it?
- Disobedience: I have major concerns; I won't do it / Question: How can we address your concerns?
- Resistance: I disagree with your proposal / Question: If you were to do it, what would be your approach?
- Closing questions: These are used to reach agreement, commitment, and conclude the discussion. Example: When will you talk to your team about the issue?

Lecture No. 14: Question Engineering:

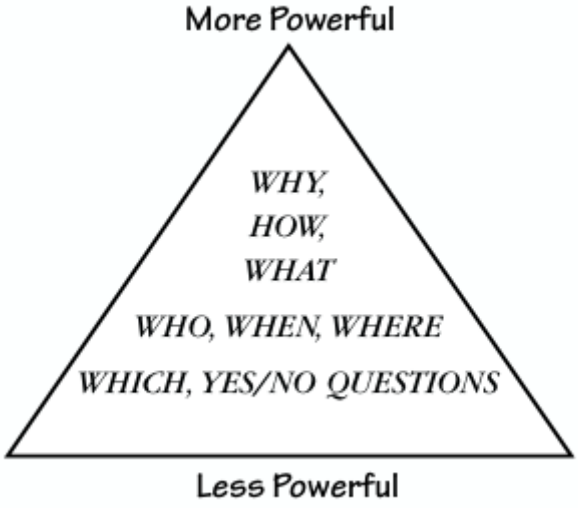
1. Powerful Question Engineering:

Scholars agree that powerful questions can improve the quality of our insight and innovation, as well as our actions in our organizations, communities, and lives in general. Therefore, it is important to understand the basic structure of powerful question formulation.

There are three dimensions to powerful questions: construction, scope, and assumptions. All three contribute to the quality of learning and knowledge creation that emerge when we engage with others in productive, thought-provoking, and knowledge-generating discussions.

The First Dimension: Question Construction[55]

The linguistic structure of a question can make a crucial difference in opening our minds or narrowing the possibilities we can consider. Some ask a yes/no question, others open up possibilities and provide room for choice with an either/or question. Some prefer to begin by asking a specific question, such as: Who? What? How?



By using the questions at the top of the pyramid, we can make our questions more powerful. This is evident by looking at the following sequence:

- *Are you satisfied with our relationships at work?*
- *When were you most satisfied with our relationships at work?*
- *What are you most satisfied with about our relationships at work?*
- *Why have our relationships at work experienced such ups and downs?*

We can notice that the further we move beyond yes/no questions and move our questions up the pyramid, the more stimulating they are and the more they push deeper into conversation. A powerful question is one that sparks exploration and creative thinking by proposing alternatives and sometimes unexpected solutions.

On another level, if the question "Why?" or "Why?" is not phrased correctly, it can trigger a defensive response in the recipient or other party,

such as: *"Why did you do this in this way?"* Here, the recipient tends to justify their position rather than develop their ideas and continue the discussion openly. However, if the question "Why?" stems from genuine curiosity, such as*: "I wonder why this happened?"* Then, the respondent may be encouraged to offer new insights.

The Second Dimension: Scope of the Question[56]

The importance of this dimension lies in our awareness of the impact of the words we use on the effectiveness of obtaining what we want to know, but also in the extent to which the scope of the question aligns with our knowledge needs related to the topic. This can be better understood through the following questions:

- *How can we manage our collective work better?*
- *How can we manage our work better within our organization?*
- *How can we manage our work better across our organization's branches?*

We can observe how each question progressively broadens the field of inquiry, incorporating broader aspects of the institutional system and expanding the scope. For the question posed to be robust, it will be necessary to adjust and clarify the scope as much as possible to maintain reasonable and realistic limits for the needs you seek to fulfill in your work. This can be illustrated by comparing the following question: *How can we manage our economy?* With the previous question.

Despite the importance of the question, it is beyond the ability of most people to act or take effective measures, at least in the short term. Therefore, this question is less strategic compared to other questions that enable stakeholders to make an immediate, effective, and tangible difference.

The Third Dimension: Assumptions Implied in the Question[57]

Based on the nature of the language used, almost all of the questions we pose carry assumptions, either explicit or implicit. These assumptions may or may not be shared by the group participating in the discussion.

For example, *how can Algeria manufacture Algerian cars with diesel and gasoline engines?* In this question, it was assumed that all participants in the discussion agreed that manufacturing Algerian cars with diesel and gasoline engines is an important issue for the Algerian state. (This may or may not be true.)

One must be mindful of the assumptions they employ and use them appropriately so they do not affect the course and outcome of the discussion.

This can be achieved by avoiding questions that carry negative assumptions, such as: *"What did we do wrong and who is responsible?"* and replacing them with more positive questions, such as: *"What can we learn from what happened and what solutions can we offer?*" The first question assumes fault and blame and puts everyone on the defensive. The second

question, on the other hand, encourages reflection and stimulates learning and collaboration among participants.

By revealing and changing assumptions, we can change the context of the strategic question and create new opportunities for innovation. This can be understood by comparing the two questions:

- *How can we compete with the Chinese?*
- *How can we collaborate with the Chinese?*

The second question changes the context by challenging our traditional business model and the assumptions underlying it, thus opening a new path for exploration and subsequent questions. The art of reframing questions in this way impacts our assumptions but also creates new possibilities for action and construction.

2- Features of Strategic Questioning:

Strategic questions are based on the idea that everything we know about life is a place where we have decided to rest and stop asking questions. This decision is a result of our conviction in our cognitive status. This is without denying that there are those who continue to question and discover.

The amount of information humans know doubles every five years, and very few people can keep up with the massive flow of data being generated in any field. Therefore, the most important thing is to continue researching and asking strategic questions. These are their features[58]:

First: Strategic questions create movement:

Most of the traditional questions we've learned to ask are static, while strategic questions ask, *"How can we move?"* They create movement and dynamism, and often challenge the ways conversations are structured, which leads to resistance to movement. Asking dynamic questions helps individuals discover how to move forward in solving a particular problem. For example, a question directed to local residents in an area suffering from pollution: *"How can you help clean the river in your village?"* Asking a question that assumes movement moves people from a passive state in which they are floundering to one where they are actively creating their own contributions.

Second: The strategic question creates options:

Individuals usually feel comfortable when they feel they have multiple options and can make decisions at that level. We might ask a friend, *"Why don't you move to France?"* In this case, I've asked a dynamic question, but it's only in one direction (France), thus narrowing down the options in a way that may be inappropriate and unresponsive to the challenges and opportunities of this friend. I could ask a more strategic question, *"Where do you want to live?"* or *"What places do you feel attached to?"* This allows this friend to evaluate all places in a similar and equal way.

Third: The strategic question aims for depth[59]:

When asking a normal question, we usually receive a superficial, simplistic answer that doesn't serve the issue or seek solutions. A good question can dig deep to uncover all the creative solutions to confront

problems and overcome the obstacles that prevent us from reaching effective solutions.

Fourth: The strategic question drives empowerment:

Empowerment is the opposite of manipulation. The strategic question creates confidence that movement and change can actually happen. The question directed at local people in India*: "What do you want to do to clean your river?"* assumes they have a role in solving this problem and demonstrates that the person asking the question believes in this and trusts their abilities. One of the preferred questions in such situations is: *"What will it take to solve this problem?"* This question allows the person being addressed to establish a path for change, and a new reality may emerge from the dialogue. Notice the difference between the first question and the subsequent questions posed by a group of workers in a particular organization after they were unable to work as a team and had accumulated disagreements:

- *The first question: What is the problem with the way we work?*
- *What do we need to work as a team?*
- *How can we work together?*
- *What does each of us want to do?*

After they asked the strategic questions, low morale began to rise, meetings became more creative, and a sense of teamwork returned to the group.

Fifth: The strategic question poses unasked questions:

Every individual, group, or society has questions that are considered taboo and unquestionable. Because they are so, they implicitly carry tremendous power, as they challenge the values and assumptions upon which entire issues are based.

Some important questions that few dared to ask in the early 1980s included: What would we do if a nuclear bomb were dropped? This question cannot be answered without challenging and questioning its destructive potential and the indifference that characterizes the issue. This strategic question allowed everyone to shift to political action to stop the use of nuclear bombs in resolving international conflicts.

Lecture No. 15: Leadership and strategic questions

1- Leadership and Strategic Questions:

Engaging individuals' thinking and efforts in solving the complex issues of today (uncertainty) is essential for creating the future we want. Leaders need to develop greater capabilities and strengthen research systems to learn, adapt, and create new knowledge to meet evolving needs.

The leadership challenges of the next 20 years will revolve around motivating networks of individuals rather than managing hierarchies within organizations, as in the past[60]. The ability to bring different perspectives to understand a given issue, both inside and outside the organization, and to work with diverse partners are all essential skills for leaders. *The most important of these skills are*[61]*:*

The ability to raise strategic questions: In the volatile and uncertain conditions that organizations face, the best position a leader can adopt is to oversee the discovery of the questions that need to be asked at the right time. It is the leader's responsibility to create grassroots structures that encourage everyone to ask insightful questions and explore creative paths by considering motivational methods that generate questions that drive shared focus and action.

Holding and hosting learning dialogues: An important aspect of a leader's job is to create opportunities for learning dialogues around stimulating and motivating questions. This only happens in an atmosphere that encourages

trust, reduces fear and anxiety, and pushes the mind and heart to fully engage in authentic dialogue around the profound questions that create knowledge.

Supporting Appreciative Questions (Praise): Opening up the space of possibilities and opportunities by asking strategic questions requires a shift in leadership orientation from asking: *What isn't working and how can we fix it? to what is working and how can we enhance it further?* Moving away from rebuke and blame and shifting the focus toward highlighting praise and appreciation allows leaders to cultivate networks of dialogue that encourage collaboration and forward movement.

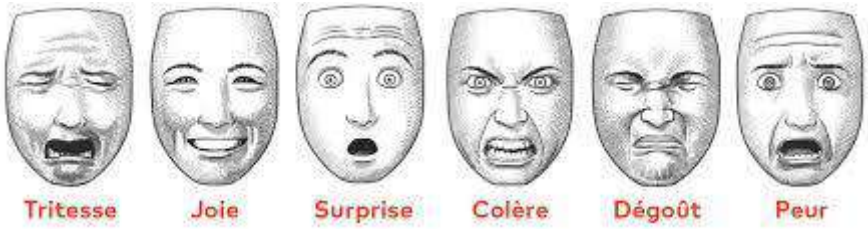
Fostering Shared Meaning[62]: 21st-century leaders of organizations and institutions are discovering that one of their pivotal contributions is providing conceptual leadership by creating a context for meaning.

Nurture Communities of Practice: The most important questions related to the future of organizations are discovered in the midst of daily interactions. The most important questions that create sustainable value are lost because leaders are not trained and trained to observe, appreciate, and utilize the social fabric of learning that occurs through communities of practice within an organization. Communities of practice are made up of individuals who share similar interests and work together to expand their individual and collective problem-solving capabilities. Nurturing informal learning networks and respecting and valuing the questions that matter to them are essential roles for leaders.

Using Collaborative Technologies: Intranets and group-supporting technologies play an important role in coordinating and supporting learning groups and team projects across time and space. Leaders can use them to capture everyone's contributions, key questions, and ideas.

Participating in Future Development: Setting strategic questions and engaging all departments of the organization in learning dialogues is essential for survival and continuity, because these questions are relevant to action and are the foundation upon which the organization can harness its resources to create a positive future. The belief that the organization is a dynamic dialogue network that develops the future encourages members at all levels to explore questions relevant to their work and make a difference.

Lecture No. 16: Managing emotions and difficult situations



Introduction:

Individuals encounter many communication situations with colleagues or professional partners, and it's natural for everyone to experience difficult situations in their lives. Situations characterized by conflict or negative emotions are the most noticeable[63]:

- Difficulty maintaining team dynamics.
- A manager who is perceived as incompetent.
- Exhaustion.
- Open conflict.

Faced with such situations, individuals resort to adopting a strategy they deem appropriate to help them overcome the situation. Emotions are an essential component of human behavior; without them, we lose the ability to process events properly.

Whether emotions are pleasant or unpleasant, what they all have in common is that they are not purely cerebral, but are accompanied by physiological changes (tears, increased heart rate), expressive changes (posture, facial reactions), and behavioral changes.

Therefore, feelings and emotions are a brief, intense response that is also unique to each individual. In the same situation, it is very likely that two different individuals will not feel the same feelings, as the response is directly related to our life experiences.

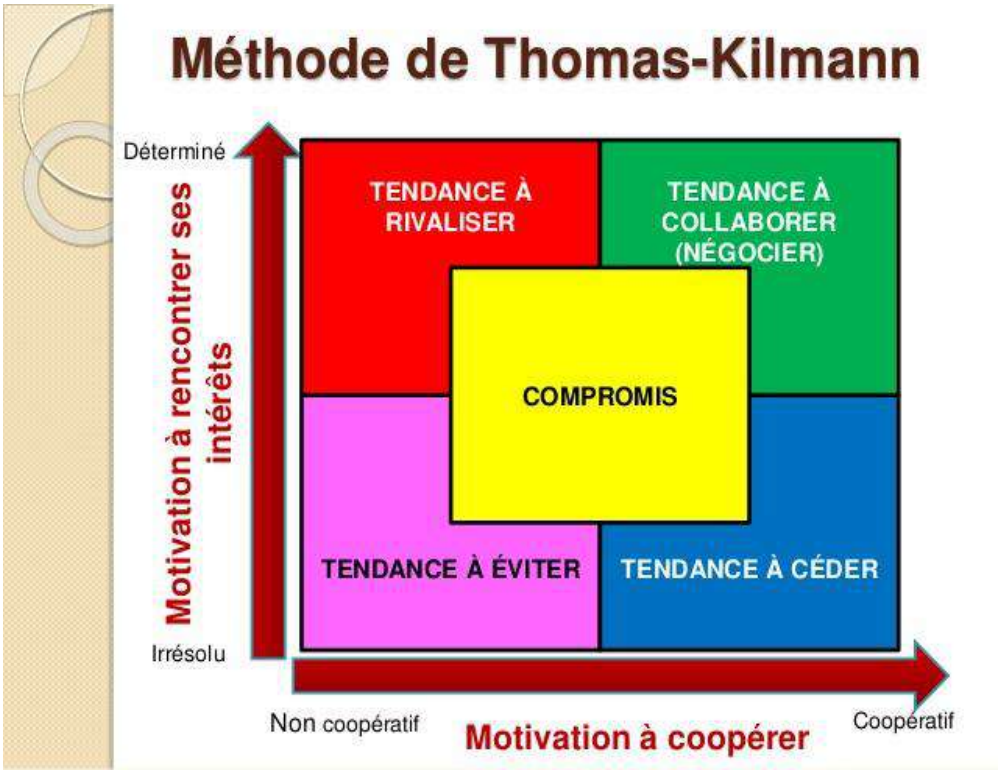
1- Strategy selection, "*Thomas-Kilmann*" model of conflict resolution:

The *Thomas-Kilmann model* is based on assessing an individual's behavior in a conflict situation. Conflict is defined as "any situation in which the aspirations of two individuals are incompatible"[64]. The model demonstrates that individuals typically have a particular style of managing conflict when under pressure. The first step in conflict management is for an individual to identify their preferred style(s) for resolving conflicts. These styles stem from two general trends or dimensions:

First, assertiveness: This dimension refers to the fact that individuals' behaviors are aimed at satisfying their own interests and ambitions. This dimension is linked to the achievement of personal goals.

Second, helpfulness: This dimension refers to the fact that individuals' behaviors are primarily aimed at satisfying the interests and ambitions of others. This dimension assumes a concern for relationships.

These two dimensions lead to five conflict behaviors: competition/contesting, cooperation, concession, avoidance, and compromise.



First, competition or contesting[65]**:** Competition involves determination and non-cooperation. It is a confrontational attitude whereby an individual seeks to satisfy their own aspirations at the expense of others, using any means they deem appropriate to assert their position. Competition can mean asserting one's rights, defending one's position, or simply trying to win. This style is also called "power" or dominance.

Pros: A position that helps in making decisions, imposing oneself, and satisfying one's own needs.

Cons: This style can harm relationships and offend others.

Second, cooperation: Cooperation involves both assertiveness and cooperation. The person cooperating with the other tries to find a solution that fully meets the aspirations of both parties. To do this, we must examine the problem to determine the deepest desires of both parties. Cooperation between two people can lead to a deep analysis of the conflict, followed by learning from the other's way of thinking.

This style is based on learning, listening, and acting, taking into account the interests of the organization and the interests of individuals. It takes time and effort. This approach is also referred to as *"problem-solving"* or *"integrative."*

Pros: Finding the best solution for everyone, this generates a high degree of commitment and creativity in problem-solving, and helps in team building.

Cons: This style takes time and energy, and applying it to all conflicts can be exhausting and counterproductive.

Third. Abdication: This style involves the individual's lack of self-assertion and a tendency toward cooperation. The goal here is to abdicate. Typically, the person using this style of conflict ignores their own needs to meet the interests of another.

People adopting this stance aims to sacrifice themselves and preserve the relationship rather than achieve the goal. This style has also been described as *"appeasement"*—we want to avoid conflict—which is the opposite of *competition.*

Pros: This approach can help maintain harmonious relationships; we can agree that there is a better way to do things.

Cons: Not meeting your own needs can generate resentment and diminish your influence.

Fourth. Avoidance[66]: This is a style that doesn't involve assertiveness or cooperation. The goal here is to delay matters and issues. The person doesn't immediately try to satisfy their own interests or those of others.

This indicates a lack of concern about how to resolve the problem and the personal relationship, preferring to withdraw or postpone the conflict. This attitude can foster a necessary period of respite from the situation, but it can also worsen the situation if the problem continues to be ignored. This attitude is also considered *"running away."*

Pros: Not taking everything too seriously; appointments can be helpful.

Cons: Pressure builds up and explosions occur; important issues are not resolved; avoiding the problem and then fixing it can sometimes require more energy.

Fifth. Compromise: This expresses a middle position between assertiveness and cooperation. The goal is to quickly find common ground. The parties find a quick and mutually acceptable solution, where each party makes concessions to the other. This attitude is also called "sharing."

Pros: A solution that meets both parties' needs is quickly found; complex problems are temporarily resolved; it is an alternative when competitive and cooperative strategies fail.

Cons: This pattern can cause problems and prevent the finding of more long-term solutions. Accepted compromises may prove unsatisfactory and need to be revised.

Lecture No. 17: emotional intelligence

It is with the heart that one sees rightly; what is essential is invisible to the eye.

ANTOINE DE SAINT-EXUPÉRY, the Little Prince

1-Using emotional resources (emotional intelligence):

Human resources in an organization are usually evaluated by emphasizing technical aspects such as working conditions, but it is essential to evaluate them also from the perspective of the required intrapersonal and interpersonal skills, which have recently become known as *emotional skills*.

For many years, emotions and feelings were considered as "weakness," especially for managers. It has now been proven that the proper and healthy use of emotions is one of the key aspects of a manager's success.

Emotional intelligence (EQ) is an important dimension that must be addressed to improve the quality of communication in an organization. Emotional intelligence is generally defined by focusing on interpersonal skills (how we manage ourselves) and social skills (how we manage our relationships with others). It also refers to purely non-cognitive adaptive abilities.[67]

The concept became popular with the work of *John D. Mayer and Peter Salovey*, who defined it as the ability to understand emotions within oneself and others and to use these emotions as informational guides for thinking and action. Emotional intelligence allows us to think more creatively and use our emotions to solve problems.

Bradberry & Greaves, 2009 states that Emotional intelligence is "your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships"[68].

There are 5 dimensions that are directly related to our communication style:[69]

Firstly. Self-awareness: This is an aspect of emotional intelligence and relates to an individual's inner world (self-confidence, alignment of values, the meaning we give to our lives, as well as identifying and understanding emotions and their influence on thoughts and actions).

- Self-love is based primarily on self-respect, taking into account strengths and weaknesses.

- Self-actualization is an individual's willingness to engage in projects that align with their deepest values and their perseverance (determination) in all circumstances.

• Emotional self-awareness is an individual's ability to accurately identify their emotional state, as well as the causes and consequences of this state for themselves and others.

Second, self-expression: This is an aspect that extends to self-awareness and relates to the way in which they express their inner feelings, sensations, and thoughts. This aspect of emotional intelligence refers to the ability to act independently and express thoughts and opinions.

• Emotional expression refers to an individual's ability to express their feelings and emotions in an acceptable manner, thus ensuring physiological well-being, consistent communication, and authenticity in relationships.

• Self-affirmation is the ability to express thoughts. and feelings clearly, defending personal interests and convictions with respect for others and without violence.

• Independence and self-control, such that the individual makes his or her own decisions and determines his or her own projects without emotional attachment to others.

Third. Relationship Skills: This aspect of emotional intelligence relates to the ability to establish and maintain relationships based on trust and respect. It also relates to the ability to understand, agree with, and form a different point of view, and to act responsibly for the benefit of the group and the organization.

• Human relationships are based on the ability to build and maintain relationships based on a win-win model and emotional closeness.

• Empathy is the ability to observe, understand, and appreciate the feelings of others. It is also the ability to view the world from the perspective and circumstances of others.

• Social responsibility is the ability to actively participate in social groups and contribute to their activities. It requires awareness of and commitment to the public interest.

Fourth. Decision-Making: This aspect relates to understanding the role of emotions and feelings in decision-making. It measures the ability to curb or delay personal impulses and temptations and maintain objectivity, all to avoid wrong decisions or arriving at inappropriate solutions to problems.

• Problem-solving is the ability finding solutions to problems involving emotional aspects, thus recognizing the role of feelings and emotions in decision-making.

• The ability to accept reality as it is, not as we think or wish it to be.

• Controlling internal impulses and temptations is the ability to step back when negative feelings arise. It also means resisting the urge to act or make a decision based on these feelings.

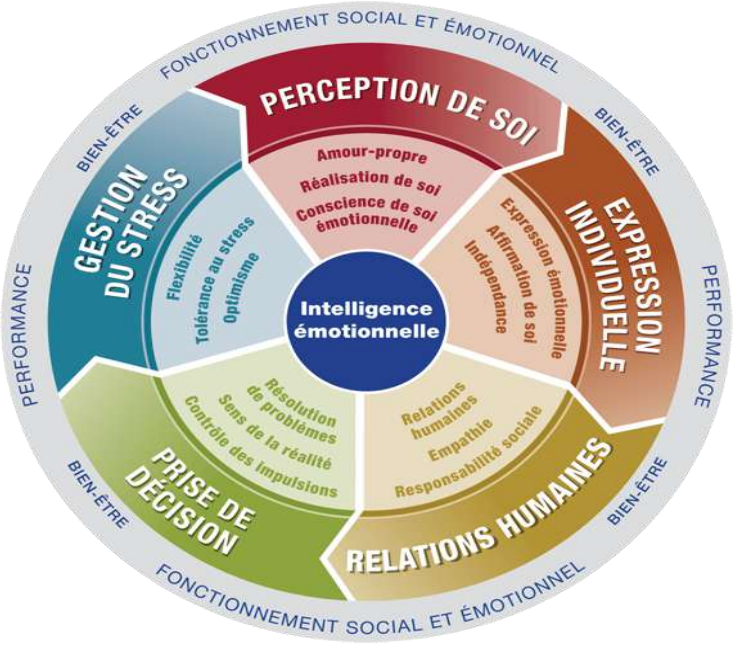
Fifth. Managing Anxiety and Stress: This aspect of emotional intelligence refers to the ability to manage emotions and feelings in times of change,

anxiety, stress, and sudden situations, as well as the ability to neutralize them, meaning maintaining optimism and resuming one's momentum after experiencing disappointments.

• Flexibility and the ability to adapt thoughts, behaviors, and feelings based on new information.

• Not giving in to anxiety and stress, facing challenges constructively, and having confidence in one's ability to manage critical situations positively.

• Optimism and a positive attitude toward life, maintaining the ability to bounce back after difficult and disappointing circumstances.



2-Levels of of emotional intelligence:

There are 3 levels of emotional intelligence; according to *Moïra Mikolajczak:* Emotional skills are divided into 3 levels[70]:

Level 1. Knowledge (knowledge): Knowing our emotions (for example, knowing that fear results from the perception of real or imagined danger, that it generates an avoidance response, and that managing it can be achieved through relaxation or reassessing the severity of the situation).

Level2. Skills (knowledge): Possessing the skills (for example, knowing how to relax after learning how to do so).

Level3. Habits or Personality Traits (habitual skill): Making skills a habit in situations, especially when they are most needed. (For example, getting into the habit of relaxing regularly, especially in stressful situations, as a kind of automatic response).

Lecture 18: Giving effective feedback

"Research shows that one of the best ways to help employees thrive is to give them feedback. Increase a sense of learning and vitality"

Harvard Business Review

Introduction:

Introduction Giving and receiving effective feedback are central skills in the workplace. Whether you are a Head of Department or a manager giving feedback to a direct report, a colleague giving feedback to another colleague or a team member giving feedback to a manager, feedback plays a strong part in the learning and development of an individual and moving forward.

Feedback is a critical tool in employee development and workplace performance improvement. Feedback provides employees with valuable information about their performance behavior, and skills, allowing them to identify areas for improvement and take steps to address them. Moreover, feedback can motivate employees by recognizing their strengths and accomplishments and providing a sense of direction and purpose.[71]

Feedback also helps to produce different, and often better, outcomes and allows individuals to understand how their actions are impacting results and relationships. If done in the right manner, constructive feedback will act as a powerful motivator. Developing a constructive and empathetic

feedback culture builds robust professional relationships and creates an environment where staff members can grow and thrive constructive and empathetic feedback culture builds robust professional relationships and creates an environment where staff members can grow and thrive.

1-Types of feedback:

Most common types of feedback include[72]:

• Informal feedback: which is the most frequent form, provided on a day-to-day basis, and is given on any aspect of someone's work or behaviour? It is usually in verbal form.

• Formal feedback: usually comes as part of a structured assessment.

• Formative feedback: is given continuously throughout a job, project or academic year. This type of feedback is common in academic environments as it is about a learner's progress at a particular time through a course or during the acquisition of a new skill.

It provides opportunities to gain feedback reflect and redirect effort (where appropriate) before completing a final assessment. It relies on continuous encouragement.

• Summative feedback: is usually given at the end of a project or task.

2-Feedback Models

Consideration should be given to the way in which feedback is delivered. Feedback must be timely, relevant and specific, focused on observed behaviours or actions and not on personality. Constructive feedback is actionable. It provides direction emphasizes staff member's goals and is composed. The following tips can be helpful when delivering constructive feedback[73]:

- Ensure to begin with positive feedback, which is sincere and deserved
- Focus your feedback on observed behaviour, rather than generalizations
- Focus on data, not opinions • Ensure to keep the feedback neutral, factual and non-judgmental.
- Avoid emotive or critical language.
- Provide feedback on actions or behaviours rather than on personal qualities.
- Focus on measures to improve and provide help and support.
- Continue to check in with the person in an agreed and reasonable manner.

There are a number of feedback models or techniques that can be useful to adopt depending on the situation:

The 'Feedback Sandwich'

The feedback sandwich starts and concludes with positive feedback and what can be considered as the more critical / constructive feedback is "sandwiched" between the positive aspects. The theory is, by effectively

"sandwiching" the constructive criticism in between positive feedback, you are softening the message. However, you should be clear on what the feedback is so it is not lost in the messaging.[74]

For example: *"Thank you for sending such a comprehensive email, our external provider should not have been copied on it since it was intended to be internal information only. I appreciate the initiative, though."*

However, if you use this method continuously the person receiving your feedback will only wait for the *"but"* in the middle. To counteract this, make sure to give positive feedback on its own when the opportunity arises. When individuals feel they are positively acknowledged, they will be more open to all kinds of feedback.

STAR (Situation-Task-Action-Result) Model:

Commonly used in recruitment practice, this model can also be effective to prepare and deliver feedback as it makes it specific and relevant to a particular situation. It describes the situation, the task assigned, the action that actually took place and what happened as a result of the action[75].

• Situation/Task: Start with the specific challenge the staff member faced or project/initiative they worked on.

• Action: Think about their approach to the situation or task.

• Results: Lastly, consider how their actions impacted the outcome of the situation or task.

For example*: "Thank you for helping me with my report when I had to rush to the meeting (Situation). I appreciate you finishing the table index formatting for me and emailing it to Sue without delay (Task). I wanted you to know that she called me back and said she was really impressed with our responsiveness and submitting the report at such short notice". (Results)*

SAID (Standard, Action, Impact, Do):

Similar to STAR, this model can assist when planning feedback by asking the following questions[75]:

"What is supposed to happen?" (Standard)

"What happened in this instance?" (Action)

"What does this mean for the team / organisation?" (Impact)

"What do we need to do to fix it?" (Do/Develop)

For example, *a standard may be "we mute our mics when not talking during an online meeting". The action that contravenes the standard is when someone unmutes themselves repeatedly. The impact can be that the session can be disrupted and/or people may become frustrated. When challenging inappropriate behaviour, the starting point should always be to offer the opportunity for the individual* to lead on what they should do differently next time, for example, "what can you do different next time before you come online?".

BOOST (Balanced, Objective, Observed, Specific, Timely)

Balanced feedback: should focus both on strengths and on areas for development.

Objective: relate your feedback to the observed behaviours, not to the person's personality traits

Observed feedback: should be based only on behaviours that are observable and witnessed by you (not third-hand testimony)

Specific: back up your comments with specific examples of the observed behaviour

Timely: give feedback soon after the activity, but not in the *'heat of the moment'* if the person has just done something that was difficult or very exciting there's a good chance, they won't be able to hear the feedback if they are very emotional.

For example: Balanced: *"You have done a great job on the recent IT project, especially with the detailed research and clear presentation. However, there are a few areas where we can improve."* Objective: *"The project report was comprehensive and well-structured, but it missed the deadline by two days."* Observed: *"I noticed that while your analysis was thorough, some of the data points were outdated, which affected the overall accuracy of the report."* Specific: *"For future projects, please ensure that all data is up-to-date and double-check the deadlines to avoid any delays."* Timely: *"Let's discuss this now so we can implement these improvements in the next project starting next week."*

The Pendleton feedback Model:

The Pendleton feedback model aims to create a two-way feedback system, rather than one person just giving another person feedback. The steps from Pendleton's model are[76]:

1. Ensure the recipient is ready to receive feedback
2. Ask the recipient how they feel the situation went or how their behaviour was
3. Ask the recipient what went well
4. Tell the recipient what went well
5. Ask the recipient what could be improved
6. Tell the recipient what could be improved
7. Together, form an action plan to ensure the discussed improvements are implemented /auctioned.

While you will select the model that works for the situation you are in, it is always best to allow for discussion of the feedback and possible disagreement with your points, so Feedback should not be oneway.

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