4.6 Recording

4.7 Reporting

4.8 Moderation of assessment

4.9 Progression and promotion

4.10 General
SECTION 5

RESOURCES

Annexure 1

An athletic event

javelin   shot-put   long jump   high jump

discuss   sprints   hurdles   spectators
Athletics Dialogue Week 2

Teacher: “Mary do you know that there is different kinds of events in athletics?”

Mary: “Yes, long jump and high jump.”

Teacher: “Good Mary. Peter can you think of other events?”

Peter: “Shot-put and sprints”.

Teacher: “Well done. There is also javelin, discuss and hurdles. Do you know what we call people that are watching athletics?”

Mary: “I know, it is spectators!”

Peter: “Wow, you clever Mary.”

Reading and Viewing

Sports Day

Today is a warm and sunny day. We are all very excited because it is Sports Day. The children are prepared for their different events. Before the event starts some are very nervous. Tom runs very fast and wins the race. Jack felt sad because he lost.
D. **Writing and Presenting**

<table>
<thead>
<tr>
<th>lost, started, ran, won, felt</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>lose</th>
<th>run</th>
<th>win</th>
<th>start</th>
<th>feel</th>
</tr>
</thead>
</table>

E. **Dialogue: Week 5**

Susan: “It is the perfect day for athletics. Sunny and hot.”

Ben: “I like it when it is cloudy and cold.”

Susan: “The spectators are very noisy because their favourite athlete won.”

Ben: “My ears hurt, that’s why I like tennis better. The spectators are quiet.”

Susan: “Just wait and see how quiet and sad they get at the end of the day when their team lost.”

Ben: “I will be happy if the day is over.”
F. **Oscar photo's on new vocabulary**

---

**Oscar Pistorius**

Oscar was born without the long bone under the knees. His parents were advised by doctors to amputate his legs from under the knees. Six months later he received his first pair of prosthetic legs. With the help of his parents and his determination he overcame his disability. In 2004 at the Paralympic Games in Athens he won the gold medal. This goes to show that anyone can overcome a disability and live a successful life.
Look at the pictures and the heading. Talk about what you think the story is about.

Read the story written by Mapula's 11-year-old friend. In her story, she explains why Mapula missed school today.
Beginning of the story

Mapula did not come to school today. There was a big fire at her home. Mapula's family uses paraffin for cooking at home. They have a red paraffin stove. Mapula has a young brother, Thami, who never listens to anyone. Last night Thami played with the stove, even though it is not allowed. He also found the matches that someone had carelessly left lying around. The little boy lit the stove and then, in his excitement, knocked the stove over onto the carpet. Soon the small room was on fire.

Middle of the story

Luckily for Thami, Mapula carried him out of the house. She asked the kind neighbours to phone the fire brigade. They arrived very quickly, and they used their long hoses to put the fire out. Soon the whole house was filled with water and smoke.

The fire was put out before Mapula's angry parents came home. Everything in the room was burned, and Mapula was very sad because her favourite baby doll and her beautiful workbooks were also burned in the fire.

End of the story

Today, Mapula helped her mother to clean their house. She hung all the wet blankets and curtains in the sun to dry. Meanwhile little Thami had been sent to preschool, so that he could stay out of trouble. Tomorrow Mapula will go back to school. Her mother will buy her a new school bag.
Annexure 2 Year 3 Term 1
Communication

1. **WHAT IS COMMUNICATION**

Communication is a two way process. When we communicate, we have a **sender** (the person communicating) and the **receiver** (the person receiving the information). However, it is as if we talk in code and the receiver has to **decode** the message before he can understand it.

It is also taken a step further by the fact that we **respond**.
We respond based on:

- what we think we have heard
- our background and
- our beliefs.

However, when we communicate, words are only part of the story. We also use body language and tone of voice to communicate.

**Three parts of communication**

1.1 **Words**

Words make up a mere 7% communication. However, if we do not know what the words mean, there is no way that we can communicate successfully.

Every industry uses their own code, for example in a Call Centre they will use the phrase "predictive dialler". You have to know the code of the industry and company you work in, in order to understand fully what you are supposed to do. You will probably take the first couple of months in the workplace to work out the industry code (jargon). Once you understand what the code is, you will feel much more at home.
1.2 **Tone of voice**

Tone of voice is how we say something, compare for example:

- **THIS** is mine
- This **IS** mine
- This is **MINE**

Depending on how we say something, we can change the meaning of our sentence completely. (You will see when we look at transactional analysis later at number 2, that tone is very important in determining the real message.)

1.3 **Body Language**

Body language is the way we use our bodies to communicate, for example rolling our eyes, using our hands and even the way we stand. It is important to keep our body language positive. Some examples of positive body language are:

- Making eye contact
- Keeping our hands open as opposed to clenched
- Smiling
- Standing up straight
- Leaning towards the person we are listening to
- Turning our head slightly towards the person talking.

2. **TRANSACTIONAL ANALYSIS**

Transactional Analysis is a helpful tool to understand how people communicate. There are many different models and approaches to communication. We use this one because it is easy to understand and apply.

When we transact with someone we exchange something between person “A” and person “B”. For example: we pay cash for bread and milk at the shop. This is a transaction. The shopkeeper gets money and we get groceries. So, transactional analysis means that we are looking at the communication transaction between people. What did “A” say or do and what did “B” say or do in response?
Transaction at a shop  Communication transaction

When we communicate we can choose to communicate from a Parent, Adult or Child ego state. Let me use an example to explain: remember when your mother had just cleaned the kitchen floor and you came running inside with muddy feet? You did not even notice that the floor was clean and that your feet were dirty. Your mother shouted: “Hey, you with the dirty feet, outside!” with her arm pointed towards the door.

Your mother was communicating from a Parent state. You felt hurt because it was not on purpose and you pushed out your lip saying: “It’s not my fault”. That was communicating from the Child state.

An Adult is where you use just logic, facts and reason to communicate. For example, your mother could say: “I have just washed the floor and your feet are dirty. Please go outside and clean them before you come in”. That is communicating from an Adult state.

We have parent, adult and child ego states in us at all times and depending on the situation, we react out of one of these states.

2.1 Transacting as a PARENT

- This is the communication style that you pick up from all the people who taught you in your life, for example your parents, extended family, teachers, ministers of religion and those in authority positions. There are different types of “parent” transactions. If you think of the role of a parent – they have to nurture (care for, love) the child, as well as discipline (guide, instruct) the child.

- When we “talk down” to someone (talk in a belittling manner) like we would talk to a child, then we are the disciplining parent. When we comfort and look after someone, then we are the nurturing parent. We act the way we were taught when we were little children. You will often hear real parents saying: “I sound just like my mother when I shout at little John”.

CAPS: TECHNICAL OCCUPATIONAL – ENGLISH FIRST ADDITIONAL LANGUAGE  Page 221
• The parent ego state is judgemental and it shows your value system. Your father may well have said: “Boys don’t cry”. So, you are uncomfortable / judgemental when you see a boy/man crying.

• Phrases used are for example: how to, always, never.

2.2 Transacting as a CHILD

• When you act like a child, for example throwing a tantrum or ignoring someone.
• Perhaps the headmistress calls you into her office; you may immediately get a churning in your stomach and wonder what you have done.
• Of course not everything in this ego state is negative. This is the same one that allows you to have fun and to play. It would be really boring if we all stayed in the adult ego state all the time.
• In this type of transaction, the words you use are direct and spontaneous. This is the “emotional” ego state.

2.3 Transacting as an ADULT

• The ability to think and do for yourself, based on information that you have received. It is about direct, rational responses to the here and now.

• If there is a problem – how can we solve it? This is the appropriate style for achieving win-win solutions and for overcoming conflict.
• Phrases used are for example: “Why do you think that ____?”, “Where will you find that?” etc.

• The ability to think and do for yourself, based on information that you have received. It is about direct, rational responses to the here and now.

CONCLUSION

Which one would create the most effective communication in the workplace? Adult to adult. Why is this the best way? We get the most results and cooperation from people if we use this ego-state.

The assumption is that the other person is also a rational human being and because there are no value judgments (parent) or emotionally charged words (child), the transaction remains clear and uncluttered by hidden meanings.

Transacting as an Adult is underpinned by the philosophy that:

• People can change.
• We all have a right to be in the world and to be accepted.
• We do not have to give knee jerk responses to someone else’s manipulation or judgments. We can choose the ego state from which we want to transact.
In general, we should try to write as we would speak to the audience concerned and we should speak so that the audience will listen.

If you were speaking to the CEO of a large corporation, you would probably use a more formal tone and style, than you would if you were speaking to your childhood friend. The use of slang and a “buddy-buddy” approach would be inappropriate to a job interview, but it would be just right for a youth outreach programme.

Our style of speech has to be adjusted to suit the audience and the occasion; otherwise it can result in miscommunication. Miscommunication is where the message intended to be sent was not the one received. E.g. An overly casual tone and approach may result in the audience being offended, while a very formal and stilted style could bore or even irritate.

**Three levels of communication:**

- **Formal**
  
  When you speak to the manager of a company or when you go for an interview.

- **Informal**
  
  When you talk to friends you are more relaxed.
✓ Personally

When you talk to someone whom you can share your secrets with, confidentially.

**CHOOSE YOUR OWN STYLE**

**HOAD**

**Honest** Honest and open (about thoughts and feelings) but this must be tempered with diplomacy.

**Open** E.g. You may think that your friend’s dress is awful, but to say it would be rude and hurtful – aggressive, in fact. Rather say: “I really think your pink dress suits you better.”

**Appropriate** Appropriate to the situation and to the relationship with the audience.

E.g. (sitting in a restaurant with friends) “Maria, I think I want a divorce ____”. Definitely not appropriate. Not the right time or place.

**Direct** Do not hint or try to manipulate. Say what you want to say!

E.g. “Mom, Khanyi has the new CD by Mendoza ____”
How do I use HOAD to give my message correctly?

1. “I” – statements
   
   Own your message and state your thoughts and feelings, don’t point the finger or blame others.

   E.g. Instead of saying: “You always interrupt!” (aggressive / parent)
   Rather say: “I would like to speak without interruption.”

2. Factual descriptions
   
   Be clear and precise, avoid sweeping statements. Be sure of your facts and don’t present you (or anyone else’s) opinion as fact.

   E.g. Instead of saying: “This is sloppy work”. (aggressive / parent)
   Rather say: “The punctuation in your report needs work.”

3. Speak for yourself
   
   Express your thoughts and feelings.

   E.g. Instead of saying: “He makes me so mad!” (non-assertive / child)
   Rather say: “I get mad when he breaks his promises.”

4. Use clear, direct requests or directives
   
   Don’t beat around the bush, say what you want to say.

   E.g. Instead of saying: “Would you mind taking this to John?” (non-assertive / child)
   Rather say: “Please take this to John.”
MISTAKES ONE CAN MAKE

1. Unnecessary words

No: I am afraid nobody can help.
Yes: He will be back at two.

2. Means nothing

No: Unfortunately that is sold out.
Yes: We will have new stock tomorrow.

3. Two negative words

No: No problem.
Yes: It is a pleasure.

4. Nobody are interested

No: Our rules in this company states that …..
Yes: Smoking is not allowed here.

5. Means nothing

No: I can’t complain thanks.
Yes: Fine thanks.

6. Say what you can do

No: I can not …..
Yes: I will try to …..
**Activity 1**

**Communicate verbally: Telephone**

Choose 6 items you can buy at Checkers. (Why specifically at Checkers)

Whisper it into your friend’s ear.

He now whispers it in his friend’s ear until everybody in the class had a chance.

The last person must repeat all 6 items out loud.

![Image of people connected]

What did you learn from this?

- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________
- ________________________________________________________________

**TOTAL** 5
Activity 2
What is communication?

1. Fill in the correct word. Choose from the word box.

<table>
<thead>
<tr>
<th>Think</th>
<th>respond</th>
<th>decode</th>
<th>two way process</th>
<th>background</th>
<th>information</th>
</tr>
</thead>
<tbody>
<tr>
<td>person</td>
<td>code</td>
<td>receiver</td>
<td>sender</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication is a ________________________________.

There is a ___________________ (the person sending the _________) and a ________________ (the ______________ receiving the information). It is as if we talk in ______________ and the receiver has to __________ the message before he can understand it.

We __________________________ based on what we __________________________ have heard, our beliefs and our __________________________.

2. When we communicate we use the following:

________________________________________
________________________________________
________________________________________

3. Name the 7 signs of positive body language.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

TOTAL 20
Activity 3
Practise your TA skills

1. Write the characteristics to the different communication styles.
   Only write C/A/P which represents Child, Adult and Parent

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>ANSWER C / A / P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason</td>
<td></td>
</tr>
<tr>
<td>Playful</td>
<td></td>
</tr>
<tr>
<td>Condemn</td>
<td></td>
</tr>
<tr>
<td>Fun</td>
<td></td>
</tr>
<tr>
<td>Facts</td>
<td></td>
</tr>
<tr>
<td>Nurture</td>
<td></td>
</tr>
<tr>
<td>Tantrums</td>
<td></td>
</tr>
<tr>
<td>Logic</td>
<td></td>
</tr>
<tr>
<td>Manipulative</td>
<td></td>
</tr>
<tr>
<td>Always, never</td>
<td></td>
</tr>
</tbody>
</table>

2. Write the ego state for each of the following statements:
   Only write C/A/P. It represents: Child, Adult and Parent

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“A client is expecting the delivery this afternoon at 15:00. Can you please make sure it is done?”</td>
</tr>
<tr>
<td>2</td>
<td>“Ah shame, are you not feeling good today?”</td>
</tr>
<tr>
<td>3</td>
<td>“Can we discuss this?”</td>
</tr>
<tr>
<td>4</td>
<td>“You always expect me to work late!”</td>
</tr>
<tr>
<td>5</td>
<td>“How many times have I told you not to be late?”</td>
</tr>
<tr>
<td>6</td>
<td>“You are ignoring a colleague.”</td>
</tr>
<tr>
<td>7</td>
<td>“I am unable to help you when you are interrupting me.”</td>
</tr>
<tr>
<td>8</td>
<td>“Can you explain why you are late?”</td>
</tr>
<tr>
<td>9</td>
<td>“You look tired, why do you not sit down?”</td>
</tr>
<tr>
<td>10</td>
<td>Said in a sarcastic way: “Oh, I see you have not done your work!”</td>
</tr>
</tbody>
</table>

TOTAL   20
Activity 4
Communication Styles

1. Use the abbreviations to identify each of the following statements:

Only write NA / A / AG. It represents: Non-assertive, Assertive and Aggressive.

<table>
<thead>
<tr>
<th></th>
<th>NA / A / AG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Are you and idiot? Don’t do that!”</td>
</tr>
<tr>
<td>2</td>
<td>“You know, we might consider an alternative. What do you think?”</td>
</tr>
<tr>
<td>3</td>
<td>“I can’t go, I have other plans.”</td>
</tr>
<tr>
<td>4</td>
<td>“Could you please give us another solution, we are not comfortable with this one?”</td>
</tr>
<tr>
<td>5</td>
<td>“No, thank you. I appreciate you asking me, but I really do not like dancing.”</td>
</tr>
<tr>
<td>6</td>
<td>“Dancing? Are you out of your mind?”</td>
</tr>
<tr>
<td>7</td>
<td>“Well, it’s fine if you want to have the green one.”</td>
</tr>
<tr>
<td>8</td>
<td>“Let’s go!”</td>
</tr>
<tr>
<td>9</td>
<td>“Tracy, please fax this to all the shops today.”</td>
</tr>
<tr>
<td>10</td>
<td>“I know you would have liked something else. I’m not good at picking presents.”</td>
</tr>
</tbody>
</table>

2. Say if the following situations are: Assertive / Non-Assertive / Aggressive. Also give a motivation.

2.1 The date is being set for the next meeting of a committee of which you are a member. You are keen to attend, but the proposed date (accepted by everyone else) means you cannot attend. When the chairman asks, “Is that OK for everyone?” you say: “Well all right, as it seems to be convenient for everyone else.”

2.2 A colleague asks you for a lift home. It’s inconvenient for you, as you are late already, and the drive will take you out of your way. You say: “I’m about 20
minutes late so I won’t be able to take you home. If it helps, I can drop you at
the nearest bus stop.”

________________________. ____________________________________________

2.3 You’re having trouble getting started on a report. You can’t see a logical
starting point. You say to a colleague: “I’m pretty useless at writing reports. I
don’t even know where to start!”

________________________. ____________________________________________

2.4 Your boss asks what went wrong when you were installing a new machine for
a customer. You say: “You wasted a lot of my time. You never even told me
he didn’t have the area ready.”

________________________. ____________________________________________

2.5 A colleague interrupts while you are making an important call to a customer.
You say: “I’d like to finish this phone call, and then I’ll be happy to answer
your question.”

________________________. ____________________________________________

3. Use the abbreviations NA = Non-assertive, A = Assertive and AG =
Aggressive to identify each of the following reactions to a situation:

<table>
<thead>
<tr>
<th>NA</th>
<th>A</th>
<th>AG</th>
</tr>
</thead>
</table>
| 1  | You have spent a lot of time and energy arranging to go on
holiday with a friend and at the last minute she lets you
down. |
| A  | How could you! Have you any idea how much trouble I have
gone to? |
| B  | I’m really disappointed and upset now. Can I call you back later
to talk about it? |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td><em>Leto and Sipho met at a party and got along fairly well. Sipho wants to go on a date with Leto, but she is not interested in seeing him again.</em></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>I had a good time at the party, but I don't want to go on a date with you. Thank you for asking me.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>What, me date you!</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>My parents are coming to dinner, sorry.</td>
</tr>
</tbody>
</table>
Obstacles to communication

3. FUNDAMENTAL OBSTACLES TO COMMUNICATION

Study each of the 4 fundamental obstacles to communication in the workplace.

In part 1 of this worksheet, you will identify personal examples of these fundamental communications obstacles and reflect on the best possible way of dealing with each of them.

In part 2, you will identify and reflect on examples of these fundamental communication obstacles in the workplace and what the effect was of these obstacles on the quality and effectiveness of communication.

3.1 Obstacle 1: Different perspectives

<table>
<thead>
<tr>
<th>Description</th>
<th>Identify this obstacle</th>
<th>Best way to deal with this obstacle</th>
</tr>
</thead>
</table>
| If you put a statue of a woman on a table, with one person looking at it from the front and one person from behind, you will have two different perspectives of what is seen – although both persons are looking at exactly the same object. | • Just don’t “see eye-to-eye” with someone about something.  
• Frequent use of: “No, that’s NOT what I said!”  
• Emotions are running wild: there may be loud voices and aggressive body language.  
• Your body language may show that you are turned away from someone, and that you don’t make eye contact with that person. | • Listen carefully to what a person is saying.  
• Listen with the view to UNDERSTAND, not with the view to RESPOND.  
• Give feedback to your listener: “Am I right in thinking that you said ……”, “Please tell me more; I’m not sure that I understand”.  
• Make eye contact.  
• Ask questions, probe, and focus! |

Sometimes we do exactly the same thing when we
are discussing something.

If we don’t learn to understand another person’s perspective, we risk unnecessary arguing and disagreeing.
3.2 **Obstacle 2: Listening with the view to respond, not with the view to understand**

<table>
<thead>
<tr>
<th>Description</th>
<th>Identify this obstacle</th>
<th>Best way to deal with this obstacle</th>
</tr>
</thead>
</table>
| We think faster than we talk. This means that while someone is talking, your brain has a lot of “empty space” that is not being used at that moment. What frequently happens is that we use this “empty space” to prepare a response, instead of using it to try to UNDERSTAND what the other person is trying to communicate. | • You don’t make eye contact.  
• Your body language may reflect aggression or irritation (folded arms, body turned away from the other person, tapping with your fingers, fiddling with your neck, leaning back from the person etc.)  
• You never ask: “Did I understand you right? You said …”  
• You know your mind is racing to find a response instead of attentively listening. | • Use the “empty space” to concentrate on the other person.  
• Turn your whole body toward the person and look him in the eye.  
• Ask yourself: “Do I truly understand what this person is trying to communicate to me?”  
• Ask yourself: “What can I do to ensure that I truly understand what this person is trying to communicate to me?”  
• Realise that LISTENING is the most important communication skill. |
3.3 **Obstacle 3: Not bothering to check the quality of your own communication**

<table>
<thead>
<tr>
<th>Description</th>
<th>Identify this obstacle</th>
<th>Best way to deal with this obstacle</th>
</tr>
</thead>
</table>
| Generally, we tend to blame others for breakdowns in communication. It is seldom that you hear anybody say: “I’m sorry; I think this whole misunderstanding is my fault. I should have communicated better!” Our modern society, in fact, is known as a “blaming society”, and this is just one more example of that. | • You always seem to think that someone else has made the mistake.  
• You have seldom (if ever!) asked yourself: “How do people experience me and my communications?”  
• People just don’t seem to understand you when you communicate to them. You may even think that people around you are stupid and shallow!  
• You never ask: “Did that answer your question?”, “Did I explain myself adequately?”, “Are you sure that you understand what you are supposed to do?” | • Ask others how they experience your communication style.  
• Ask yourself what you think are your communication obstacles.  
• Ask yourself: “If I were that person, right now, would I really understand what I have just communicated?”  
• Ask yourself: “I wonder how I am coming across to this person right now.” |

If you ask anybody: “How should people treat you?” you will easily find long lists of to-dos. It seems we instinctively know what is beneficial to us, and we sometimes demand this forcefully. The REAL question to ask is this: “Do I do the
things that I identify as the ways in which people should treat me?" Do I communicate as I wish to be communicated to?
### 3.4 Obstacle 4: Cultural differences

<table>
<thead>
<tr>
<th>Description</th>
<th>Identify this obstacle</th>
<th>Best way to deal with this obstacle</th>
</tr>
</thead>
</table>
| There are definite differences between a so-called “Western” and an “African” perspective of life. These differences in cultural perspective are also expressed in the way that we communicate. | • Look for apparent cultural differences between you and the person with whom you are communicating.  
• You may find that you more often have a communication breakdown with someone who is different from you in terms of race, religion, culture, home language etc.  
• Look for the use of discriminatory and biased language. | • Be critical of your own prejudices and biases.  
• Constantly ask yourself: “Is this communication, with this person hard for me because of this person’s culture, race, religion and home language?”  
• Learn tolerance and acceptance of others’ worldviews. |

**A “Western” perspective is:**

More task-orientated, hurried and competitive, “addicted” to planning and strategizing, time-poor, more verbal and excessively individualistic.

**An “African” perspective is:**

More person-centred, tranquil, go-with-the-flow, flexible, time-rich, non-verbal and community-centered.
“A good listener is not only popular everywhere, but after a while he gets to know something”

(Wilson Mizner)

“You’re not listening to me!” – is a phrase often uttered in frustration and anger. People do not always listen. We may hear, but we are not concentrating or we are listening to our own internal dialogue. Effective listening is a crucial life skill and has a direct bearing on job success and productivity.

Listening requires effort on our part – it is hard work (which is why we generally do not do it!) We need to listen with our minds and our ears. We need to concentrate on the person speaking and let them know that we are listening (nods, eye contact, “aha” “I see”). Listening means not being distracted and waiting until the other person has finished, before responding.

**Listen**

- When you concentrate to hear something.
- To use your brain and to understand.

**Hear**

- When you can hear something with your ears like sounds and words.

*The difference between listening and hearing*
Listening                     Hearing

**Is active** – paying attention and being involved, taking responsibility for understanding.  
**Is passive** – a physiological reception of sound.

**Have 5 stages.**                                 **Is only one stage of hearing.**

**Hearing is necessary** for listening.  
**Listening is not necessary** for hearing.

**Is a vital building block of relationship building and empathy.**  
Hearing alone is not empathic and can result in a **relationship breakdown.**

### 5 Phases of listening

- **Hearing** - A physiological reception of sound waves, receiving information through ears and eyes.
- **Attention** - Blocking out the environment and “other” noise so that we concentrate on the speaker.
- **Understanding** - Grasping mentally, know the meaning of.
- **Deciding** - What you think/feel about that information.
- **Feedback** - Signalling verbally and non-verbally that you have received and understood the message.
LISTEN WITH EMPATHY

For empathic listening to occur, we have to listen mentally and with sensitivity to the speaker’s feelings – showing concern and reflecting back the emotions.

BARRIERS TO LEARNING

• Physical distractions:
  E.g. poor acoustics, noise levels, static on a telephone line.

• Social distractions:
  E.g. tense atmosphere, lack of trust and social pressure.

• Physiological factors:
  E.g. the listener has a headache, is hungry and is tired.

• Personal factors:
  E.g. personality clash, prejudice, speaker’s annoying mannerisms.
TECHNIQUES TO OVERCOME IT

• Giving verbal and non-verbal feedback, e.g. smiling, nodding, encouraging words and phrases (I see, Oh I get it, Absolutely, I think I understand).
• Imagine that you will be asked questions on the message afterwards – this will automatically raise your level of attention.
• Concentrate on key words and phrases so that you can summarise the main ideas.
• Listen to the whole message, including the tone, before jumping to conclusions and reacting.
• Verify that you have understood the message by asking questions and paraphrasing.
• DON’T INTERRUPT!! Allow the speaker to develop his thought process without jumping in on minor points.
• DON’T finish the speaker’s sentence. It is the height of arrogant “Parent”-mode, to assume you know what someone is about to say.
• DON’T simply wait until the speaker has finished and then come in with what you wanted to say. Respond first to his message.
• Try to stand in the speaker’s shoes and see his viewpoint before reacting.
• Give the speaker the respect you would like to receive.
• Be discerning when it comes to deciding what is an opinion and what is fact.

In interpersonal communication, aim for empathic listening.

OPEN AND CLOSED QUESTIONS

Open questions

Rudyard Kipling referred to them as his “6 Helping Men” and they are indeed very helpful. Open questions open up the conversation and encourage the speaker to give more information. They are broad questions, generally beginning with:

• Who?
• What?
• Where?
• When?
• Why?
• How?
Other questions to encourage the speaker to express their viewpoint, feelings and ideas:

- What do you think about ____?
- Please would you explain ____?
- How do you view ____?
- Tell me how you feel about ____?
- Could you please expand on that ____?
- What makes you say that ____?

Closed questions

Can be answered with a simple “yes” or “no”. They are useful for keeping control of the conversation and for verifying information. These are narrow, limiting questions and tend to begin with a verb, for example:

- Do you ____?
- Can you ____?
- Which ____?
- Will ____?
- Would ____?
- Is ____?
- Are ____?

Activity 8

Obstacles to communication

Obstacle 1  Different perspectives
Obstacle 2  Listen with the view to respond
Obstacle 3  Not checking the quality of your own communication
Obstacle 4  Cultural differences

Study each situation in the workplace and identify which obstacle to communication it is.

Only write the correct obstacle number on the line.

a. Two men are fighting over their language.  ____
b. A boy and girl went to see the movie DIE HARD 2. The boy liked it but the girl didn’t.  ____
c. Your boss is fighting with you because you are sitting folded arms while you are listening to him but you are not looking at him.  ____
d. Before you could explain to your boss why you’re late for work, he chases you out of his office.  ____
e. Kevin is talking the whole day and Johan doesn’t like it.  ____
f. There’s a misunderstanding between you and your brother and you are fighting.  

h. Lebo likes to work fast, but Megan is taking her time.  

i. You are staring out the window while your mother is fighting with you.  

j. Some people like to talk a lot while others prefer writing.  

TOTAL 10
Activity 9
Empathetic communication

Read the instructions before you complete the questionnaire.

In this questionnaire, there are 10 empathic communication statements. You have to rate yourself on each, using a rating scale of 1 – 10.

1 = rarely   5 = sometimes   10 = most of the time.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am patient and I do not try to rush the person who is speaking to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>When people discuss their problems with me, I am a good listener.</td>
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<tr>
<td>3</td>
<td>I honestly try hard to understand someone’s point of view and what someone is trying to communicate to me.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>I can paraphrase back to a speaker what I have heard them say and how they feel.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>When someone is talking to me, I stop what I am doing, and listen attentively.</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>I am comfortable with a person who has</td>
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</tr>
<tr>
<td>1</td>
<td>different values from my own.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>During a conversation, I am comfortable with silence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I am a caring type of person.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I communicate without trying to control conversations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I am attentive and not easily distracted during a conversation.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

List where and how you can improve your empathy.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity 10

Responding with empathy

Instructions
Write down how you would respond in an empathic way to somebody who says the following statements:

1. “Are you stupid and blind? Why do you not serve me?”
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. “I think I am going to find a company that does not make so many mistakes!”
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. “If I were a lawyer maybe I could understand this document. But I don’t have a clue what this part means!”
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. “It’s been three weeks since I asked for it. What’s taking you people so long?”
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

TOTAL 12
**Activity 11**

*Important to listen*

Read each of the following statements about the benefits of good listening. Write true (T) or false (F) at each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T / F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Listening skills improve your self-confidence.</td>
<td></td>
</tr>
<tr>
<td>2  People like you when you listen to them.</td>
<td></td>
</tr>
<tr>
<td>3  Good listeners are usually more efficient in completing their work.</td>
<td></td>
</tr>
<tr>
<td>4  Careful listening helps to settle disagreements before they grow.</td>
<td></td>
</tr>
<tr>
<td>5  Intelligent responses are more difficult when you listen.</td>
<td></td>
</tr>
<tr>
<td>6  More effective decisions are made “by shooting from the hip” than by listening to the opinions of others.</td>
<td></td>
</tr>
<tr>
<td>7  Learning to listen to clients does not help you to respond more quickly to their needs.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>8</td>
<td>Few good listeners make top leaders.</td>
</tr>
<tr>
<td>9</td>
<td>Good listeners are always embarrassed by unnecessary mistakes.</td>
</tr>
<tr>
<td>10</td>
<td>Handling distractions is easy for good listeners.</td>
</tr>
<tr>
<td>11</td>
<td>Listening increases our knowledge and understanding.</td>
</tr>
<tr>
<td>12</td>
<td>Listening can help us generate new ideas.</td>
</tr>
<tr>
<td>13</td>
<td>We gain insight into others’ opinions.</td>
</tr>
<tr>
<td>14</td>
<td>Listening helps us to act upon instructions.</td>
</tr>
<tr>
<td>15</td>
<td>Listening builds positive relationships.</td>
</tr>
<tr>
<td>16</td>
<td>Listening gains us time to think.</td>
</tr>
</tbody>
</table>

**TOTAL** 16
Activity 12
Are you a good listener?

Be honest and answer the following questions.

**Eye-Contact**

<table>
<thead>
<tr>
<th></th>
<th>All of the time</th>
<th>Some of the time</th>
<th>Rarely / Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I make regular eye contact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I ask questions to clarify.</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I show concern by acknowledging feelings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I restate or paraphrase to show that I understand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I don’t judge until I have heard the whole message.</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>I am emotionally in control.</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>I give non-verbal feedback (nods, smiles, frowns).</td>
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<td></td>
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<td>---</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I pay attention and do not let my mind wander.</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>I seek first to understand, then to be understood.</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>I respond to the speaker before I change the subject.</td>
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<td></td>
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</tbody>
</table>

**TOTAL** 10
Activity 13

Listen with empathy

What is the meaning of empathetic listening?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

TOTAL 3
Activity 14

My communication growth plan

Based on all that you have learned, what are the 7 most important things that you can do from now on to improve YOUR communication?

<table>
<thead>
<tr>
<th>1</th>
</tr>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

**TOTAL**  7
**Activity 15**  
**Self-evaluation**

In your own words, answer the following:

<table>
<thead>
<tr>
<th>Describe what you think communication is</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name the 3 ego states from which you can choose to transact.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change the statement into an empathic statement</th>
<th>“Do you think that I’m made out of money?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>List 2 obstacles to communication and describe how you can overcome them</td>
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<tr>
<td>-------------------------------------------------------------</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List 2 ways in which you can improve your communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
Identify each reaction as either: Parent (P), Adult (A) or Child (C) ego state.

Only write P, A or C.

There is one P, A and C response in each situation.

<table>
<thead>
<tr>
<th>You lost an important document</th>
<th>P/A/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why can't you keep track of things you’re responsible for?</td>
</tr>
<tr>
<td>2</td>
<td>Check each person who used it last week and try to trace it.</td>
</tr>
<tr>
<td>3</td>
<td>Why look at me? I didn’t take your old document!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A colleague’s proposal has been rejected</th>
<th>P/A/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor thing, you must feel terrible. I'll fix you a cup of tea to cheer you up.</td>
</tr>
<tr>
<td>2</td>
<td>You think that's bad. Just listen to what happened to me!</td>
</tr>
<tr>
<td>3</td>
<td>I'm sorry about the committee turning your proposal down – I know how much work you put into it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A woman in the office gets a promotion</th>
<th>P/A/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Well, she deserved it. After all, with all those kids to feed, she needs the money. Poor thing.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>She got it for buttering up the boss.</td>
</tr>
<tr>
<td>3</td>
<td>I thought I might get that promotion. But maybe I didn’t give</td>
</tr>
<tr>
<td></td>
<td>her the credit she deserves.</td>
</tr>
</tbody>
</table>

**TOTAL** 20
1. **Answering a call**

   • First Impressions are lasting! The way a company answers the phone tells us a lot about the kind of service we can expect to receive from them. How you answer the call, sets the tone of the entire call. The basic rules are as follows:

   a) Pick up the phone within three rings.

   b) Smile while greeting the caller.

   c) Give your company / department name and your name.

   d) Ask the customer if you can help.

   e) Pick up the phone within 3 rings. This is the general accepted standard. After the third ring, our tolerance as customers starts to waver.

   f) If you hear a phone ringing in the department in which you are working and no one picks it up, make it your business to do so. Even if you can’t personally help the customer you can at least take a message and further the cause of good customer relations.

A company’s answering standard should include the following:

1. Greet the customer – greeting should always be the entry point of a phone conversation because it instantly indicates your friendliness and openness to the other person. It’s a kind of verbal handshake. When answering the phone say: “Good morning/afternoon” **before** you identify yourself and the company.
2. Identify your company and yourself – this basic courtesy lets the caller know that she has reached the correct person, department or company. Remember the caller can’t see if he is at the right company or department.

3. Ask how you can help. Saying this demonstrates that you and your company are ready and available to assist the customer.

4. Use the caller’s name frequently during the call. Ask the caller’s name and write it down at the beginning of the conversation. This makes the caller feel that he is not just a “number”.

5. Tone of voice. A smiley, lively voice is always far more welcoming than a dull, lifeless voice. Think of how you sound when you are greeting someone you want to see and how you sound when it is someone you don’t like to see.
2. **Putting a caller on hold**  
   **Activity 3**

The following is a good guideline to follow when you need to put a customer on hold:

- Ask the caller if it is OK to put them on hold e.g. “Would you mind if I place you on hold?”

- Offer the customer a choice: being placed on hold, phoning back later or taking a message.

- Don’t keep the caller waiting too long.

- Use hold and transfer features effectively.

- Focus on keeping the customer informed on what you are doing to help them.

1. **Greetings**

2. Identify yourself, company/department

3. **Offer to help**

4. Resolve query or

5. **Ask to be placed on hold / transfer / take a message**

6. **Keep your promise**
3. **How to transfer a call?**

**Activity 4**

When transferring a call:

- Explain to the customer why he is transferred, it gives the customer information and a choice.
- Give the name and number of the person you are transferring the customer to. If the customer is disconnected he can call the person directly.
- Confidential information: make sure that you know what information is confidential in your company. Don’t give any employer’s personal or home telephone number to a customer, unless the person gave you permission to do so.

4. **Using empathy on the telephone**

- Empathy means understanding your customer’s point of view, regardless of whether or not you agree.
- Empathic phrases to practise, remember and use in a company that will make the customer feel good are:
  - “I can see why you feel that way.”
  - “I see your point of view.”
  - “I hear what you are saying.”
  - “I am sorry it happened.”
5. **Taking messages**  
**Activity 5**

Provide the following when you take down a message:

- Full name and surname of the person the message is FOR.
- Full name and surname of the person the message is FROM.
- Name of the COMPANY the person is calling from.
- 2 TELEPHONE NUMBERS: cell phone and landline.
- DATE – day, month and year.
- TIME person called.
- Short but detailed MESSAGE.
- Your name and surname as the person who took the message.
- IMPORTANT: make sure the person gets the message.

6. **Ending a call**

- Don’t underestimate the importance of ending the call on a positive note. Particularly, if the caller has been “difficult”.
- Examples of how to end a call positively:
  - Both you and the customer must agree on what is going to be done. Therefor repeat the action steps you are going to take.
  - Ask the customer if you can do anything else for him.
  - Thank the customer for the call.

**Activity 6: Skills practice**

**Activity 7: Key learning**

**Activity 8: Self-evaluation**

**Activity 9: Exercises to complete at home**
ACTIVITY 1
Testing your telephone etiquette

Before we deal with the do’s and don’t’s of telephone etiquette, let’s test your current knowledge by rating each of the following scenario’s as TRUE or FALSE. Only write T or F on the line.

Scenario one

It’s 11:45 and Sandra is at her desk putting the final touches on her sales report, which is due at noon. She is on the final page when the phone rings. She tries to ignore it for a few moments, but the ringing continues. Eventually she picks up the phone and says with a smile: “This is Sandra, how may I help you?”

Sandra is demonstrating good telephone etiquette: __________

Scenario two

Sipho is a sales assistant at a large hardware store. His supervisor, Debra, is having a meeting with him about some new stock that has just arrived. Sipho’s telephone rings. He immediately pick it up, greets the customer on the other end and politely says: “Let me put you on hold for just a minute.”

Sipho is demonstrating good telephone etiquette: __________

Scenario three

Gerhard is a travel agent. His area of speciality is domestic travel. His phone rings and on the line is a customer who needs help booking an overseas trip. Gerhard explains to the customer that he does not deal with foreign travel by saying: “I am sorry, you’ve reached the domestic travel department, and you need to talk to international. Hold on for a moment, I will transfer you.”

Gerhard is demonstrating good telephone etiquette: __________

How did you do? If you marked any of the scenarios as true, think again! All of the above scenarios are false because they broke some aspect of telephone etiquette. Therefore the customer would get a negative impression of the company.
ACTIVITY 2
Answering a call

1. Based on your experience of when you have phoned different companies, why is it important to have an answering standard when you answer the phone?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Set up your own answering standard for your company. What will be included in the standard?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Use your own company name and write the direct words that will be used when a telephone is answered in your company.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ACTIVITY 3
Putting a customer on hold

In scenario two, Sipho did not ask the customer if he could put him on hold – he told him. This can be very frustrating for a customer. Furthermore, Sipho did not ask permission to take the call in the first place. The person standing in front of you is as important as the person on the telephone. Acknowledge this with a gesture or “May I answer quickly?” before reaching for the phone.

The etiquette for putting your customers on hold will help you avoid becoming confused and thereby avoid the many negative moments of truth that the customer associates with the telephone.

Think of a particular scenario that you / your parents were involved in and then discuss the following questions:

1. How did you feel when someone put you on hold for a long time?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. What did the person say before he/she put you on hold?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

| Image - A woman on the phone |
3. What was your impression of the customer service?
   ______________________________________________________
   ______________________________________________________

4. Did the person say anything that made you as a customer, feel special?
   What did he say?
   ______________________________________________________
   ______________________________________________________

5. Why do people dislike being put on hold?
   ______________________________________________________
   ______________________________________________________

6. How should you approach the caller before putting him on hold?
   ______________________________________________________
   ______________________________________________________

7. What is wrong with putting your hand over the receiver?
   ______________________________________________________
   ______________________________________________________

8. Why should you explain to a customer why he is being transferred?
   ______________________________________________________
   ______________________________________________________
ACTIVITY 4
How to transfer a call

In your groups, discuss the following:

1. Why should you explain to the customer why he is being transferred?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why should you give the customer the person’s name and telephone number before you transfer his call?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Are you allowed to give employers’ personal information to customers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### ACTIVITY 5
Taking a message

Study the following two messages and then answer the question.

<table>
<thead>
<tr>
<th>MESSAGE 1</th>
<th>MESSAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To</strong></td>
<td><strong>To</strong></td>
</tr>
<tr>
<td>Khumalo</td>
<td>Khosi Matshitse</td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>18th</td>
<td>15 March 2004</td>
</tr>
<tr>
<td><strong>From</strong></td>
<td><strong>From</strong></td>
</tr>
<tr>
<td>Sarel</td>
<td>Ronel Jacobs</td>
</tr>
<tr>
<td><strong>Company</strong></td>
<td><strong>Company</strong></td>
</tr>
<tr>
<td>BP Personnel</td>
<td>BP Personnel</td>
</tr>
<tr>
<td><strong>Tel no</strong></td>
<td><strong>Tel no</strong></td>
</tr>
<tr>
<td>You have it</td>
<td>011 555 4512</td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td><strong>Message</strong></td>
</tr>
<tr>
<td></td>
<td>Ronel needs the detail on case 26 urgently.</td>
</tr>
<tr>
<td><strong>Taken by</strong></td>
<td><strong>Taken by</strong></td>
</tr>
<tr>
<td>Maria</td>
<td>Maria Matsana</td>
</tr>
</tbody>
</table>

1. Which message is the better one? ______________________ (1)
2. Motivate your answer. (7)

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
3. Use the scenario that follows to complete the message slip.

**MESSAGE**

To: _______________ Date: _________ Time: ____

From: _______________ Company: _______________

Tel. no. _______________

Message: ______________________________________

________________________________

Taken by: _______________

TOTAL 20

---

Mr. Combe, the principal of Kings High, phoned at 11:25 to talk to the principal of Queens High, Mrs Kastanos. He wants to discuss the program for the athletic meeting taking place during the weekend. Mrs. Kastanos is busy with a meeting and can’t take the phone call. Mr. Combe asked to be phoned back after the meeting on his cell phone – 084 6622 315
ACTIVITY 6

Skills practice

*Practice the following three skills with a friend. Give informative feedback to the person practising the skill so that he can better himself.*

<table>
<thead>
<tr>
<th>Quality check according to:</th>
<th>FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answering a telephone.</strong></td>
<td></td>
</tr>
<tr>
<td>Ensure they used the agreed procedure</td>
<td></td>
</tr>
<tr>
<td>• Pick up the phone within 3 rings</td>
<td></td>
</tr>
<tr>
<td>• Greet the caller</td>
<td></td>
</tr>
<tr>
<td>• Give your company / department name as well as your own</td>
<td></td>
</tr>
<tr>
<td>• Ask the customer how you can help.</td>
<td></td>
</tr>
<tr>
<td><strong>Putting a caller on hold.</strong></td>
<td></td>
</tr>
<tr>
<td>Ensure they used the agreed procedure</td>
<td></td>
</tr>
<tr>
<td>• Did he ask the caller permission to be put on hold and to be transferred?</td>
<td></td>
</tr>
<tr>
<td>• Did he give the caller the name and number of the person to whom they are being transferred?</td>
<td></td>
</tr>
<tr>
<td>• Did he tell the person being called who was on the line and why?</td>
<td></td>
</tr>
<tr>
<td><strong>Taking a message for another person.</strong></td>
<td></td>
</tr>
<tr>
<td>Ensure they used the agreed procedure</td>
<td></td>
</tr>
<tr>
<td>• Did he take all the caller’s relevant details?</td>
<td></td>
</tr>
<tr>
<td>Did he summarise the message correctly?</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Did he check for accuracy e.g. repeating the telephone number?</td>
<td></td>
</tr>
</tbody>
</table>
ANNEXURE 5: Year 3 Term 4
READING

1. What is reading but silent conversation? (Walter Savage Landor)
Reading applies to written text (paper) and visual media. In the workplace, most people would be surprised if they ever physically timed themselves, to discover that they spend a lot of time reading: memos, e-mail, internet research, letters, reports, advertising, articles, textbooks, computers and cell phones.

2. Why is reading so important?
With the huge amount of written material (in books, magazines, internet, emails, reports etc.) the old saying, “Don’t believe everything you read”, has never been truer!
The world of work is an ever-changing, increasingly demanding environment. What was the ‘latest and greatest’ last year is now old news. While this is exciting, it is also very pressurising.
We have to stay abreast of changes and we have to constantly improve our knowledge and skills to remain employable. Reading is inseparable from lifelong learning.
The usual complaint about time is that there just aren’t enough hours in the day. There are, however, two possible solutions to this problem: we can learn to read faster and/or become a more selective reader.

3. The 3 circles are a useful tool for selective reading:
The circle represents the sum total of all the knowledge in the world.

You can make the outer circle a lot bigger by reading newspapers, searching the Internet, reading on new topics and watching television.
4. **Motivational phrases to read every day?**

   Write it on colourful paper and put it up all over your room:
   - Knowledge belongs to everyone.
   - It is completely within my power to increase my knowledge.
   - Knowledge is not static – it is always increasing.
   - Knowledge is truly power.
   - Reading is one of the main routes to better knowledge.
   - Self-improvement depends on increasing our knowledge.

   **Do activity 1: Reading**

5. **Reading methods**

   5.1 **Speed reading**

   Remember when you first learned how to read as a child? It was a painfully slow process: The – cat – sat – on – the – mat… That was because your brain had to process each word individually. As you recognised words, you speeded up.

   Just see how amazing your brain works! Read this:

   I cdnuolt blveiee taht I cluod aulaclty uesdnatnrd waht I was rdanieg The phaonmneal pweor of the hmuan mnid Aocccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer inwaht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? yaeh and I awlyas thought slpeling was ipmorantt!

   Test yourself by timing how long you take to read the following passage of just over two hundred words. Read silently, to yourself. You must read to comprehend.
5.2 Skimming and Scanning

- Quickly read through text to save time when you search for information.
- Intentionally skip parts of the text.
- Only pay attention to specific information.
- Focus on headings, subheadings, italic or bold words, words and pictures standing out.
- Use it to find specific information like numbers, amounts, dates, names etc.
- Where do you use it? Look up telephone numbers in a telephone directory, words in a dictionary, studying a weather chart or a bus schedule, searching websites etc.

**Do activity 3 on Skimming and Scanning**

5.3 Study Reading

- Slowest kind of reading.
- Read carefully leaving nothing out.
- Read with attention.
- Think about what you read.
- Stop frequently to check if you remember and understand.
- Try to memorise what you have read.
- KEYWORDS: the most important words in a sentence or paragraph are highlighted. It enables you to understand a sentence and focus on the essence of the sentence.

**Do activity 4 on Study Reading**
You will need information literacy skills throughout your life. We are always seeking information. What is the best car to buy? Which courses should I study? Which is the best book to read on a particular subject? How will I convince my boss that this is a good idea? How to learn to do something new?

Information helps us to make the best decisions! It also helps us to communicate more effectively, because we are speaking with confidence, based on facts. However, the good stuff is often buried beneath heaps of rubbish. The skill of searching, sifting, evaluating and comprehending written and visual literacy, is therefore vital to our effectiveness in the world of work.

1. **How do I choose the correct media to search for information?**

   I must know what kind of information I want to know where to start searching for it. Some examples:

<table>
<thead>
<tr>
<th>What information do I need?</th>
<th>Media that is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>To sell a product</td>
<td></td>
</tr>
<tr>
<td>To give information</td>
<td></td>
</tr>
<tr>
<td>To persuade</td>
<td></td>
</tr>
<tr>
<td>To manipulate</td>
<td></td>
</tr>
<tr>
<td>To entertain</td>
<td></td>
</tr>
<tr>
<td>To scare</td>
<td></td>
</tr>
<tr>
<td>To educate</td>
<td></td>
</tr>
</tbody>
</table>

**Do activity 5: Information Literacy**
2. **Posters**

Posters can be a very effective form of communication. You may have learnt in History about or seen in movies the posters used by different nations during war or times of political change. They all had read: “Your country needs you”. It was very persuasive because it addressed the emotions and patriotism of the men.

Posters are seen on lamp posts, on information boards inside/outside shops, at schools, concerts etc. Posters are usually big enough so that a driver can read it when driving past it. Some posters have photos to draw the attention of the reader.

What are the characteristics that make a poster an effective tool of communication?

- A poster should be **eye-catching**.
- Give the minimum, but vital information in as few words as possible.
- The information must stand out. Use **letter types** that are big and clear and that can be read at a glance from a distance.
- Use **bright colours** to attract attention.
- The poster must be **uncluttered**.

**Do activity 6: Design a poster**

3. **Critical eye**

A critical eye, or the ability to evaluate what you are reading for bias, authenticity and reliability, is an important skill when reading – especially if you are doing research. Writers have many purposes in mind when they write – to sell, to persuade, to inform etc.

In evaluating a persuasive text (selling and idea or concept) the critical reader should be able to classify the information given according to the following hierarchy of reliability:

1. **Facts** – verified either by experience or reference to authoritative records
2. **Conclusions** – derived from facts by reasoning about it
3. **Judgements** – derived by reflection on the material given (the professional competence of the person judging weighs heavily here)
4. **Opinions** – need careful evaluation, even if they ring true
5. **Beliefs** – views that have no factual backing. Often underpin our thoughts and are ‘unstated’, but evident if you are on the look out for bias

Do activity 7: Critical Eye
Activity 1: Reading

1. Why is reading so important? (5)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Explain the 3 circles of reading priorities? (3)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Explain how you can make the outer circle bigger? (3)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What will you do to motivate yourself to expand your reading? (4)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What would you like to learn more of? (5)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

TOTAL 20
Activity 2  Speed Reading

The teacher is going to be the timekeeper. The teacher will tell you when to start reading and when to stop. It is going to be exactly 60 seconds. Read the passage in the notes silently to yourself. Make a mark on the text where you stopped reading. Count the words.

Repeat above steps 3 times.

1\textsuperscript{st} ___________ words per minute

2\textsuperscript{nd} ___________ words per minute

3\textsuperscript{rd} ___________ words per minute

1. What conclusion do you come to after you did the exercise three times?

____________________________________________________________________________________

2. By doing this exercise twice a day at home, what could you expect after a week?

____________________________________________________________________________________

3. What can you do to motivate yourself to read more?

____________________________________________________________________________________

____________________________________________________________________________________
Activity 3  Skimming and Scanning

Skim the article: “Snapshot of SA Cyberspace” and answer the questions.

1. What is the title of the article? __________________________
2. Who is the author? ____________________________2
3. In which magazine did the article appear? ________________
4. On what date did it appear? __________________________3
5. What city has the biggest Facebook population in S.A.? __________________________
6. Which city has 840 000 Facebook users? __________________
7. What is the average number of photos uploaded everyday worldwide? ________________
8. How old is the biggest percentage of users? _____________2
9. Are the most Facebook users male or female? ____________
10. How many Facebook users are there in S.A.? ____________2

TOTAL 15
SNAPSHOT OF SA CYBERSPACE

From social networking to search terms, a recent survey yields fascinating facts and figures on how South Africans use the internet

By PETRO-ANNE VLOK

With the internet you have the world at your fingertips. You can catch up with friends via Facebook, follow your favourite celebrities on Twitter or read up on the day's news.

What you search for online depends on what you want – but have you ever wondered how the rest of the country spends their time online? A digital marketing agency recently revealed its findings on how South Africans get up to in cyberspace in 2011.

FACEBOOK

Facebook has reached just 8.7 per cent of the South African population yet it's used by 80.7 per cent of internet users in South Africa.

With two million users, Johannesburg has the biggest Facebook population. Next is Cape Town with 560 000, followed by Pretoria with 840 000 users.

The average number of photos uploaded to Facebook every day worldwide:

That’s about 7.8 billion photos each month, 10.4 million photos an hour and about 174 000 a minute.

AGE-SPLIT

33% of users are between 16 and 24 years old

14% are between 35 and 44

22% are 45 and older

GENDER

49% are male users
51% are female

20 minutes – The average time South Africans spend on Facebook every day.
Activity 4
Study Reading

Apply Study Reading on the article: “Balls, glorious balls” and answer the questions.

1. What is the heading? __________________________

2. What is the sub heading? __________________________
   __________________________ 4

3. Who made the first rugby ball? ________________
   _____________________________________________ 2

4. What was the ball made of? ________________________2

5. How did they inflate the balls? ________________2

6. What are rugby balls made of today? ________________
   ______________________________________________5

7. How many stitches are there on a cricket ball? ________2

8. What is used to stuff cricket balls and what do they weigh?
   ______________________________________________2

9. Where and when was the most expensive cricket ball ever made? ________________2

10. Give three reasons why it is the most expensive cricket ball.
    _____________________________________________
    _____________________________________________
    _____________________________________________3

Total 25
BALLS,
Glorious Balls

By CHRIZANE VAN ZYL

CRICKET

Did you know rugby players used to play with balls made from pigs’ bladders? In 1843 Richard Lindon and William Gilbert made the first rugby balls from the bladders of swine. This explains why the ball is oval. Players inflated the bladders with clay straws – quite an unpleasant job as the bladders were smelly. Yuck!

The bladders were covered with canvas panels and stitched by hand. The first balls had four panels joined together and their size depended on the size of the bladder used.

Today rugby balls still have four panels but are made from synthetic rubber, polyurethane layers, microfoam and PVC. What an exact science the manufacturing of balls has become!

Balls are still sometimes made from leather as they give a better grip. But players practice mostly with synthetic balls which are waterproof and last longer.

The first cricket balls were made around 1560 and like the tennis balls of old were covered with leather. There are between 65 and 70 stitches on a cricket ball; it’s mostly stuffed with cork and weighs about 163 g. The cork is elastic and helps the ball to bounce. The ball consists of small pieces of cork rolled up with pieces of string and tied together.

The most expensive cricket ball ever was made in Sri Lanka in 2004 – of diamonds! It weighed 53.63 carats and the various panels were joined with a real gold seam. But how were the diamonds joined? With the same material used in NASA space vehicles.

Cricket balls are made of willow wood. The wood is first compressed by putting weights of up to three tons on top of them. That’s the equivalent of 12 elephants!

SOCCER

Charles Goodyear made the first rubber soccer balls in 1865. Before that anything from a skull to a stuffed sphere was used to play soccer. Because leather was expensive the balls were also made from pigs’ bladders.

The Chinese were among the first to play soccer. They kicked the balls through a gap in a net stretched between two poles. It’s also believed the English played soccer in the Middle Ages. They kicked the skulls of people who’d been beheaded down the street – gruesome!

Today a soccer ball is made of 32 leather panels sewn together with 720 stitches. The panels are made from synthetic leather reinforced with layers of cotton or polyester.

Pakistan is renowned for its soccer balls which are sworn by hand. Nearly 90 per cent of soccer balls are made there. Latex bladders are used today and balls weigh 320-340 g.

GOLF

Golf was invented by the ancient Romans who played it with wooden clubs. Until the 16th century golfers had to make their own clubs and used wood for this purpose. It was only in the 18th century that golf clubs were first made of iron.

The first golf balls were made of thin leather and stuffed with boiled duck feathers. The tighter the feathers were packed the further the balls travelled. Golfers used these feather-stuffed balls until 1848.

Today golf balls are made of rubber and covered with plastic. Most balls have 336 dimples but some can have up to 420. But why were balls made with dimples?

The first golf balls were soon covered in scratches and dents and players discovered the more damaged the ball the further it travelled.

The balls were then made with identical dimples so they would fly equally well.

You’d need a chainsaw to cut through the plastic and rubber of a golf ball. Inside are tightly rolled-up rubber bands.
ACTIVITY 5
Information Literacy

Study the following examples and say which media can be used to do each of the following.

- Scary picture
- Text book
- Bible
- Cartoon
- Flyer

Interdict
I hereby certify that Remo Smith are not supposed to be near Roseline Evert by doing so he will be taken into custody.

Thabo
I will wait for you at the gate after school. I will get you because you school my cold drink during break. Be warned.

Thabang

Letter to scare someone
Poster

Kabelo's Restaurant
018 462 1234

Advertisement

Win 1 of 20 Busby Oils' Liquid Gold hampers worth R200 each.

Try Busby Oils' Liquid Gold Pure Tissue Oil, a clinically proven natural alternative for beautiful skin. Our Liquid Gold Pure Tissue Oil is clinically proven to improve the appearance of scars, stretch marks, wrinkles, ageing and dehydrated skin. Containing mainly of natural oils, and rich in vitamins E, this product is suitable for use during pregnancy and on sensitive skin. For more information and to see our whole product range, visit us on www.facebook.com/busbyliquidgold, visit our website at www.busbyoils.co.za or phone 033 343 1787.

To stand a chance of winning 1 of 20 Busby Liquid Gold Hampers worth R200 each, simply send your details to info@busbyoils.co.za with "YOU Competition" in the subject line or phone 033 343 1787 before midnight on 17 May 2012.

"You cannot judge the efficacy or safety of any products advertised on this page. Advertisers are responsible for delivery, service and price.

Information – Facts

What are the symptoms of undiagnosed or uncontrolled diabetes?

• Urinating often, especially at night
• Constant intense thirst
• Losing weight without trying
• Tired and hungry all the time
• Blurred vision
• Tingling in the feet
• Sores that heal slowly
• Dry, itchy skin

Did you know?

Diabetes is also known as under-diabetes, sugar diabetes, insulin dependent diabetes, and impaired glucose tolerance.

So, if most people do not experience symptoms, how do I know I am at risk for diabetes?

Your risk increases if you:

• Are over 40
• Overweight and inactive
• Black or Indian
• Have a family member with diabetes
• Have high blood pressure (over 140/90 mmHg)
• Have high "bad" (cholesterol) levels and low "good" (HDL) levels
• Developed diabetes during pregnancy or have had a large baby (more than 4 kg)

Joke

SHRINKING WORLD

Trying to explain to his five-year-old daughter how much computers have changed, a man tells to the family's new PC and tells her when he was at university a computer was at powerful would have been the size of a house.

Wide-eyed, the little girl asks, "How big was the mouse?"
The Mercedes-Benz C Class Estate is our first choice and a good buy in every respect. Of course the Mercedes badge is attractive but the C Class models’ real pluses are its build quality and luxurious interior which can be enhanced with various comfort features. Mercedes injected new life into the C Class in 2011 with a fresh appearance and scores of technical improvements. This model’s 1.9-litre engine has more than enough punch while also providing a great ride. And of course the generous loading space is the cherry on top.

**HONDA ACCORD TOURER**

**2.4 EXECUTIVE (MANUAL)**

The Honda Accord’s price tag might put you off a bit but, unlike its competitors, it has a high level of standard equipment. It’s a typical Honda, which means it will probably give you years of good service with little chance of problems cropping up. Hondas are generally enjoyable cars to drive and the station wagon doesn’t disappoint in that department either.

The engine is powerful and the Accord can easily tow a caravan or trailer. Unfortunately its load area is a little cramped compared with its competitors.

**Statistics**

<table>
<thead>
<tr>
<th><strong>PRICE</strong></th>
<th>R390 400</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOAD AREA</strong></td>
<td>272-1 064 litres</td>
</tr>
<tr>
<td><strong>ENGINE AND PERFORMANCE</strong></td>
<td>2,4-litre four-cylinder petrol: 148 kW; 234 Nm; 0-100 km/h in 9,5 sec; top speed 222 km/h</td>
</tr>
<tr>
<td><strong>FUEL CONSUMPTION</strong></td>
<td>8,9 l/100 km</td>
</tr>
<tr>
<td><strong>MONTHLY INSTALMENT</strong></td>
<td>R7 815 (12 per cent interest; 60 months, 10 per cent deposit)</td>
</tr>
<tr>
<td><strong>VERDICT</strong></td>
<td>★★★★★</td>
</tr>
</tbody>
</table>
**ACTIVITY 6**  
**Poster**

Choose one of the following:

1. Design a poster that demonstrates the dangers of pollution.  
2. Design a poster that illustrates your culture.  
3. Design a poster to advertise your own business.

Marks will be given for:

- Catch the eye (10)  
- Minimum information (10)  
- Words standing out (10)  
- Letters bright and clear (10)  
- Pictures and colours (10)

**TOTAL**  
50
ACTIVITY 7
Critical eye

Give an example at each of the following:

• Fact

________________________________________________________________________

• Inferences

________________________________________________________________________

• Judgements

________________________________________________________________________

• Opinions

________________________________________________________________________

• Believes

________________________________________________________________________

Study the following examples and only write down the correct number at each example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact</td>
<td>1</td>
<td>Mr Lombard is absent today because he is ill.</td>
</tr>
<tr>
<td>Inferences</td>
<td>2</td>
<td>I think you are a nice guy.</td>
</tr>
<tr>
<td>Judgements</td>
<td>3</td>
<td>There are seven days in a week.</td>
</tr>
<tr>
<td>Opinion</td>
<td>4</td>
<td>You are guilty because you were in Game when the iPad was stolen.</td>
</tr>
<tr>
<td>Believes</td>
<td>5</td>
<td>You are a thief.</td>
</tr>
</tbody>
</table>

TOTAL 10
1. **Summary (when studying)**

You will often be required to cut down/shorten lengthy texts/information to the bare essentials, either as a summary to give to others or for your own research/study purposes. For example: proceedings of committee meetings (minutes) and note-taking at lectures or seminars.

In a summary you need to:
- Read and understand a passage.
- Express in your own words, the essence of the passage.
- Write a summary in about a quarter to a third of the original length.

**Steps when making a summary**

1. Read through the passage.
2. Underline or highlight the sentences and phrases that express the essence of the passage.
4. Use your own words to express the essence.
5. Edit and edit again. What do you have to include in it to make sense? What can you safely cut out?
6. Do not add to, or alter the information given.
7. Avoid repetition.
8. Include important sketches, diagrams etc.
2. **Mind map**

A mind map is the same thing, but it is more visual and allows our brain to think in clusters or themes, rather than in lines. A mind map follows the same patterns as our brains think.

It is always good to use pictures, colour, movement, animation, imagination etc. when you are studying because the information will be linked to “feel good and familiar” concepts.

3. **Memorising**

When memorising any information it is very, very important to use the following:

- Colour
- Adjectives
- Movement
- Animation
- Imagination
- Humour
- Familiar things

There are two methods that can be used.

a) **Room method**

How does it work?

- Use a room you are very familiar with. When you close your eyes you can “see” (imagine) the room. (e.g. your bedroom, living room)
- Use only **fixed** objects. It is objects that are almost never moved. Your suitcase for instance can’t be used because it is not at the same spot every day. Your bed, window, desk etc. are however at the same place every day.
- Always start at the door – going clock wise.
- Memorise one word/phrase connecting it to the door. Now memorise the next one using the light switch next to the door. Repeat word 1 and 2. Now add word 3 using the next fixed object e.g. cupboard. Repeat word 1,2 & 3 while closing your eyes and connecting it to the door, light switch and cupboard.
- Repeat until all key words are memorised.
Very important: you must be able to link the keywords to the sentence used in the summary.

b) “1 – 10” Method

You must make up your own story using number 1 to 10. Each number has a certain shape. Just add colour, imagination, movement, humour etc. and you will be able to memorise key words/phrases!

Each number looks like:

1. A flag post.

2. A swan with a golden neck and head, white diamonds for eyes and ice blue sapphires and diamonds for feathers.
3. A bird drawn by a grade 1 learner.

4. Sail boat drawn using the number 4.

5. Angry, venomous, spitting snake. The number 5 can form a snake.
6. A golf club.

7. A boomerang. You throw it and it returns to you.

8. Formula 1 race track.

10. Laurel and Hardy. (Chubby and Slim)
We can use this method to memorise the 10 most important pre-trip inspection that is required for your driver’s test.

1. A pointing finger shows that something is very important. If you don’t do this your car might break down. **Check under the car for any leaks and obstructions.**

2. The swan is made of gold, ice blue sapphires and diamonds. You must always ensure it is spotless, clean and ready to show it off. If you want to show off your car it must also be in good working condition. **Make sure all doors can lock, unlock, opening mechanisms work and that all windows can wind up and down.**

3. The bird pecks with its sharp beak at the rubbers of your wipers. The wipers is not working properly when it rains and you make an accident! **Wiper blades must be un-perished.**

4. It is very important to check that the ropes, sails, instruments and anchor of your sail boat is in good working condition. You don’t want to be in the middle of the sea and have problems with the ropes, sails etc. **It is important to check the water, oil, brake fluid and fan belt.**

5. The spitting cobra is associated with yelling, saying angry words etc. If your windshield falls out during a road trip imagine all the insects flying into your eyes, how it burns and the cold wind!! **Secure your windshield and mirrors.**

6. A golf club is very strong and hard. Use the golf club to: **Check the tyre pressure & tread, make sure all wheels are secure.**

7. A boomerang always comes to you. When in an accident you don’t want to go flying through the windshield. **Check that seat belts are in order.**

8. You park your car at the race track to go watch the Formula 1 Grand Prix. After the race you can’t find your car and realize that it is stolen. **Do not steal.**

9. A worm must be sure that everything is working well, both at the front and rear end. **Check that the headlights & bonnet (top circle) and tail lights and back window is secure and in working condition.**

10. Laurel and Hardy is dressed in black. They represent the police! **Check that the licence disc is valid & petrol cap secure.**
1. **What is the meaning of a CV?**

   C = Curriculum → road map / race  
   V = Vitae → life  
   Curriculum Vitae → Road map of your life

2. **You must collect the following for your CV**

   ✓ Copy of your ID / Birth certificate.  
   ✓ Copies of all your important certificates.  
   ✓ Testimonial.  
   ✓ CV with all your personal detail.  
   ✓ Cover letter.

**Where do I start finding a job?**

The answer? **Advertisements!!!!!**

**Job advertisements must contain the following:**

1. Job description.  
2. Qualifications needed.  
4. Duties (what you will be required to do).  
5. Who to contact in order to apply.  
6. How to apply: either e-mail, telephone or personally.  
7. Closing date for applications.
Examples of job advertisements

Fantasia Airlines

South African flight attendants needed

Single? Minimum height of 1,6m? 22 – 26 years? Grade 9 and proficient in English and Afrikaans?

We need you!!! Successful applicants will be provided with complete training and will be required to sign a four year contract.

#Basic salary R5 000 p.m. #Medical aid
#Flying allowance #Annual leave
#Travel benefits #Housing subsidy p.m.

Send your CV to:
The Area Manager
Fantasia Airlines South Africa
P.O. Box 1132
Johannesburg
2000
Mandela’s Panel Beaters

Handy panel beaters needed!

If you have experience and are willing to learn, we want you!

#Basic monthly salary of R2 000
#Car allowance
#Annual leave benefits

Kindly e-mail your CV to:
duggy@mandelapanelbeaters.co.za

All applications close on 10 October.

(What is a grade D qualification?)

Grade D is only access control, C is access control of a higher risk area and supervision of lower grade security officers.

Maddog Security

Do you have a Grade D qualification?
Are you registered at a Training Centre?
Guarding and patrol positions available.
Weekly salary of R1 500 and medical

Hand in your CV personally before 15 February at Maddog Security, 23 Adam Street, Port Elizabeth
**Drivers Wanted!!!**

Code 10 & 14 drivers for transportation of livestock on farms in USA.

Start immediately.

Joze 061 982 6684

---

**Bonna Beauty Salon - Port Shepstone**

Do you love working with people?

Do you have experience in:

- beauty care or hairdressing?

Need work?

Contact me urgently

Thato Mbele

082 469 3378

---

**Agents Wanted**

Make money from your home.

Sell our wide range of clothing and linen.

Free brochure.

---

3.
YOUR CV

3.1 What is a CV?

The writing of a Curriculum Vitae has become a form of art. Your CV gives the company that you are applying to for a position, a quick overview about who and what you are.

3.2 What do I put into my CV?

Read the following tips on writing your CV:

• Arrange categories/sections in order of relevance, presenting your most marketable information first.
• Use brief, descriptive phrases instead of complete sentences.
• Do not use personal pronouns such as; “I, me, my, our, their” etc.
• Focus on accomplishments (what you have already achieved) and skills that demonstrate you have the qualifications to be successful at the job.
• Avoid repetitive statements when describing your experience.
• Describe activities that employers may not be familiar with. Instead of using abbreviations or acronyms for organisations, write the entire name of the group.

3.2.1 Personal Details

List your name, address, telephone and e-mail address. All your contact information should go at the top of your CV. Keep the following in mind:

• Put nicknames in brackets or list it under: Preferred name.
• Use a permanent address. If you don’t have a permanent address, use your parents’ address or that of a friend. Make sure it is an address where you will be able to pick up mail.
• Use a permanent telephone number and include the area code. If you have an answering machine, record a neutral greeting.
• Add your e-mail address. Many employers will find it useful. Use an e-mail address that sounds professional!
• Add language proficiency.
3.2.2 The goal of the CV

The summary tells potential employers the sort of work you’re hoping to do:

- Be specific about the job you want. E.g. “to obtain an entry-level position within a company requiring strong organisational skills”.
- Tailor your objective to each employer you target/every job you seek.

3.2.3 Education

- Your most recent educational information is listed first.
- Mention academic honours.

3.2.4 Work experience

- List full-time, part-time, internships or co-op jobs.
- Include dates of employment and reason for termination.
- Company name and city of location.
- Your job title.
- Describe your duties using phrases beginning with action verbs.
- List in reverse chronological order, but list most relevant experience first.
- If you have a lack of experience focus on skills you have gained through other activities such as class projects and student organisations.

3.2.5 Other information

This can be used to demonstrate valuable attributes for example:

- Publications and presentations.
- Relevant projects completed.
- Membership to bodies e.g. PRISA (Public Relations Institute of South-Africa). However avoid political bodies.
- Special training licensure or certifications.
- Special skills or competencies.
- Leadership experience in volunteer organizations.
- Participation in sports.
3.2.6 Extracurricular

- List your professional affiliations, clubs, organizations, campus activities and dates of involvement. Include any committees you belong or belonged to.
- A brief description may be necessary for an activity for example “Fish Camp Counsellor”. Describe your duties and responsibilities within the organization.

3.2.7 Skills

List all your KASH. Remember KASH stands for:

- Willing to relocate.
- Willing to travel.
- Date of availability.

3.2.8 Miscellaneous

Optional information includes:

- Knowledge
- Attributes
- Skills
- Habits

3.2.9 References

References are people that can give the interviewer more information about you or confirm certain detail. In general, references are kept on a separate page.

- Ask permission from the people to be used as references and give them a copy of your CV. This allows them to be informed of your goals and what information the potential employer has seen.
- Include the individual’s name, address, e-mail, phone number and job title.
- Include 3 – 5 references.
- At least one academic e.g. a teacher or lector.
- At least one work-related e.g. a former supervisor.
- Do not use family members and friends as references.
3.3 CV Check-up

Once you have written your CV it’s time to take the following steps to ensure quality:

- Run a spell check on your computer.
- Get a friend to do a grammar review.
- Ask another friend to proofread.
- The more people who see your CV, the more likely that misspelled words and awkward phrases will be seen and corrected.
- These tips will make your CV easier to read and/or scan into an employer’s database.
- Use white or off-white paper.
- Use A4 paper.
- Print on one side of the paper only.
- Use a font size between 10 – 14 points.
- Use non decorative typefaces.
- Choose one typeface and stick to it.
- Avoid italics, scripts and underlined words.
- Do not use horizontal or vertical lines, graphics or shading.
- Number the pages.
- Staple the pages or bind it in a file.
- If you must mail your CV, put it in a large envelope.

On the next few pages we have an example format of a CV.

Even though we get many different formats, this is a good format to use in the beginning when you do not have a lot of work experience.
CV OF: Benjamin Davel

**PERSONAL DETAILS**

<table>
<thead>
<tr>
<th>Surname</th>
<th>Davel</th>
</tr>
</thead>
<tbody>
<tr>
<td>First names</td>
<td>Benjamin Jones</td>
</tr>
<tr>
<td>Title</td>
<td>Mr / Me / Mrs</td>
</tr>
<tr>
<td>Postal address</td>
<td>P.O. Box 234</td>
</tr>
<tr>
<td></td>
<td>Goodwood</td>
</tr>
<tr>
<td></td>
<td>2570</td>
</tr>
<tr>
<td>Home address</td>
<td>22 Flower Road</td>
</tr>
<tr>
<td></td>
<td>Goodwood</td>
</tr>
<tr>
<td></td>
<td>Cape Town</td>
</tr>
<tr>
<td>Home telephone number</td>
<td>021 669 5831</td>
</tr>
<tr>
<td>Cellular number</td>
<td>060 115 9642</td>
</tr>
<tr>
<td>e-mail address</td>
<td><a href="mailto:davelbj@yahoo.com">davelbj@yahoo.com</a></td>
</tr>
<tr>
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<td>9602148894089</td>
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<tr>
<td>Age</td>
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</tr>
<tr>
<td>--------------</td>
<td>----</td>
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<tr>
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</tr>
<tr>
<td>Nationality</td>
<td>S.A. Citizen</td>
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<tr>
<td>Marital status</td>
<td>Unmarried</td>
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<td>Health</td>
<td>Excellent</td>
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<tr>
<td>Language proficiency</td>
<td>Afrikaans and English</td>
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<tr>
<td>Other courses</td>
<td>First Aid</td>
</tr>
<tr>
<td>Computer skills</td>
<td>Excellent</td>
</tr>
<tr>
<td>Driver's licence</td>
<td>Yes</td>
</tr>
<tr>
<td>Criminal record</td>
<td>None</td>
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**EDUCATIONAL HISTORY**

<table>
<thead>
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<th>Westcliff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest grade passed</td>
<td>Year 4 LSEN</td>
</tr>
<tr>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>Subjects passed</td>
<td>First Language; Second Language; Business Studies;</td>
</tr>
<tr>
<td></td>
<td>Life Skills; Computer Literacy; Mathematical Literacy;</td>
</tr>
<tr>
<td>Woodworking; Welding and Metalwork.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**EMPLOYMENT HISTORY**

<table>
<thead>
<tr>
<th>Company</th>
<th>Period worked</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENERAL**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Special skills</th>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly, spontaneous, trustworthy etc.</td>
<td>Fishing, reading etc.</td>
<td></td>
</tr>
</tbody>
</table>
# REFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Tel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Vosloo</td>
<td>Principal (Westcliff)</td>
<td>021 555 9688</td>
</tr>
<tr>
<td>Mr. Dumane</td>
<td>Teacher (Westcliff)</td>
<td>021 663 5599</td>
</tr>
<tr>
<td>Me du Preez</td>
<td>Cricket coach</td>
<td>021 669 2200</td>
</tr>
</tbody>
</table>
4. THE COVER LETTER

4.1 What is a cover letter?

A cover letter is a letter that accompany your CV or application to the organization to which you are applying for employment. The cover letter provides you with the opportunity to speak directly to your potential employer to convince him/her of your suitability for the job. As well as to emphasize any special talents or abilities you have that would benefit the organization and to persuade him/her to read your CV. If you send your CV to a prospective employer without a cover letter, your job search will be ineffective!

The purpose of your cover letter and CV is to provide all the information which a prospective employer will use to decide whether or not you will reach the next phase in the application process - the interview.

While your goal is an interview and, ultimately, a job offer, the more immediate purpose of your cover letter in some cases may simply be to gain an attentive audience for your CV.

4.2 The Audience

A cover letter provides, in a very real sense, an opportunity to let your prospective employer hear your voice. It reflects your personality, attention to detail, communication skills, enthusiasm, intellect and your specific interest in the company to which you are sending the letter.

Therefore, cover letters should be tailored to each specific company you are applying to. You should conduct enough research to know the interests, needs, values and goals of each company, and your letter should reflect that knowledge.

4.3 Content of the cover letter

- The letter should be addressed to the specific company. You can usually find this through research of a by phoning the company.
- If possible you should also find out who will process your application. If you can find out who it is, refer to that person in the letter.
- The letter should name the position for which you are applying. Indicate your knowledge of and interest in the work the company is currently doing and your qualification for the position. You want the reader to know:
  - Why you want to work at that specific company?
  - Why you fit with that company?
  - Why you are suitable for the position?
• Highlight the most important and relevant accomplishments, skills and experience listed in your CV.
• Point to the CV in some way (as detailed in the enclosed CV).
• Request specific follow up such as an interview.

4.4 Format

• A cover letter should be in paragraph form with a conversational, though formal, tone.
• The first paragraph should be brief, perhaps two or three sentences, stating:
  o What job you are applying for and how you know about it.
  o Your general qualifications for the job.
• The second paragraph must show that you understand the requirements of the job.
  o Show how you are suitable for the job by isolating those qualifications and personal qualities that fit with the listed requirements.
  o Also mention any work experience related to the position. State the type of experience and the employer.
• The concluding paragraph should request an interview.
  o State where and when you can be reached.
  o Express you willingness to come to an interview.
  o Supply further information.
• Close your letter by thanking your reader for his / her time and consideration.
4.5 **Guidelines for a cover letter**

- Type your address in full at the top right-hand corner of an A4 page.
- Type the name and title of the person your application is addressed to underneath your address on the left hand side.
- Type the name and address of the company underneath.
- Start the letter with the name of the person it is addressed to e.g. “Dear Mr Singer”.
- If the advertisement does not give the name of the person your application should be addressed to, begin the letter with “Dear Sir/Madam”. Also start your letter this way if you are sending your CV uninvited in the hope that they may be able to offer you a position.
- End your letter with “Yours sincerely”.
- Sign your name underneath.
- Divide your letter into three or four short paragraphs.
- It should take up no more than half a page in length.
- Once you have completed your letter, read it thoroughly to check for mistakes.
- Read it aloud to check that the tone is not too familiar, pushy or aggressive. Ask someone else to read it.
- Check if it sells your skills and individual qualities effectively and makes you sound like a valuable employee.
- If you forward your CV via email, you write the same cover letter and refer to your cover letter and CV in the text of the email.
Curriculum Vitae

Activity 1

Cut out three advertisements from any newspaper or magazine. It must be for a position that you are interested in and that you can apply for at this present time. Look at the things that must be present in a good job advertisement.

Total 6
Activity 2

Study the following advertisements and answer the questions on every advertisement

Fantasia Airlines

South African flight attendants needed

Single? Minimum height of 1,6m? 22 – 26 years? Grade 9 and proficiency in English and Afrikaans?

We need you!!!! Successful applicants will be provided with complete training and will be required to sign a four year contract.

#Basic salary R5 000 p.m. #Medical aid
#Flying allowance #Annual leave
#Travel benefits #Housing subsidy p.m.

Send your CV to:
The Area Manager
Fantasia Airlines South Africa
P.O. BOX 1132
Johannesburg
2000

All applications to reach us before 5 November.
1. What is the job description?

2. What qualifications do you need for this job?

3. What is the salary and what other benefits do you get?

4. What will you be required to do? (duties)

5. Give the contact details for the job?

6. How must your CV reach them?

7. What is the closing date for applications?
Activity 3

*Mandela’s Panel Beaters*

*Handy panel beaters needed!*

*If you have experience and are willing to learn, we want you!*

#Basic monthly salary of R2 000

#Car allowance

#Annual leave benefits

Kindly e-mail your CV to:

duggy@mandelapanelbeaters.co.za

All applications close on 10 October.

1. What is the job description?

___________________________________________________________________

2. What qualifications do you need for this job?

___________________________________________________________________

3. What is the salary and what other benefits do you get?

___________________________________________________________________

4. What will you be required to do? (duties)

___________________________________________________________________

5. Give the contact details for the job?

___________________________________________________________________

6. How must your CV reach them?

___________________________________________________________________

7. What is the closing date for applications?

___________________________________________________________________
Activity 4

Maddog Security
Do you have a Grade D qualification?
Are you registered at a Training Centre?
Guarding and patrol positions available.
Weekly salary of R1 500 and medical

Hand in your CV personally before 15 February
at
Maddog Security
23 Adam Street
Port Elizabeth

1. What is the job description?

___________________________________________________________________

2. What qualifications do you need for this job?

___________________________________________________________________

3. What is the salary and what other benefits do you get?

___________________________________________________________________

4. What will you be required to do? (duties)

___________________________________________________________________

5. Give the contact details for the job?

___________________________________________________________________

6. How must your CV reach them?

___________________________________________________________________

7. What is the closing date for applications?

___________________________________________________________________

Total 21
Activity 5

PERSONAL DETAILS

CV OF:

<table>
<thead>
<tr>
<th>PERSONAL DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname</td>
</tr>
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</tr>
<tr>
<td>Home address</td>
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<tr>
<td>Home telephone number</td>
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CAPS: TECHNICAL OCCUPATIONAL – ENGLISH FIRST ADDITIONAL LANGUAGE
<table>
<thead>
<tr>
<th><strong>Cellular number</strong></th>
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<tbody>
<tr>
<td><strong>E-mail address</strong></td>
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<tr>
<td><strong>ID number</strong></td>
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<td><strong>Date of birth</strong></td>
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<td><strong>Gender</strong></td>
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<td><strong>Nationality</strong></td>
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<td><strong>Marital status</strong></td>
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<td><strong>Health</strong></td>
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**EDUCATIONAL HISTORY**
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### EMPLOYMENT HISTORY

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<td>Responsibilities</td>
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### GENERAL

<table>
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<th>Strengths</th>
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<td>Special skills</td>
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<td>Hobbies</td>
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## REFERENCES

<table>
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<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
<th>Tel:</th>
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<table>
<thead>
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<th>Name:</th>
<th>Position:</th>
<th>Tel:</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

**Total**  50
Activity 6

Format and Guidelines of Cover letter

1. How many paragraphs should be in a cover letter? __________

2. Explain the content of each paragraph shortly:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. Where should your address be on the letter?

____________________________________________________________________

4. How do you start the letter?

____________________________________________________________________

5. What should you do before emailing your cover letter?

____________________________________________________________________
ANNEXURE 8 Year 4 Term 3 & 4

Cover letter & Interviewing

34 Second Street
Westdene
Johannesburg
2180
4 October 2010

Mrs. Gail Roberts
Manager
Liberty Life Group
1 Ameshoff Street
Braamfontein
2000

Dear Mrs. Roberts

I am applying for the position of Secretary as advertised in the STAR of 12 September 2010. I was drawn to the advertisement by my strong interest in both organizational and administration skills.

I have worked as a secretary and completed general administration during the school holidays at Credit Guarantee. I have also designed and implemented an administration and filing system at the 'Young Women for South-Africa' committee, where I serve as secretary. I have enclosed a copy of my CV, which details my qualifications and suggestions of how I might be of service to Liberty Life.

I would like very much to meet with you to discuss the position. If you wish to arrange an interview, please contact me at the above address or by telephone at (011) 555 3214.

Thank you for your time and consideration.

Yours sincerely

Josephine Smith
Number and Street name
Town
Code
Date

The Manager
Name of Company
Address
Town
Code

Dear Sir

I write in response to your organisation’s advertisement for a
........................ in the ................. of .......... I was drawn to the
advertisement by my strong interest in ........ and my .......... skills.

I was in Keurhof School in 20..... where I took........ I have a lot of
practical experience in .......... I also worked after hours at ...........
where I had to do ............ I have enclosed a copy of my CV, which
details my qualifications as well as a testimonial of ........ person’s
name or more than one.

I would like very much to meet you to discuss the position. If you wish
to arrange an interview, please contact me at the above address or
by telephone at: ............... , or on my cell phone: ........ ....

Thank you for your time and consideration.

Yours sincerely

........................................

........................................
5. INTERVIEWING SKILLS

5.1 What is the purpose of the interview?

The process of getting the job you want is very similar to conducting a sale. In this scenario, you are selling yourself as the best candidate for the position. Remember you are a product. Discard any previous mind-set you have that the interview is just a setting to answer questions. Instead, ask questions and impress the interviewer with your preparation. In order to be successful in sales, or interviewing, learn and apply these steps:

Know your product: You are the product. You bring to the bargaining table knowledge, skills, energy, accomplishments, and personality. Take an inventory and be sure your customer (potential employer) fully understands your value.

Know your customer’s needs: you must research the employer’s organization and industry in order to determine needs, problems and opportunities. Information is available through the Seta’s, employer presentations, career fairs, business and government publications, Career Coaches, the Internet and informational interviews.

Demonstrate how you can fulfil the needs or solve the problems: Based on what you have learned about the employer’s needs, highlight the skills and capabilities you have that best fulfil those needs.
5.2 How do I prepare for an interview?

Make sure you know as much as possible about the company and the type of position you are applying for. Here are some good tips on how to prepare for an interview:

- Be aware of the importance of good first impressions. The first five minutes are critical.
- Your appearance should reflect professional dress and grooming. Smile and show enthusiasm for the interview. Maintain good eye contact and give a firm handshake. Exit the interview with the same mannerisms. Be aware of, and avoid, negative habits for example scratching your chin or picking your nose.
- Upon entering the interview room or office, take the lead from the interviewer. Take a seat when and where he/she asks. Sit comfortably, but appear attentive and not overly relaxed (e.g., do not slouch back in the chair).
- Carry a professional file (black, or brown) and include extra copies of your CV and references. Also include questions on a notebook pad that you may want to refer to later in the interview.
- Listen carefully to the questions being asked and answer them completely. Be careful not to ramble, be to the point.
- Memorize the key selling points you want to present in the interview. Be prepared for the appropriate time to communicate these.
- Select and be prepared to describe situations and events that you have dealt with effectively, in the case that your interview is behaviourally-based.
- Memorize at least 3-5 well-stated questions that you will ask the interviewer about the job or the organization.
- Avoid discussing salary or benefits until it appears an offer will be made or unless the interviewer initiates the discussion. Avoid providing a salary expectation until you’ve researched the going rate for someone with your qualifications.
- Thank the interviewer/s for his/her time.
5.3 What are the employee looking for?

Employers say job candidates who have excellent communication skills; good grooming habits, and relevant work experience impress them. The top 10 qualities or strengths are:

- Communication skills (verbal and written)
- Honesty/integrity
- Teamwork skills (works well with others)
- Interpersonal skills (relates well to others)
- Motivation/initiative
- Strong work ethic
- Analytical skills
- Flexibility/adaptability
- Computer skills
- Organisational skills

5.4 What can I expect during an interview?

You can expect interviewers to have different approaches based on their experience in interviewing. There is a growing trend for interviews to be based on what is known as the Behavioural Approach. This approach is based on the following principle:

**PAST BEHAVIOUR IS THE MOST LIKELY PREDICTOR OF FUTURE BEHAVIOUR**

Essentially interviewers are learning that the most valuable information to collect from a job applicant relates to what they have done *in the past*. If they applicant has demonstrated competence in the past, they are more likely to demonstrate the behaviour *in the future*. It is considered to be the most scientific and advanced interviewing approach.

For example – if the job requires strong leadership and communication skills – the interviewer will ask you to provide examples of when you have been a strong leader and communicated well.
The beauty of this approach is that it enables applicants who have not worked before (or have had only a particular kind of work experience) to show the best of themselves in terms of the skills and competencies required in that job.

When you are preparing for your interview – break the job down into its skill or competency areas. For example, a secretarial job could include:

- Administration skills
- Computer skills
- Communications skills
- Stress tolerance

Plan and prepare to share very specific examples from your own life to show your strengths and abilities in these areas.

The following are examples of typical behavioural questions:

<table>
<thead>
<tr>
<th>1. Tell me about a time when you had to accomplish a task with someone who was particularly difficult to get along with.</th>
<th>Interviewers want to hear something that shows the candidate has the ability to be sensitive to the needs of others but can still influence them. Don’t say “I just avoided them” or “They made me cry”. Refer to the specific task and then describe how you handled the “difficult” person. Be sure to describe a positive outcome that you achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Tell me about a time when you had to resolve a problem with no rules or guidelines in place.</td>
<td>The interviewer is looking for pro-active and the ability to initiate action. The question probes a candidate’s ability to overcome obstacles. The interviewer may also be probing for your honesty and integrity. This is not the time to talk about any behaviour you are not proud of unless you are certain it ultimately puts you in a good light. Describe instances that show your planning and organizing skills, your initiative and resourcefulness.</td>
</tr>
</tbody>
</table>
3. What are some examples of activities and surroundings that motivate you?  
This could for example include issues like teamwork, working towards a goal or even working under pressure. This question allows you to “speak” to the specific competencies of the job and highlight your motivation areas in relation to these.

4. How do you deal with stress?  
Give examples of how you handle stress, for example your exercise, follow a healthy diet, relax with friends or even meditate. Handling and overcoming stress is a reality for every person. However, be careful of mentioning stress as one of your weaknesses. The interviewer can easily see a person that will be able to cope with demands in the job.

5. How do you make yourself indispensable to a company?  
The interviewer is looking for both technical and interpersonal competence. She/he is also trying to see if you can describe your particular competencies and apply them to the specific position.

6. Tell me about a time when your course load was heavy. How did you complete all your work?  
Interviewer is looking for a plan-ahead kind of individual, not someone who just flies by the seat of his pants. You could for example mention how you planned your preparation for your latest exam. Be sure to describe that your planning/organizing skills paid off and how you achieved your goals.

Not all interviewers have been trained in the behavioural approach. Below are the most typical questions that are still asked at interviews. Follow specific behavioural examples/information. This will show your strengths and abilities in a very meaningful way.
| **7. Tell me about yourself** | Divide your life into logical parts and describe it to the point, for example:

- “I was born and raised in .... “ List any highlights and achievements up to end of school. Include any responsibilities for example family responsibility. Keep this part short.
- Discuss work experience, list highlights, achievements, what you did, where you worked and why you left. Include vacation and temporary work, especially if that is you only experience.
- Most importantly, tell the interviewer **what you have learned and how it can be plied in this job.** Make sure they know how the company can benefit from employing you. Spend the most time here.
- This whole story is summarized with something like: “This brings to this particular company, where I am looking for the Secretarial position: Describe your future plans and goals but do on exaggerate. |

| **8. What do you see yourself doing five years from now?** | Normally the interviewer wants to hear something related to the work, not for example “I want to be an astronaut” or “I want to win the Academy Award”.

This question is designed to help the interviewer know if the job seeker will be happy in that position, or if he or she wants to work in it only as long as it takes to find something better. Make sure the interviewer understand you want to learn.

Stay away from saying “money” is a goal.

Keep in mind the discussion that we had about lifelong learning – you learn and grow on a continuous basis. Include all big life lessons in your five-year plan. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. What’s your greatest strength?</td>
<td>Don’t just talk about your strength – relate it to the position.</td>
</tr>
<tr>
<td></td>
<td>For example I am a very good organizer that is why I will be perfect for this secretarial position. Have a look at the top 10 qualities and strengths to give you some guidelines.</td>
</tr>
<tr>
<td>10. What’s your greatest weakness?</td>
<td>Say what it is, but also inform the interviewer what you are doing about it. For example” “I am not the most organized of individuals, so I always answer my e-mails and phone calls right away. I’m aware of the problem and I have strategies to deal with it. So turn your weakness into a strength.</td>
</tr>
</tbody>
</table>
| 11. Extra questions                                                     | 1. What do you know about this company?  
2. Why do you want to work here?  
3. What can you offer this company?  
4. What are your career goals and ambitions?  
5. When do you intend leaving your present job?  
6. Tell us more about yourself.  
7. Do you like working on you own or working in a group?  
8. What salary do you have in mind?                                                                                                                                                                                                                       |
| 12. Questions you can ask during an interview?                         | 1. What does the job entail?  
2. What will there be expected of me?  
3. What will my promotions prospects be?  
4. What will my starting salary be?  
5. What will my work hours be?  
6. When may I expect to hear your decision on my application?  
7. Do I have medical benefits?  
8. Do I have pension benefits?  
9. Do I have to work overtime?  
10. What is your policy on smoking? |
5.5 Important tips for an interview

Keep the following good ideas in mind:

- Arrive on time
- Introduce yourself in a courteous manner
- Read company materials while you wait
- Have a firm handshake
- Listen
- Use body language to show interest
- Smile, nod, give nonverbal feedback to the interviewer
- Ask about the next step in the process
- Thank the interviewer
- Write a thank-you letter to anyone you have spoken to
6. DRESS FOR SUCCESS

Different companies and industries have different norms in regard to business dress. For example, you will not wear the same kind of clothing if you are working in an investment company than if you are working in an advertising company.

The majority of organizations in all industries, however, have very similar expectations when it comes to interview attire. The standard protocol is professional dress, which means a conservative, well-tailored suit. Although a business suit is not always the everyday work attire for an organization, recruiters expect candidates to look their most professional during a job interview.

You should always research a company and its culture to learn more about its dress code.

Some don’ts when you are dressing for success. Do not wear:

- Mini-dresses
- Low-cut and open tops
- See through clothing
- White socks. Your socks should be the same colour as your pants
- Elaborate jewellery.
- “Wild” hair
## SECTION 6

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