

TEACHER'S HANDBOOK
SS101-NQ2012

Communication at Workplace



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PREFACE

The Teacher's Handbook on "Communication at Workplace" is a part of the qualification package developed by the Security Knowledge and Skill Development Council (SKSDC) for the National Vocational Education Qualification of "Unarmed Security Guard (Private Security Sector)". The National Vocational Education Qualification Framework (NVEQF) is an initiative of the Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

The private security industry comprises those agencies or people who provide security for people and property under contract and for profit. An Unarmed Security Guard is required to observe, deter, record and report. The basic difference between government and private security is that the government security personnel are empowered by legislation to enforce the law, but it is not so for private security.

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. Experiential learning, which is a cyclical process involving observation, reflection and action, should be an integral part of the teaching-learning process. Attempt by the students to solve problems, guided by the teachers or instructors, would enable them to explore and discover new knowledge and develop problem solving skills. A range of pedagogies, including interactive lecture, role plays, case based studies, assignments, projects and on-the-job activities that provide students with generic, technical and professional knowledge and skills should be adopted by the teachers and instructors to foster student-centred learning.

The success of this effort of integrating knowledge and skills depends on the steps that the teachers will take to encourage children to reflect their own learning and to pursue imaginative and on-the-job activities and questions. Participation of learners in skill development exercises and inculcation of values and creativity is possible if children are involved as participants in learning, and not as receiver of information. These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table would be a necessity to maintain the rigour in implementing the activities and the required number of teaching days will have to be increased for teaching and training.

The suggestions by the teachers and other stakeholders in education and training will be of great value to us in bringing about qualitative improvement in the teacher's handbook.

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ABOUT HANDBOOK

The handbook is to assist teachers with teaching and training their students for meeting the occupational standards for “**Unarmed Security Guard (Private Security Sector)** set by the Security Knowledge and Skill Development Council (SKSDC) of India. Occupational Standards describe what individuals need to know, understand and do in order to carry out a particular job role or functions. These are the standards that individuals must achieve when carrying out the various functions at the workplace. The Module on “Communication at Workplace” covers the following elements, performance criteria, knowledge and skills for the job role of Unarmed Security Guard (Private Security Sector):

Unit Code	SKS/N 0001
Unit Title	Security Tasks in Accordance with Basic Security Practices
Element	Carry out assigned security tasks
Performance Criteria	PC 03: Respond and report about hazards and emergencies
Core/ Generic Skills	SA1: Record and report incidents SA2: Communication skills

Unit Code	SKS/N 0003
Unit Title	Provide Private Guarding Service to People, Property and Premises
Element	Carry out search of designated premises
Performance Criteria	PC14: Maintain communication during search
Knowledge and Understanding (K)	
Organisational Context	KA3: Means of available communication
Technical/Domain Knowledge	KB4: Use of communication equipment
Skills (S)	
Core/Generic Skills	SA3: Communicate effectively
Professional Skills	SB2: Report and record incidents accurately

Unit Code	SKS/N 0004
Unit Title	Control Access to the Assigned Premises
Element	Control entry and exit from premises
Performance Criteria	PC 1: Comply with organizational procedures related to access control in the premises with or without use of equipment
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB6: How to read and write
Skills (S)	
Professional Skills	SB1: Recognize and read different kinds of identification papers
	SB4: Basic communication skills and courtesy

Unit Code	SKS/N 0006
Unit Title	Control Parking in Designated Areas
Element	Conduct parking in designated areas
Performance Criteria	PC4: Guide drivers to the available parking areas
Knowledge and Understanding (K)	
Technical/ Domain knowledge	KB8: Use of communication equipment
Skills (S)	
Core/ Generic Skills	SA3: Communicate effectively

Unit Code	SKS/N 0007
Unit Title	Security Escort
Element	E1: Carry out security escort duty E2: Respond to incidents affecting security and safety
Performance Criteria	PC4: Maintain communication as per instruction
	PC7: Communicate and seek assistance
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB4: Means of communication
Skills (S)	
Core/Generic Skills	SA2: Use of communication equipment

Unit Code	SKS/N 0008
Unit Title	Health and Safety
Element	Respond to fire accidents
Performance Criteria	PC13: Report fire incidents to superiors and emergency service organizations
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB14: Communicate effectively
Skills (S)	
Core/Generic Skills	SA5: Respond to fire incidents SA7: Communicate effectively

Unit Code	SKS/N 0009
Unit Title	Security in Commercial Deployments
Element	Carry out security tasks in commercial domains
Performance Criteria	PC4: Communicate effectively with concerned stakeholders
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB3: Communication methods and equipment used
Skills (S)	
Core/Generic Skills	SA2: Be courteous and helpful to customers/stakeholders SA3: Communicate effectively with customers/stakeholders
Professional Skills	SB2: Communicate and report SB4: Use security and communication equipment in

	the prescribed manner
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Unit Code	SKS/N 0010
Unit Title	Security in Industrial Deployments
Element	Carry out security tasks in industrial domains
Performance Criteria	PC4. Communicate
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB3: Communication methods and equipment used
Skills (S)	
Professional Skills	SB2: Communicate with the equipment provided

Unit Code	SKS/N 0011
Unit Title	Positive Projection of Self and the Organisation
Element	Conform to the organization’s standards of grooming and behaviour
Performance Criteria	PC7: Observe organization’s ‘Meet and Greet Procedure’
Knowledge and Understanding (K)	
Technical/Domain Knowledge	KB1: Use of communication equipment

You will have to ensure that the following performance standards are met by each student on completion of the sessions given in the module:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		
Compile a list of barriers in communication at workplace		
Demonstrate knowledge to select strategies to overcome barriers in communication		
Construct a sentence that convey all facts required by the receiver		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message		
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in tone and pitch		
Greet politely and appropriately, keeping in view the time of the day		
List the static features of non-verbal communication		
List the dynamic features of non-verbal communication		
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise reports common to security industry		
Fill in the requisite information in the format of the logbook		
Communicate effectively with words that are appropriate for a particular situation in the security industry		
Operate basic security equipment for communication		

GENERAL INSTRUCTIONS FOR TEACHERS

- Read the Teacher's Handbook carefully before teaching or conducting the training.
- Follow the session plan strictly
- Familiarize yourself thoroughly with the relevant knowledge and skills to be transacted.
- Ensure all materials/aids/equipment required for teaching and training is available.
- Introduce the skill by explaining the purpose.
- Demonstrate the skill to the participants, explaining each step in detail.
- Invite the students to ask questions.
- Ask the students to practice the skill themselves and make observation while they perform the task.
- Provide the students with constructive feedback.
- Discuss in class, the problems faced by the students in performing the task.
- Summarize the key learning.
- Ensure key learning is captured and performance standards are met at the end of each session.
- Regularly check student's workbook to ensure all exercises are being completed on time.
- Ensure that all participants complete the required assessments given in the student workbook.
- Always encourage participants. Never discourage them from getting actively engaged in discussions, question-answer sessions and task-oriented activities.

TABLE OF CONTENTS

PREFACE	3
ACKNOWLEDGEMENTS	4
ABOUT HANDBOOK	5
GENERAL INSTRUCTIONS FOR TEACHERS	8
SESSION 1: IDENTIFYING ELEMENTS OF COMMUNICATION CYCLE	10
SESSION 2: PROVIDING FEEDBACK	16
SESSION 3: OVERCOMING BARRIERS IN COMMUNICATION	22
SESSION 4: APPLYING PRINCIPLES OF COMMUNICATION	29
SESSION 5: APPLYING ELEMENTS OF VERBAL AND NON-VERBAL COMMUNICATION	33
SESSION 6: USING COMMUNICATION EQUIPMENT AND CHANNELS	40
GLOSSARY	51
SUGGESTED READING	55

SESSION 1: IDENTIFYING ELEMENTS OF COMMUNICATION CYCLE

RELEVANT KNOWLEDGE



Communication is the ability to express and interpret thoughts, feelings and facts in oral and written form. It is also a means of interacting linguistically in an appropriate way in a range of societal, cultural and work context. It is the use of messages to produce meaning within and across a variety of contexts, cultures, methods and media. It is an important way through which facts, ideas, experiences and feelings are shared and exchanged. Humans communicate both **verbally and non-verbally**. Verbal communication includes written and oral communication, whereas non-verbal communication includes body language, facial expression and pictures.

Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. It involves the use of proper equipment, providing information to the appropriate people and carrying out communication effectively. Breakdown in communication is either due to lack of skills in communicating or lack of coherent thought process. It can also happen due to the breakdown of the communication network. Communication has three important parts - **transmitting, listening and feedback**.

Elements of Communication

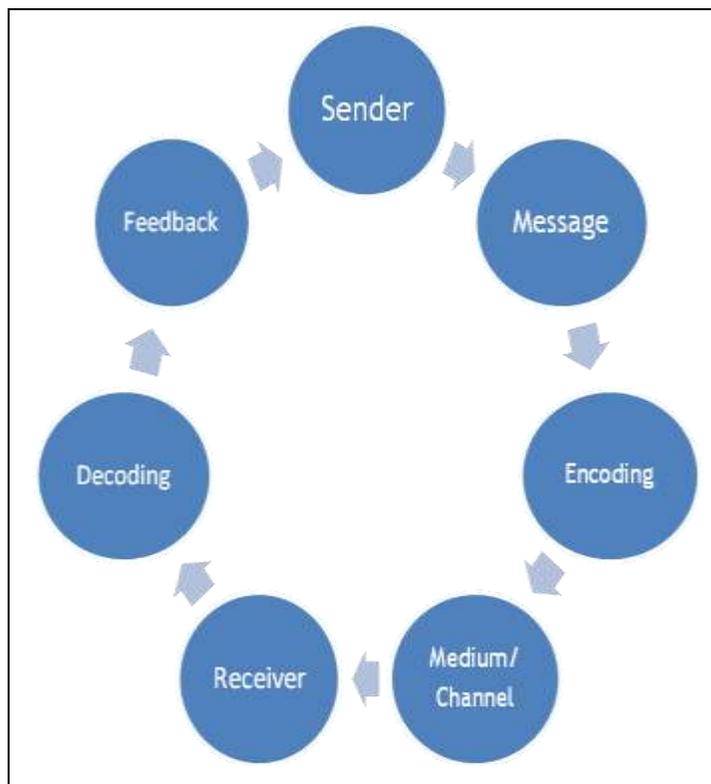
The various elements of a communication cycle are as follows:

- **Sender:** The sender gives or **encodes** the message, for example the sender greets a visitor or a client by saying “Good morning Sir/Madam”.

- **Message:** The message in this case is “Good morning Sir/Madam”, which is also known as the content of the communication.
- **Medium:** It is the channel used for communication. It may-be in any of the following forms - verbal, non-verbal, pictorial, symbolic or written.
- **Receiver:** The receiver **decodes** the incoming message, or expression, translates and presents an output in the form of a response or reaction.
- **Feedback:** How the receiver responds or reacts is known as feedback. It is the effect, reply or reaction to the information being transmitted.

Communication Cycle

The communication cycle in essence is the process of communication.

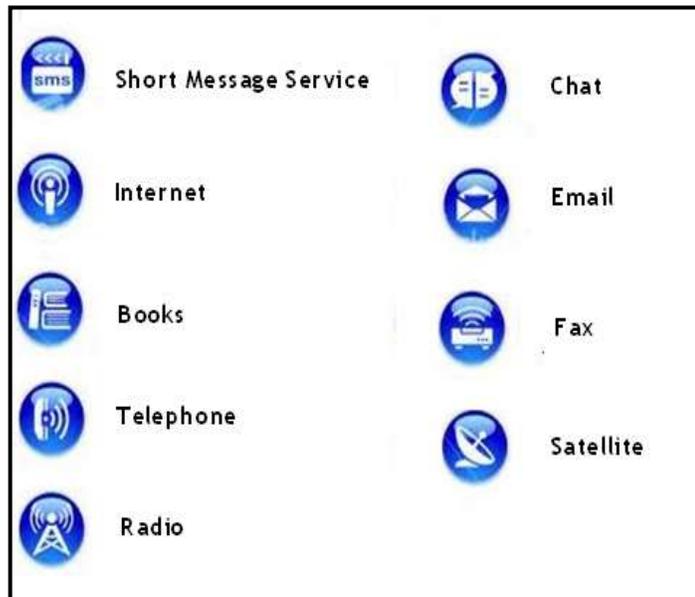


Slide 1: Elements of Communication Cycle



The “sender” “encodes” the message into words and sent the coded message as he/she speaks or writes the “message” out. Message is conveyed through channels including telephone, video-conferencing, letters, emails, meetings, memos, records and reports. It is then “decoded” by the “receiver” by hearing or reading the message in order to understand what the sender wants to convey.

In an effective communication cycle, the receiver understands the language and the message in the same way that the sender meant it to be. The words, tonal quality, body language, etc., all convey the same message and nothing gets distorted or lost in the process of sending it and the receiver is able to relay back exactly what was intended to be conveyed to him/her.



SESSION PLAN 1

1. SESSION TOPIC:

Identifying Elements of Communication Cycle

2. **OBJECTIVE:** To develop student's knowledge, skills and abilities for identifying elements of communication cycle.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.
- Arrange all the materials well in advance

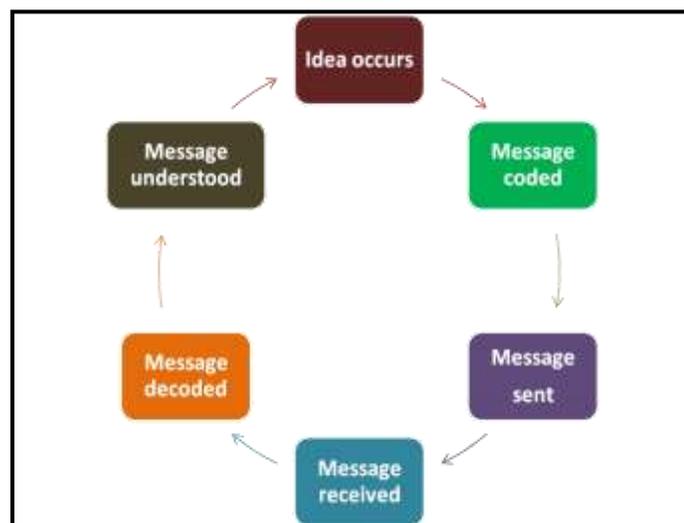
5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 1 hr.

PROCESS

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling students the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Draw the communication cycle on the blackboard/whiteboard and explain each element to the students/Make a slide presentation on communication cycle and explain the same to the students.
6. Relate the topic to the situation and ask questions.
7. Provide specific examples.
8. Involve students by giving them the opportunity to ask questions related to the topic.
9. Clarify any questions students may have.
10. Summarize the topic and emphasize on the key points.



T2: Role Play

Conduct “Role Plays” to make your students understand the various elements of the communication cycle. Ask your students to remember the six essential principles of an effective communication, which are as follows:

1. The information should be delivered in a clear message.
2. Message should be delivered timely.
3. Message should be complete.
4. Message should be concise.
5. Message should be factual.
6. Message should be accurate.

You may use the following scenario to conduct the role play

Scenario

The Security Officer at the entrance of ABC Company stopped a vehicle and asked, ‘Good morning Sir! may I help you?’ Mr. Vikram in the driver’s seat replied, ‘Oh yes! I have an appointment with the Vice President of the Marketing Department’. The Security Officer politely replies, ‘Alright Sir, please park your vehicle in the parking lot on your left and in the meantime, I will check up the availability of the Vice President’. Mr. Vikram replied ‘Thank you Officer’.

T3: Practice session

Ask your students to draw the communication cycle and submit the same as part of their student portfolio.

WRAP UP (20 min.)

1. Discuss in the class what the students have learnt from the activity.
2. You may ask questions, such as
 - (i) What is communication cycle?
 - (ii) What are the different elements of communication cycle?
 - (iii) Why understanding communication cycle is important in effective communication?

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

- (a) Sender and receiver
- (b) Idea and message

Part B

Students could answer the following questions:

- (a) What is communication cycle?
- (b) What are the different elements of communication cycle?
- (c) Why understanding communication cycle is important for effective communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. Performance standards may include, but not limited to:

Performance standards	Yes	No
Identify elements of communication cycle		
Draw a diagram of communication cycle		

SESSION 2: PROVIDING FEEDBACK

RELEVANT KNOWLEDGE

Feedback conveys to the sender, the effectiveness of his/her communication. For individuals who are not trained in communication skills, providing feedback is unconscious. However, when individuals are trained in communication, feedback is a tool for both the listener and the sender to make the communication effective. Giving and receiving feedback are skills that can be learnt. Let us now look at the characteristics of feedback. Some of the characteristics of feedback are as follows:

- **It is descriptive, rather than evaluative:** Descriptive feedback mentions the behaviour that needs to change, whereas evaluative feedback makes judgments which do not help in changing behaviour.
- **It is specific, rather than general:** The feedback should be specific as the receiver should know specifically the area that needs to be handled.
- **It is directed to changeable behaviour:** Feedback that suggests alternative ways of behaving allows individuals to choose and own the changed behaviour. This ensures that the behaviour change is permanent.
- **It is solicited, rather than imposed:** Feedback is most useful when the receiver himself/herself has formulated the kind of questions, which those observing him/her can answer.
- **It is well-timed:** In general, feedback is most useful if it is timely or given at the earliest opportunity.

- It is checked to ensure clear communication: In order to check whether the receiver has been conveyed the message clearly, the receiver can be asked to rephrase the feedback he/she has received to see if it corresponds to what the sender has in mind.

You need to convey to the students that the three aspects that they should always keep in mind while **giving a constructive feedback** are

- (i) Give neutral and honest (stick to facts) observations.
- (ii) Propose an alternative or give examples to prove your point.
- (iii) Show the benefits of the alternative.

Similarly, you also need to emphasize that the three aspects of feedback that they should always consider **while receiving feedback** are

- (i) Listen carefully what the other person has to say.
- (ii) Ask questions, if you need any clarifications.
- (iii) Do not become defensive or emotional.

SESSION PLAN 2

SESSION TOPIC: Providing Feedback

1. **OBJECTIVE:** To develop students' knowledge, skills and abilities in providing feedback.
2. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD Projector, Chairs.
4. **PREPARATIONS**
 - Read the glossary given at the end of the handbook.
 - Prepare points for the interactive lecture
 - Prepare the figures for the game, well in advance
5. **TEACHING/TRAINING METHODOLOGY:**

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

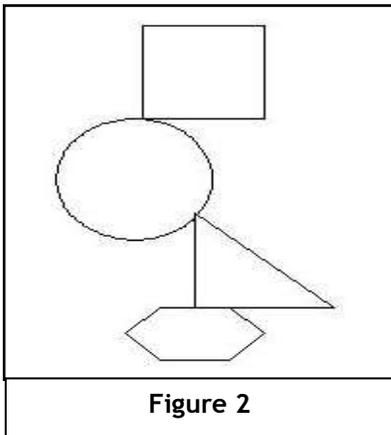
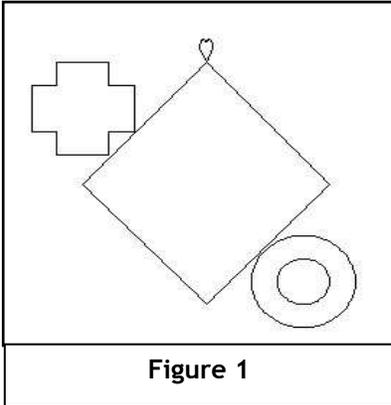
1. Introduce the topic.
2. Make an opening by telling the student's, the purpose of the lecture or presentation.
3. Introduce the topic in the class and provide relevant knowledge to the students.
4. Explain to the student's the characteristics of feedback.
5. Give examples of aspects that need to be considered while **giving** feedback.
6. Give examples of aspects that need to be considered while **receiving** feedback.
7. Summarize the topic and emphasize on the key points.
8. Check to make sure that each student understands the meaning of feedback.
9. Provide specific examples.
10. Involve students' by giving them the opportunity to ask questions related to the topic.
11. You may ask questions, such as
 - (a) What is feedback?
 - (b) Why feedback is important in communication?

T2: Game

DURATION: 2 hrs

Ask your students to play this game.

PROCESS



Speak clearly and not too quickly

Repeat the information in a slightly different way

1. This game is played in pairs. It is played in two rounds. The seating for this game are pairs of chairs are placed in the room, giving the participants the room to spread out. The chairs have their back to each other, so that when the participants are seated they will have their backs to each other.
2. In the pairs, one of the participants is assigned the letter name A and the other is assigned the letter name B. All the 'A's in this training game are given **figure1** on a paper. The figure can also be modified as per the requirement. The 'B's in this game are given an empty sheet of paper and a pen or a pencil.
3. In the first round, the 'A's are expected to communicate to 'B' the figure in their hands so that the 'B's are able to draw an exact replica on the sheet given to them. In this round a constraint is introduced.
4. The 'B's are told not to speak while playing this round. They have just to listen and draw according to the instructions by 'A'.
5. After everybody has finished playing the round, the 'B's share their version of the figure with the 'A's. Very rarely does anybody get the figure right. There's quite a bit of laughter at the figures that the 'B's have drawn. In the second round of the game, the 'A's are given **figure 2**.
6. This time, the 'B's are given the opportunity to speak and check with the 'A's about any instructions that they did not understand. After, they have finished, the 'B' show their figures.

WRAP UP

1. Using the questions (i) What constraints or barriers did you face?, and (ii) Could you communicate better when you sought clarification from the partner?, clarify the various concepts and principles of communication.
2. Ask the group to reflect on how their 'listening skill' was improved when they sought feedback from the partners.
3. Drive home the fact that in order to communicate effectively, listening skills and feedback are important.

T 3: Role Play

Conduct “Role Plays” to make you student understand the various aspects of giving and receiving feedback. You may utilize the following scenario for the role play.

Scenario

The Security Supervisor overheard a conversation of the Security Guard (S) with a Visitor (V) which went as follows:

S: Yes.

V: I would like to meet my friend who is a receptionist.

S: What is his name?

V: His name is Mahesh.

The Security Guard dials the number on the telephone and enquires about the availability of Mr. Mahesh.

S: Yes, you can go in.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

- (a) Characteristics of feedback.

Part B

Students could answer the following questions:

- (a) What is feedback?
- (b) Why feedback is important in communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence for providing descriptive feedback		
Construct a sentence for providing specific feedback		

SESSION 3: OVERCOMING BARRIERS IN COMMUNICATION

RELEVANT KNOWLEDGE

- Environmental
- Attitudinal
- System design
- Individual's linguistic ability
- Poor retention
- Inattention
- Emotional state

Slide 1: Factors affecting communication



The various factors that not only influence communication, but may also act as barriers or deterrent to an effective communication can be broadly categorized as environmental, attitudinal, system design, individual linguistic ability, poor retention, inattention and emotional state. You need to teach your students about these factors and also expose them to the possible measures that they may adopt as solution(s) to overcome the barriers.

A. Environmental Factors:

Environmental factors that affect communication include noise and physical obstacles like distance and lack of proper instruments for communication.

(i) **Noise:** Noise causes stress. Background noise and excessive echo are great distracters to listening, especially for the persons with poor concentration. Similarly use of loud speakers, noise from generators or other machinery interferes with communication.

Tips: Explain your students how removing noise elements or sound proofing the area of verbal communication will improve communication.

You may take your students to a studio and show how sound proofing is done for sound isolation and noise blocking.

You may ask a student to deliver a lecture, while other students are talking to each other in loud voice to demonstrate why it is important to maintain silence when a teacher is delivering a lecture in a class.

You may mention specific advantages of maintaining silence, for example it helps in effective listening, concentration, etc.

(ii) **Physical Obstacles:** Physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication. Poor lighting, uncomfortable seating arrangements and unhygienic room also affect communication.



Tips: Explain your students why it is important to develop expertise in using instruments like telephone, fax machine and computers to overcome the barriers. You may also highlight that checking the instrument before using it for communication is useful in avoiding unpleasant situation.

You may demonstrate how poor lighting in the classroom affects visibility and concentration and show the importance of proper lighting. You may also switch off some of the lights. You may demonstrate the checking of proper functioning of the microphone before actually using the same for addressing the audience during the assembly.

B. Attitudinal Factors

Attitudinal factors that affect communication include cultural compulsions, fear of upsetting others, fear of rejection or ridicule like “***Don’t speak unless you are asked to***”, feeling responsible for the other person, circle of musts (ought to, must, have to), and low self image.



Tips: You may explain your students how personality development training sessions can help them to develop abilities for removing

attitudinal barriers and to make communication effective.

C. System design

(i) Time: Some functions are time sensitive and cannot be delayed. They however, may cause other procedures to be completed in haste and as a result communication could be hampered. Time pressures affect the ability to communicate.



Tips: *You may explain your students how to manage time and pace of communication to ensure effectiveness.*

You may ask your students to prepare a speech of 5 minutes for a specific occasion, for example Teacher's Day. Ask the students to deliver the speech one by one and suggest how they should manage time. Demonstrate how to effectively deliver a speech within the allotted time.

(ii) Information overload: Overloading a person with a pool of information may result in confusion, misinterpretation and loss of information.

Tips



You may tell your students how to manage information flow and document the information. You may explain your students that if the flow of information is not controlled, then it may result in misinterpretation and loss of information. Give them the tips for effectively filing papers and organizing the files for easy retrieval of documents. Give example of the procedure adopted by the computer in storing the information in files and directories.



3. Complexity in Organisational Structure: Greater the hierarchy in an organisation (i.e., more the number of managerial levels), more are the chances of communication getting misinterpreted or destroyed.

Tips

Explain your students about the hierarchy in an organization and how communication takes place between the people working in administration, accounts, academics, etc. Take your students to the various departments in your school or nearby institution and ask them to interact with the officers and staff and understand the issues with regard to communication. Explain your students how systematic flow of information will reduce the problem of distortion in communication or communication breakdown.

D. Individual linguistic ability

(i) Individual characteristics - Individual characteristics include biological factors like lisping (a speech disorder characterized by the inability to correctly pronounce the sounds of 's' for 'z', known as sibilant consonants), and educational factors, like proficiency in language. Individual differences in terms of the knowledge of vocabulary, grammar, etc. affect communication effectiveness.

(ii) Perceptual and language differences: Perception is generally how each individual interprets the world around him. Communication distortion occurs if there is wrong perception about the message. Rephrasing communication and checking for understanding helps in reducing barrier due to perceptual differences.



Tips

You may tell your students why it is important to know different languages and what they can do for learning different languages.

E. Poor retention

Human memory cannot function beyond a limit. One cannot always retain what is being told, especially if he/she is not interested or not attentive. This leads to communication breakdown.

Tips

Explain your students the importance of keeping or maintaining records. Use of notes, written messages, e-mails, etc. should be made to avoid communication breakdown. Explain how emailing not only makes communication fast, but also helps in saving paper and time. Demonstrate the use of email in communicating and maintaining e-files for future reference.



F. Inattention

At times we do not listen, but only hear, especially when there are more important things to be taken care of. For instance, if a visitor comes to you at the same instance when you are answering the phone, then it is important to excuse yourself from the person on the phone so that exclusive attention can be given to the visitor or you may request the visitor to wait for some time.

G. Emotional State

Emotional state at a particular point of time also affects communication. For example, if you are shocked for whatever reasons, you may not be able to express yourself as you are in an unstable state of mind.

SESSION PLAN 3

1. SESSION TOPIC:
Overcoming Barriers in Communication

2. SESSION OBJECTIVES: To develop students' knowledge, skills and abilities in overcoming barriers in communication.

3. MATERIALS/EQUIPMENT REQUIRED: Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

T1: Interactive Lecture

DURATION: 2 hrs.

PROCESS

1. Prepare the points for the lecture.
2. Introduce the topic.
3. Make an opening by telling the student's the purpose of the lecture or presentation.
4. Introduce the topic in the class and provide relevant knowledge to the students.
5. Explain to the students the various types of barriers in communication.
6. Give examples of barriers in communication.
7. Give examples of strategies to be adopted for overcoming barriers in communication.
8. Summarize the topic and emphasize on the key points.

T2: Discussion

DURATION: 1 hrs.

PROCESS

1. Discuss how noise becomes a barrier to effective communication in places like playgrounds, workstations, front office area, cafeteria, etc.
2. Discuss how physical obstacles like distance and use of defective instruments for communication affects the effectiveness of communication.
3. Discuss how statements like "Don't speak unless you are asked to" and fear of upsetting others or rejection or ridicule act as barriers in communication.



4. Discuss how individual characteristics and mental state affect communication.
5. Discuss the various solutions to the barriers in communication. For example, asking the audience to put the mobile in silent/ meeting mode during the meeting.
6. Share with the students lots of real life case studies so that the students are able to relate themselves with the situation.

Tips

You may ask your students to write a short note (not more than 25 words) on how the various types of barriers affect effective communication.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

- (a) Types of barrier.

Part B

Students could answer the following questions:

- (a) How one can overcome the various types of barriers in effective communication?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Compile a list of barriers in communication at workplace		

SESSION 4: APPLYING PRINCIPLES OF COMMUNICATION

RELEVANT KNOWLEDGE

The principles of effective communication can be categorized as 7 C's, which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the receiver. A complete communication has the following features:

- No crucial information is missing from the message.
- It gives additional information, wherever required.
- It leaves no questions in the mind of the receiver.
- It persuades the receiver.

2. **Conciseness** - Conciseness or shortness means that minimum words without forgoing the other C's of communication should be used to communicate. It is time-saving as well as cost-saving.

- It underlines the main message.
- It is more appealing to the receiver.

3. **Consideration** - Consideration implies that the audience's view point, background, mind-set, education level, their specific requirements, emotions, etc. are considered while communicating with them.

4. **Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clear message makes use of exact, appropriate and concrete words. Clarity ensures that communication is simple and intelligible.

Avoid words with masculine origin	
Sexist	Non-Sexist
Chairman	Chairperson
Cameraman	Camera operator
Congressman	Member of Congress
Businessman	Business Executive
Policeman	Police Officer
Manpower	Personnel

5. **Concreteness** - Concrete communication implies being particular than general. Concrete message has the following features:

- It is supported with specific facts and figures.
- It makes use of words that are clear and that build the authenticity.

6. **Courtesy** - Courtesy in message implies that the message should show the sender's expression as well as respect to the receiver. Courteous message has the following features:

- It uses terms and feelings of the receiver of the message.
- It is positive and focused on the audience.
- It is not biased.

7. **Correctness** - Correctness in communication implies that there are no grammatical errors in the communication. Correct communication has the following features:

- The message is exact, correct and well-timed.
- It makes use of appropriate and correct language.

SESSION PLAN 4

1. **SESSION TOPIC:** Applying Principles of Communication.

2. **SESSION OBJECTIVES:** To develop students' knowledge, skills and abilities in applying principles of communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.
- Make necessary arrangements well in advance to play the game

5. TEACHING/TRAINING METHODOLOGY:

T1: Role Play

Conduct role plays to teach application of principles of communication in different scenarios related to security. The sentences may include the following:

- (i) The function is at 6.30 PM on Monday, 16th December, 2013.
- (ii) I will not do a job against my conscience.
- (iii) We expect every man/woman to do his/her best.
- (iv) You must reach the office on time.
- (v) Complete the work and report to the Supervisor.
- (vi) I will write the report and submit it you.

T2: Game

PREPARATIONS (20 min.)

This game is played in pairs, with a student as an observer. Divide the class into groups of 2 students each. Designate a student as an observer for each group. The observer will take note of the answers given by the students in the group.

PROCESS (1hr. 10 min.)

1. Ask the students from each group to make a group chart of their school premises. They have to especially represent the entry and exit points of the school. The task should be done in a group.
2. The observers will write down their observations.
3. At the end of half-an hour, the chart drawing stops.

The observers are expected to report their observations of their group to the whole class. The group provides feedback to the observer on his/her report, based on the principles of communication.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Student could differentiate between

- (a) Principles of effective communication.

Part B

Students could answer the following questions:

- (a) How to apply various principles for making communication effective?
- (b) What is the difference between clarity and concreteness?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Construct a sentence that convey all facts required by the receiver		
Construct a sentence with a specific message		
Express in a manner that shows respect to the receiver of the message		

SESSION 5: APPLYING ELEMENTS OF VERBAL AND NON-VERBAL COMMUNICATION

RELEVANT KNOWLEDGE

VERBAL COMMUNICATION

Language should be clear, specific, accurate and appropriate to the audience and purpose.

The medium of communication determines the type of communication. Based on the medium used for communicating, the process of communication can be broadly classified as **verbal communication** and **non-verbal communication**.

Verbal communication includes **written** and **oral communication**, whereas **non-verbal communication** includes **body language, facial expressions and pictures**. Thus, the two methods of communication are verbal communication (oral and written), and non-verbal communication (body language, pictorial communication, symbolic communication).

Verbal communication uses words as the medium of communication. An effective verbal communication is a two-way process; speaking and listening must occur. Usually verbal communication is in the one-to-one mode or one-to-one interaction. It is very important to maintain **accuracy, brevity and clarity** in verbal communication. The sender should also ensure that he speaks clearly into the instrument (channel) and also conveys respect through his choice of words. The acronym RSTP¹ is a useful guide for speaking clearly.

R - Rhythm - Maintaining rhythm while speaking is important for communicating effectively. Pauses in speech allow the speaker the time to think of his/her next thought, and also provide the listener enough time to process the information.

¹ http://www.ehow.com/info_8594284_elements-rhythm-speech.html#ixzz1oWhLze9L

S - Speech - It is the act of delivering a formal spoken communication to an audience.

T - Tone - Tone is the quality of sound that portrays feelings or changes in meaning. A monotone delivery could indicate that a speaker is fed up.

P - Pitch - Pitch occurs because of the vibration of the human vocal cords. Changes in the tension of the vocal cords cause differences in pitch. Usually, the pitch of women's voices is higher than that of men.

Written communication skill is the ability of an individual to communicate in writing. Important skills in effective written communication are:

- Write clearly and legibly, giving all the essential information needed.
- Use approved styles and formats for written communication.

Effective writing involves careful choice of words, their organization in correct order in sentences and preparing a comprehensive composition of sentences.

Non-verbal communication: It is the communication that uses physical parts of the body. It includes facial expressions, tone of voice, sense of touch, sense of smell, and body movements. By understanding the important aspects of non-verbal communication or body language, you can learn to read people more easily. Argyle² and his associates have been studying the features of non-verbal communication that convey information.

² Argyle, Michael; Salter, Veronica; Nicholson, Hilary; Williams, Marilyn; and Burgess, Philip (1970). The communication of inferior and superior attitudes by verbal and non-verbal signals. *British Journal of Social and Clinical Psychology* (9): 222-231

The following summarizes their findings:

(a) Static Features

- 1. Distance:** The distance one stands from another frequently conveys a non-verbal message. In some cultures it is a sign of attraction, while in others it may reflect status or the intensity of the warmth or feeling. In India, a foot away from another person is considered as a respectful distance while communicating.
- 2. Orientation:** People may present themselves in various ways: face-to-face, side-to-side, or even back-to-back. For example, cooperating people are likely to sit side-by-side while competitors frequently face one another. In the security sector, face-to-face orientation is common.
- 3. Posture:** Your posture conveys message. For example if you are sitting on a chair with your legs crossed or our arms folded, then such postures convey a degree of relaxation in the communication exchange. For a security officer on duty, there are only two acceptable postures - attention and stand-at-ease.
- 4. Gestures with hands and arms:** Shaking hands, touching, holding, embracing or patting on the back, all convey messages. They all reflect an element of intimacy. For instance, in case of people who have to be escorted out of the premises, physical contact can involve touching the hand or the shoulder to emphasize the message of moving from that area.

Body Language

Different aspects of body language and behaviour may include the following:

- Eye contact
- Facial expression
- Whole body posture
- Hand gestures
- Fiddling with things
- Looking around as if searching
- Walking with/without purpose
- Actions that demonstrate anger
- Actions that demonstrate confusion.
- A person is relaxed or comfortable.

(b) Dynamic Features

- 1. Facial expressions:** A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are observed constantly by the recipient. Smiling is considered to be pleasant and helpful. A frown conveys confusion and at times anger. Raised eyebrows, yawn, a sneer are all unacceptable body language, as they reflect anger or ignorance.
- 2. Gestures:** One of the most frequently observed, but least understood cues is a hand movement. Most people use hand movements regularly when talking.
- 3. Looking:** A major feature of social communication is eye contact. The frequency of contact may suggest either interest or boredom. For example, a Security Officer should look straight into the eyes of the person, although pleasantly and affably.

Pictorial Communication includes communicating with signs like traffic signals, the 21-gun salute, horns, sirens, etc. For example the sign of U-turn tells you to take a U turn, and the sign of a person crossing the road indicates the place where you can cross the road.

Symbolic Communication uses symbols that signify religion, school, status, affiliation, communication devices, etc.

SESSION PLAN 5

1. **SESSION TOPIC:**
Applying Elements of Verbal and Non-Verbal Communication.

2. **OBJECTIVES:** To develop students' knowledge, skills and abilities in application of various elements of verbal and non-verbal communication.

3. **MATERIALS/EQUIPMENT REQUIRED:** Charts, Sketch Pens, Rulers, Computer, Slides, Open Source Software for Slide Presentation, LCD projector.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.

5. **TEACHING/TRAINING METHODOLOGY:**

T1: Activity

DURATION:

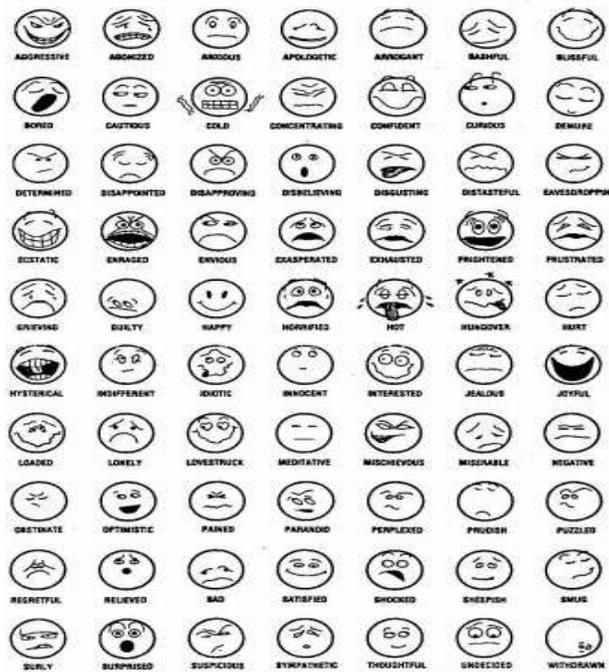
PROCESS

Arrange the students in pairs and demonstrate how to use various communication equipment. In the first round, one of the pair instructs the other, while the other follows the instructions. In the second round the roles are reversed. Ask the students to read the operating manual of the communication equipment in pairs. While one of the pairs reads out the manual, the other gives a physical demonstration of what his/her partner just read.

T2: Game

Fish Bowl Activity

- Select a group of volunteers from the class (10 in number);
- This group will sit in the centre in a circle;
- The rest of the class will form an outer circle;
- The inner circle is the fish bowl and is asked to discuss a topic of interest - like a cricket game (for 10 minutes).
- The outer circle is given a copy of a set of emoticons. The copy of the sheet of emoticons is pasted below for your reference. They have to use this sheet, to identify the expressions of their friends (each one should be asked to observe not more than two people) as they discuss the topic.
- At the end of ten minutes the discussion stops and the outer circle reports the various emoticons that was close to the expressions on their friends' faces.



T3: Role Play

Conduct “Role Plays” to make you student understand the various aspects of giving and receiving feedback. The following expression generally used in various situations may be used for communicating feelings.

- **Greeting visitors:** *good morning, good afternoon, good evening.*
- **Expressing gratitude:** *thank you, I sincerely thank you for the favour, I am grateful to you, etc.*
- **Responding to questions:** *“Yes, Mr./Ms X is available in his/her room” or “No, Mr./Ms X is not available in his/her room”.*
- **Dealing with security related problems and complaints:** *“What is your problem Sir/Madam?” or “Is there anything that I need to do to solve your problem”*

In pairs, students may be asked to try out different ways to say the same sentence by changing the tone and the emphasis on different words.

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Student could differentiate between

- (a) Forms of communication.

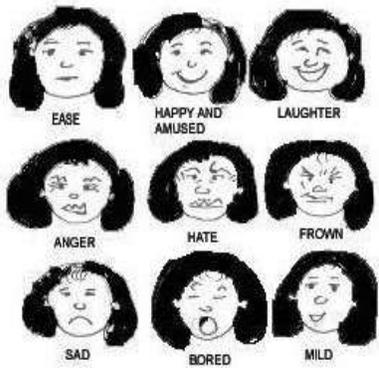
Part B

Student could answer the following questions:

- (a) What are the important aspects that need to be kept in mind while communicating verbally?
- (b) What are the important aspects that need to be kept in mind while communicating non-verbally?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:



Performance standards	Yes	No
Identify methods of verbal communication		
Identify methods of non-verbal communication		
Deliver a speech with variations in tone and pitch.		
Greet politely and appropriately, keeping in view the time of the day.		
Enlist the static features of non-verbal communication.		
Enlist the dynamic features of non-verbal communication.		

SESSION 6: USING COMMUNICATION EQUIPMENT AND CHANNELS

RELEVANT KNOWLEDGE

A range of electronic devices exist to help people overcome the constraint in communication due to distance. These include telephone, mobile, wireless set, walkie-talkie, etc., which are used to send and receive messages.

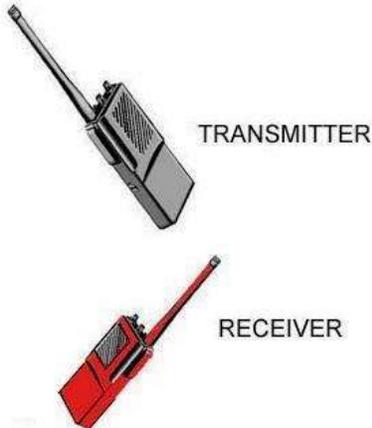
(i) Telephone: The telephone is a telecommunication device that transmits and receives sounds. All modern telephones have a microphone to speak into, an earphone which reproduces the voice of the other person, a ringer which makes a sound to alert the owner when a call is coming in, and a keypad to enter the telephone number.

(ii) Mobile Phone: The mobile phone (also known as a cell phone) is a device that can make and receive telephone calls over a radio link whilst moving around a wide geographical area. Mobile phones also support a wide variety of other services which include text messaging, popularly known as Short Message Service (SMS), electronic mail (e-mail), and short-range wireless communications (infrared, blue-tooth).

(iii) Electronic Private Automatic Branch Exchange (EPABX) system: It is an instrument used to place telephonic calls to various people in the premises which could be an organization or a residential colony to check on the availability of the residents/officials and also to confirm the authenticity of the visitor's claims. EPABX also allows access to external telephone lines.

(iv) Walkie-Talkie

A walkie-talkie is a hand-held, portable two-way radio transceiver. Typical walkie-talkies resemble a telephone handset, with an antenna sticking out of the top. A walkie-talkie has the following parts:



- **Transmitter** - Sends your voice to another walkie-talkie after turning it into radio waves.
- **Receiver** - Receives the radio waves sent out by the transmitter.
- **Speaker** - Amplifies the sound received by the receiver.
- **Microphone** - This part attunes your voice and converts it into an electric signal.
- **Crystal** - The crystal is also known as a channel. It sets the frequency used for communication.
- **Batteries** - The power supply is usually from the batteries.

Walkie-talkies are widely used in any setting where portable radio communications are necessary, including security sector, business, public safety, airport and military.

(v) Fax Machine

Fax (short for facsimile) is the telephonic transmission of scanned printed material (both text and images) from a fax machine to another fax machine through a telephone line. The original document is scanned with a fax machine, which processes the contents (text or images) as a single fixed graphic image, converting it into a bitmap image. The information is then transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image, printing a paper copy.

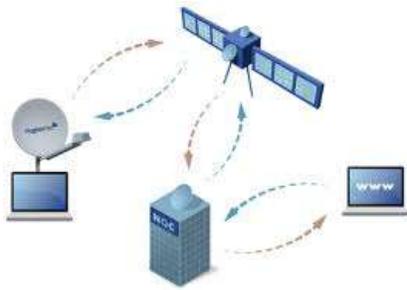
(vi) Global Positioning System Navigation Device: It is any device that receives Global Positioning System (GPS) signals for the purpose of determining the device's current location on Earth. GPS devices are used in military, aviation, marine transport and consumer product applications. It is now being extensively used for regulating the movement of taxis.

(vii) Computers: A computer is a programmable machine designed to perform arithmetic and logical operations to produce meaningful results in desired format. A computer system includes hardware and software. Computer has now become an important and rapidly expanding medium of communication, as it offers the possibility of rapid communication, through e-mails, e-forums blogs, social sites, access to educational materials on websites, searchable databases, and e-commerce.

Dedicated Channels for Emergencies of Communication Breakdown

At times, there could be an excessive traffic load on network or breakdown in communication due to technical problems at the sender's or receiver's end. Some of the dedicated channels of communication are as follows:

(i) Radio Communication: Wireless communication based on radio waves can be used for short distance communication as well as long distance communication. Radio communications are most widely used during war and war like situations. People can communicate across hundreds of kilometers using High Frequency (HF) radio communication. Examples of instruments that work on this principle are walkie-talkie or hand held wireless transreceiver sets.



(ii) Satellite Based Communication Systems

It is a form of radio communication where the radio waves from earth are sent to a communication satellite, which relays the message back to the receiver. International Maritime Satellite Organisation (INMARSAT) is a common satellite communication network that is used on the high seas and in emergencies and disasters because they do not require any earth based systems like towers or cables.

(iii) Amateur (Ham) Radio

Amateur or ham radio refers to hobbyists who communicate on radio and are able to communicate across thousands of kilometers. Amateur radio operators use various modes of transmission to communicate. The two most common modes for voice transmissions are frequency modulation (FM) and single side band (SSB). The operation is coordinated by the International Telecommunication Unit (ITU) and licensed by the individual national governments that regulate technical and operational characteristics of transmissions and issue individual stations with an identifying call sign. Their communications have been extremely useful in contacting isolated communities during calamities like tsunamis and earthquakes.

(iv) Dedicated Short Range Communications

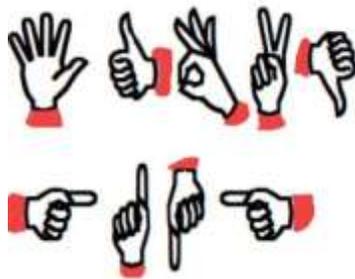
DSRC combines high reliability wireless connectivity, accurate positioning (via global positioning satellites and vehicle dead-reckoning) and an on-board computer to allow vehicles to communicate directly to each other (vehicle-to-vehicle, or V2V links), and to road-side units (vehicle-to-infrastructure or V2I).

The word “**Dedicated**” means that DSRC operates in its own protected frequency band at 5.9 GHz (Giga Hertz). This ensures that the system does not suffer from interference from other wireless technologies. This band has already been allocated in the United States and Europe.

Communication channels: There are two general ways of delivering the information: **informal and formal communication.**

(i) **Informal Communication** occurs on a person-to-person basis, in a face-to-face manner, without formalities, ceremony or fanfare. Informal ways to communicate include texting, post-it notes, personal email letters, instant messaging, emoticons, online chat rooms and cyberspace bulletin boards, an informal drop in visit to another person’s house or office, or a quick and spontaneous meeting. Informal communication also may take a non-verbal form as facial expressions, sign language, or manner of dress.

(ii) **Formal Communication** is organized and managed information that is shared with relevant individuals in an organization or between organizations. Formal communication channels are based on an individual’s role in the organization and distributed in an organized way according to the established norms in an organization. Formal communication generally flows “downward” from executives to directors to managers to staff regarding company direction and instruction and “upward” from staff to managers to directors to executives in the form of data and reports. The communication flowing through these channels is specific to the jobs and departments.



Security personnel have to track information of people movement, material movement, and telephone calls. They have to maintain records and generate reports in electronic and printed formats which are then forwarded to concerned officials in the electronic form or in the printed form.

Documentation is done to plan, execute and monitor activities and programmes. It also serves as a useful tool for information sharing, advocacy, ensuring accountability and providing evidence. Documents are used to record, report and file information. Common records pertaining to security duties include opening and closing of premises, presence or absence, penalties, beat patrolling, search procedures, etc. Examples of documents used in security sector are logbooks, registers, report books, incident reports, etc. Records or reports thus generated are maintained by the supervisor in a form that is easily accessible. The categorization is usually time wise, alphabet wise and function wise. The functions of the security will depend on the nature of the organization or industry (hospital, defense forces, airport, manufacturing units, hazardous industry, retail industry, etc.).

The data or records available in a security control room are several and can be classified as: unclassified, confidential, secret and top secret. These levels are in order of the increasing confidentiality. The reports that are generated in security services include the following:

(i) **Duty log:** It is a record of personnel who are expected to report at a location on a certain time. It provides attendance details of security personnel at various points. Absence is recorded and reported to the appropriate authority.

(ii) **Incident report:** It is a report of an abnormal incident. The details of date, time and people involved, the specification of vehicles or materials involved, and the geographical location of the incident are included in the incident report.

(iii) **Action report:** It is the report which provides the details of action taken vis-à-vis an incident as reported in the incident log. The details of date, time, action taken, the person taking the action, procedures executed, and any pending action to be undertaken are recorded.

(iv) **Movement log:** These are logs that record movement of people, material, and vehicle through a check point.

Date	Time in	Name of the visitor	Official/residential address	Purpose of visit	Pass Yes/No	Time out

(v) **Back-up and stand-by logs:** These are records and reports of the back-up or stand-by procedures that were executed as a result of equipment breakdown or emergencies that have occurred.

(vi) **Contingency log:** These are records and reports of contingency procedures that have been executed in case of incidents or emergencies.

SESSION PLAN 6

1. **SESSION TOPIC:** Using Communication Equipment and Channels.

2. **SESSION OBJECTIVES:** To familiarize students with the various types of documents maintained in Private Security Services

3. **MATERIALS/ EQUIPMENT REQUIRED:** Duty log, incident report/log, action report, movement log, back-up and stand-by log, contingency log, compliance report.

4. PREPARATIONS

- Read the glossary given at the end of this handbook.

5. TEACHING/TRAINING METHODOLOGY:

(vii) **Compliance report:** It is a checklist of standard procedures relating to opening, closing, beat patrolling, absence, etc., that have to be executed everyday and the items in it are ticked off as and when they are completed. In case any item on the checklist has not been completed, the reason for it is specified.

T1: Role Play

DURATION: 2 hrs.

PROCESS

Make a simulated telephone conversation based on given scenario and improve the responses of the caller and the receiver.

- Ask two students to come forward.
- Place to chair back to back and ask them to sit on it. This helps them not to see each other
- Tell them the scenario and the role (*caller* and the *receiver*) that they will play.
- Ask other students to watch as they go through a role play.
- The caller should introduce himself/herself after the greeting the receiver.
- He/she should tell why is he/she calling.
- After the conversation, the students can be asked to provide feedback.
- Provide your feedback in line with the content.
- Ask other students to come forwards and repeat the exercise. Observe whether there is any improvement based on feedback.

Teach your students about the following telephone etiquettes:

- Pick up or answer the telephone before the third ring.
- Some words that you should use in your conversations on telephone are **“Hello! Good Morning/Good Afternoon/Good Evening”**.
- Speak clearly and identify yourself.
- If the caller does not introduce himself/herself, say, **“May I know who is speaking?”**
- In case the caller does not tell to whom he/she wants to talk to, then you may ask questions like **“May I know to whom you want to talk to?”**
- In case you have to take a message then you may say **“I’m sorry, he’s busy at the moment. May I take a message?”** or May I take your name and number and have him/her call you back? (Be sure to write down the name, phone number, time the caller had called and the message).
- Ask the caller to wait while you acquire the information required.
- Don’t make the caller wait for more than 02 minutes. It is better to return a call than to keep someone on hold too long. Do not forget to return the call.
- At the end of the waiting period, please express your gratitude for caller’s patience.
- Keep your conversation to the point.
- End the conversation with gratitude.
- Always use a pleasant and friendly tone.
- Before placing a caller on hold, ask his/her permission first. For example, **“could you please hold the line, while I call the person”**.
- Avoid leaving long messages.

- Do not interrupt the person while he/she is talking to you.
- Do not answer the phone if you are eating. You should mention that you are having your meal and you will call back after you have finished.
- When hanging up the phone, make sure the caller hangs up first.

Remind students about the difference between formal and informal language, and of the occasions when they are likely to use each type of language.

T2: Assignments

1. Log books are used to record movements of people who enter the premises. Ask the students to use the table given below for conducting a practical exercise and filling the information collected at school events, such as annual day, parent's day, children's day, senior citizen day, to record the details of the visitor's and submit the filled in table as an assignment.

Date	Time in	Name of the visitor	Official/ residential address	Purpose of visit	Pass Yes/No	Time out

2. You may ask your students to maintain logbook of the telephone calls that they receive at home in the format given below and submit the same as an assignment.

Name of the Caller	Telephone number	Purpose of call	Time

CHECKLIST FOR ASSESSMENT ACTIVITY

Use the following checklist to check whether your students could meet all the requirements for assessment.

Part A

Students could differentiate between

- (a) Different communication equipment.
- (b) Informal and formal communication.

Part B

Students could answer the following:

- (a) What are the uses of logbooks and reports in security?

Part C

Students demonstrate the generic, technical, professional and organizational knowledge and skills in order to perform up to the required standards. The performance standards may include, but not limited to:

Performance standards	Yes	No
Apply telephone etiquette		
Identify logbooks used in security industry		
Recognise sample reports common to security industry		
Fill in the requisite information in the format of the logbook		
Operate equipment for communication.		

1. **Active listening:** It is a process of analyzing and evaluating what another person is saying in an effort to understand the true meaning of the message.
2. **Alarm Test Register:** It is used to record all incidents where alarms have been tested on the premises. Details include the date, time, name of the person carrying out the test and the results including any faults detected.
3. **Attitude:** It is the transference of a value into action that is consistent over a period of time.
4. **Clause:** A clause is a sentence that forms part of a larger sentence.
5. **Communication:** The process by which a person, group, organization (the sender) transmits some type of information (the message) to another person, group, organization (the receiver). It is derived from the Latin word 'communis' meaning to share.
6. **Community:** A society where peoples relations with each other are direct and personal and in mutual bonds of emotion and obligation.
7. **Courtesy** - is the name of a social behavior that extends respect to another human being, by giving him/her the right to act first.
8. **Descriptive feedback** - when feedback describes the effect of a communication in words, it is called 'descriptive feedback'.
9. **Evaluative feedback** - when feedback judges the effect of a communication in terms like 'good', 'bad', 'average', 'correct', 'right', 'wrong', it is called 'evaluative feedback'.

10. **Feedback** - is an element of communication which indicates the completion and the extent of completion of the communication cycle. It provides information to the sender on the receipt of his message. It could be in the form of another message that conveys to the sender that his message has been received and understood, or it could be in the form an action by the receiver, which informs the sender that the message has been received and acted upon.
11. **Formal Communication** - It is that which is connected with the formal organizational arrangement and the official status or the place of the communicator and the receiver. Formal communication is mostly recorded in some form for future reference.
12. **Gesture** - is a hand movement that communicates a message. For example, a salute or a handshake is a gesture of greeting.
13. **Informal Communication** - It arises out of all those channels that fall outside the formal channels. It is established around the societal affiliation of members of the organization. Informal communication does not follow authority lines, as in the case of formal communication.
14. **Key Register:** It is used for recording all keys in the custody of the security department. It includes date and time of issue and return of keys to personnel, the signature of the person receiving them, the signature of the security guard who issued them, the date and time they are returned and the signature of the security guard to whom they are returned.

15. **Lost and Found Register:** It is used to record details of all reported property lost or found on the premises.
16. **Message** - generally speaking, 'message' is the object of communication.
17. **Organization:** Hierarchically organized group of people so large that personal relationships with every member of the group are impossible.
18. **Organizational communication:** Communication between and among the individuals and groups which make up an organization.
19. **Organizational structure:** The formal configuration between individuals and groups with respect to the allocation of tasks, responsibilities, and authorities within organizations.
20. **Phrase** - A phrase is a group of words which does not make a complete sentence.
21. **Register of Personnel Passes:** It is used to keep an account of employees leaving the premises outside the normal starting or finishing times. It gives permission to the person to leave the premises for personal reasons.
22. **Rhythm** - is the sequence that is repeated in a period of time.
23. **Search Register:** It is used to record date, time, name of the person searched, address, signature of person searched and the signature of the searcher.
24. **Sentence** - A sentence is a group of words which makes a complete sense.

25. **Sexism:** Actions or attitudes that discriminate against people based solely on their gender.
26. **Sexist language:** Language that creates sexual stereo-types or implies that one gender is superior to another.
27. **Sign:** Something that stands for or represents something else and bears a natural, nonarbitrary relationship to it.
28. **Solicited feedback** - when feedback is requested by sender on the effect of a communication, it is called 'solicited feedback'
29. **Symbol:** Representation of an idea.
30. **Team:** A group whose members has complementary skills and is committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.
31. **Telephone Message Book:** It is used to record accurately messages and information received on telephone.
32. **Vehicle Register:** It includes the number of the vehicle entering the premises
33. **Visitors Register:** It includes the name of visitor, date and time of visit and the signature of the visitor.

SUGGESTED READINGS

BOOKS

- Developing Communication Skills - Krishna Mohan and Meera Banerji, MacMillan India Limited, Delhi.
- More than Words: A Handbook for Writers and Editors- Chitta R. Samant, DIPS Communication Centre, Bhubaneswar.
- Messages: The Communication Skills - Matthew McKay.
- Communication: Principles for a Lifetime (4th Edition) - Steven A. Beebe and Susan J. Beebe.
- Communication: Making Connections (8th Edition) - William J. Seiler
- My Fair Lady - G.B.Shaw & J Lerner

WEBSITES

- <http://en.wikipedia.org/wiki/Communication>