



## ENHANCED LEADERSHIP II

Communicating effectively

 **Course Workbook**



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# Enhanced Leadership II Competency Matrix

## Communicating effectively

**Domains**                      **Overcoming communication barriers**  
*How do you communicate to your team with diverse members?*

Elements	+	-
<b>3.1 Communication barriers</b>	<ul style="list-style-type: none"> <li>Uses a range of communication methods (such as spoken, written, hand signals, etc) to suit the message and the intended recipients.</li> <li>Encourages open communication.</li> <li>Listens, consults others and communicates proactively.</li> </ul>	<ul style="list-style-type: none"> <li>Blocks open communication.</li> <li>Uses inappropriate or unacceptable language or communication methods, e.g. jargon, body language, tone.</li> <li>Shows little or no interest in gathering the views of others.</li> <li>Keeps to self and does not consult with others.</li> </ul>
<b>3.2 Communicating across cultures</b>	<ul style="list-style-type: none"> <li>Adjusts communication style when dealing with different nationalities.</li> <li>Keenly observes the body language and other cues of a person.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the same communication style when dealing with different nationalities.</li> <li>Does not give attention to body language and other cues of a person.</li> </ul>

**Domains**                      **Communicating the message**  
*How do you ensure that your team understands the given instructions?*

Elements	+	-
<b>4.1 Questioning techniques</b>	<ul style="list-style-type: none"> <li>Asks questions and observe others to confirm understanding.</li> <li>Encourages input and feedback from others.</li> <li>Asks the rights questions during interviews or talks to get sufficient and honest answers.</li> </ul>	<ul style="list-style-type: none"> <li>Does not check whether plans and expectations have been understood.</li> <li>Communication is one-way and does not seek feedback or encourage questions.</li> <li>Fails to allow or encourage questions or feedback.</li> <li></li> </ul>
<b>4.2 Active listening</b>	<ul style="list-style-type: none"> <li>Clearly puts forward views and personal position while listening to others.</li> <li>Listens actively through the proper use of verbal and non-verbal responses.</li> </ul>	<ul style="list-style-type: none"> <li>Communication is one-way.</li> <li>Does not give sufficient opportunity for the other person to speak out.</li> <li>Does not use verbal and non-responses while listening.</li> </ul>

#### 4.4 Giving clear instructions

- Clearly explains plans, expectations and roles to each person, ensuring that they understand them.
  - Gives clear and concise briefings and updates at appropriate times.
  - Uses a range of communication methods (such as spoken, written, hand signals, etc) to suit the message and the intended recipients.
  - Uses language appropriately, e.g. clear phrasing, terminology and speed of delivery.
  - Use the right medium to deliver the message (face-to-face, radio, email, telephone, etc.).
- Does not clearly communicate plans, expectations and roles.
  - Briefings are unclear, lengthy and/or delivered at inappropriate times.
  - Provides too much, too little or vague communication.

Domains

### Giving feedback

*What is the importance of communicating your observations to your team?*

Elements

+

-

#### 5.1 Appreciative feedback

- Helps others feel valued and appreciated.
  - Recognises, appreciates, and supports others' contributions.
- Displays little appreciation for others' contributions and perspectives.
  - Does not show appreciation for others.

#### 5.2 Corrective feedback

- Gives detailed and constructive personal feedback.
  - Actively seeks and acts upon feedback.
  - Receives feedback constructively.
  - Uses the applicable technique - Sandwich or SOED model, when giving corrective feedback.
  - Handles positive and corrective feedback well and learns from it.
- Ignores suggestions of other crew members.
  - Shows a lack of respect.
  - Does not seek or welcome feedback and does not take action on feedback.
  - Reacts defensively or aggressively to feedback.
  - Uses foul language when giving criticisms and corrective feedback.
  - Becomes defensive or withdraws contact when faced with corrective feedback.
  - Does not seek to use constructive feedback as an opportunity to learn.



## 2.0 Activity

# Good and bad communicator

### Instructions:

1. Individually answer Set 1 for 5 minutes.
2. Individually answer Set 2 for another 5 minutes.
3. Work into teams and appoint a leader who will facilitate the completion of the following tasks:
  - Team members share their notes one by one.
  - The leader lists the compiled notes using the activity worksheet.
  - Upon returning to the main session, the leader writes and presents their team's answers.

### Set 1

List the **good communication skills** of that leader.

Describe in detail how those good communication skills had a **positive impact** on your performance.

Look back at your work experience and think of a superior whom you regarded as having **good communication skills**.

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### Set 2

List the **bad communication skills** of that leader.

Describe in detail how those bad communication skills had a **negative impact** on your performance.

Look back at your work experience and think of a superior whom you regarded as having **bad communication skills**.

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## 2.0 Notes about the topic

Write or draw important details about the topic for your personal reference.



## 3.1 Activity

### You draw, and I command

#### Instructions:

1. Each team will choose a leader who they think is good at giving directions.
2. The team leader will receive a card with an image on it. Only the leader is allowed to see the images on the cards.
3. Based on the images on the cards, the team leader will give their team members directions on what to draw on a piece of paper.






## 3.1 Notes about the topic

Write or draw important details about the topic for your personal reference

## 3.2A Activity Cultural awareness

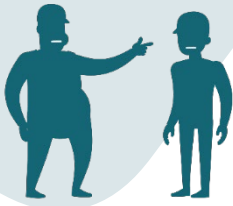
**Instructions:** Complete the table with information about your culture. In your answer, write what the behaviour means in your culture, and whether such behaviour is common, not common, polite, or rude.

BEHAVIOUR	MEANING
 <p>1. Disagreeing openly with someone at a meeting</p>	
 <p>2. Doing a thumbs-up gesture</p>	
 <p>3. Saying "Yes" when you mean "No"</p>	

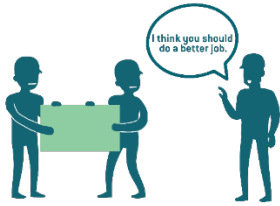




4. Speaking loudly



5. Pointing a finger



6. Making comments on your colleague's work performance in public



7. Starting a small talk about family



8. Being the first to ask a question



9. Giving a strong and firm handshake






10. Arriving with a 10-minute delay



## 3.2B Activity Communicating effectively

**Instructions:**

1. Watch the video clips.
2. If you were CO Stefan, how will you apply the Pause-Think-Adjust strategy to communicate effectively and make AB Carlos respond positively to any observation and feedback that you might say?

Strategy	Guide action	Actions or dialogue you will apply
	<p>Pause to assess the cultural aspects of the communication.</p>	
	<p>Recall your knowledge of cultural differences.</p>	
	<p>Adjust your communication behaviour.</p>	



## 3.2 Notes about the topic

Write or draw important details about the topic for your personal reference.



## 4.1A Activity

### How to better understand

#### Instructions:

1. Watch the video clips.
2. Answer the questions that follow.

#### Video clip

①

- Watch video clip 1.
- Was the Captain able to understand what worried the Chief Cook and why?
- List at least three observations in the space provided.

#### Video clip

②

- Before viewing video clip 2, discuss with your team the possible actions or ways of communication that will enable the Captain to better understand the experience of the Chief Cook.
- Discuss your thoughts and consolidate your answers.
- List at least three of your team's suggestions in the space provided.



## 4.1B Activity

### Asking the right questions

#### Instructions:

1. Your team will be assigned any of the following statements:

**Statement 1:**

*All captains are aggressive.*




**Statement 2:**

*It is impossible to clean all cargo holds in three days.*

**Statement 3:**

*I know that you are not happy about my performance.*

2. Use the Funnel Questioning Technique below to know more about, clarify, or challenge the statement assigned to you. Write your answers in the space provided.
3. Present your answers.

Assigned statement:	
 <p>Ask an <b>OPEN QUESTION</b>.</p> <p><i>What made you think that...</i>  <i>How specifically do you know that...</i>  <i>Why do you think that...</i></p>	
 <p>Ask at least three <b>PROBING QUESTIONS</b> (could be open or closed).</p> <p><i>Tell me about a time when...</i>  <i>How would you describe...</i>  <i>What could we do to...</i></p>	
 <p>Ask a <b>CLOSED QUESTION</b>.</p> <p><i>To summarise... Is that correct?</i></p>	



## 4.1 Notes about the topic

Write or draw important details about the topic for your personal reference.



## 4.2 Activity

### How to listen actively

#### Instructions:

1. Watch the video clips.
2. Answer the questions that follow.

#### Video Clip

①

- Watch video clip 1.
- What visible actions have you observed that you think are inappropriate when you are conversing with someone?
- List at least three observations in the space provided.

#### Video Clip

②

- Before viewing video clip 2, discuss with your team the possible visible actions that could help you and your team become active listeners.
- Discuss your thoughts and consolidate your answers.
- List at least three of your team's suggestions in the space provided.





## 4.2 Notes about the topic

Write or draw important details about the topic for your personal reference.



## 4.4 Activity

### Yes, No, or I don't know

#### Instructions:

1. Read the story.
2. Answer **YES**, **NO**, or **I DON'T KNOW** on each of the statement below based on what you have read from the story.


1. The garage owner was a man.
2. The compressor was electrically driven.
3. Someone turned on the electricity.
4. The thief stole the car and drove it out of the garage, just missing the door.
5. The car nearly hit the garage door because it was being driven fast and the doorway was narrow.
6. The police would try to find and return the car to the garage owner.
7. The garage owner called the police.



## 4.4 Notes about the topic

Write or draw important details about the topic for your personal reference.



## 5.1A Activity

### Giving negative feedback

#### Instructions:

1. Watch the video clips.
2. Answer the questions that follow.

#### Video Clip

1

- Watch video clip 1.
- What visible actions have you observed that you think are inappropriate when giving feedback?
- List at least three observations in the space provided.

#### Video Clip

2

- Before viewing video clip 2, discuss with your team how you can deliver negative feedback that will still motivate the receiving end.
- Discuss your thoughts and consolidate your answers.
- List at least three of your team's suggestions in the space provided.

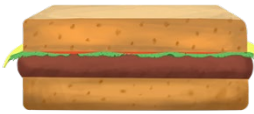


## 5.1B Activity Corrective feedback models

**Instructions:**

1. Recall an on-board experience where you had to give corrective feedback as a leader. Briefly describe your experience in the space provided.
2. Re-construct your feedback using the two models below. Write the feedback in the space provided.

### Sandwich feedback model



**TOP SLICE** - Mention three positive things that the person has done.

**BEEF** - Say what you would like to see changed.

*Remember to avoid using "BUT"*

**LAST SLICE** - End with a general positive statement.

### SOED feedback model

**S**

SUBJECT

*"I want to talk to you about..."*

**O**

OBSERVATION

*"I noticed..."*

**E**

EFFECT

*"The impact of this is ..."*

**D**

DEMAND

*"I would like you to..."*



## 5.1 Notes about the topic

Write or draw important details about the topic for your personal reference.

## 5.2 Activity

# How to give compliment

### Instructions:

1. Recall a recent experience on board where you observed a positive action or behaviour from your team member.
2. Construct an appreciative feedback for that person using the 3 A's tool below. Write the feedback in the space provided.



Observed positive action or behaviour
<i>"I noticed..."</i>
<i>"Thank you for..." "Keep it up!"</i>



## 5.2 Notes about the topic

Write or draw important details about the topic for your personal reference.