|  |  |
| --- | --- |
| **MODEL ANSWERS – KNOWLEDGE TEST** | |
| Qualification | 103150 OC: Retail chain store manager |
| Knowledge module | KM02 Concepts and principles of communication |

|  |  |
| --- | --- |
| Learner surname |  |
| Learner full names |  |
| Learner ID number |  |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Total possible marks | 225 | Minimum marks required | 180 (80%) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **INTERNAL ASSESSMENT CRITERIA** | **QUESTION** | **GUIDELINES FOR ANSWER** | | **MARKS** |
| KM02 IAC0101 | 1. Explain what communication is. | Explanations containing key concepts from definitions such as the following should be accepted:  “The imparting or *exchanging* of *information* by *speaking*, *writing*, or using some other medium.”  “The process of *passing information* and *understanding* from one person to another. In simple words it is a process of *transmitting and sharing ideas*, opinions, facts, values etc. from one person to another or one organisation to another.”  “A process by *which information is exchanged* between individuals through a common system of symbols, signs, or behaviour.” | | 3 |
| KM02 IAC0101 | 1. Explain the steps in the communication process. | Learners should explain the steps in the communication process. They may use a diagram with explanation or verbal explanation only. The explanation should contain all the elements of the process. Diagram alone is not sufficient unless explanatory notes are made on the diagram.     |  |  | | --- | --- | | **Sender** | The communicator generates the message and imparts it to the accepted.  The sender is the initiator of the message that need to be transmitted. | | **Encoding** | Encoding is putting the targeted message into appropriate medium which may be verbal or non-verbal depending upon the situation, time, space and nature of the message to be sent.  The sender puts the message into a series of symbols, pictures or words which will be communicated to the intended receiver.  Encoding is an important step in the communication process as wrong and inappropriate encoding may defeat the true intent of the communication process. | | **Message** | Message is referred to as the information conveyed by words as in speech and write-ups, signs, pictures or symbols depending upon the situation and the nature and importance of information desired to be sent.  The message is the heart of communication. It is the content the sender wants to covey to the receiver. | | **Channel** | The channel is the way or mode the message flows or is transmitted through.  The channel links the sender with the receiver.  The message may be oral or written and it may be transmitted through a memorandum, a computer, telephone, cell phone, apps or televisions. | | **Decoding** | Decoding refers to interpreting or converting the sent message into intelligible language. It means comprehending the message.  The receiver, after receiving the message, interprets it and tries to understand it in the best possible manner. | | **Receiver** | Receiver is the person or group who the message is meant for. He may be a listener, a reader or a viewer. Any negligence on the part of the receiver may make the communication ineffective. The receiver needs to comprehend the message sent in the best possible manner such that the true intent of the communication is attained. The extent to which the receiver decodes the message depends on his/her knowledge of the subject matter of the message, experience, trust and relationship with the sender.  The receiver is as significant a factor in communication process as the sender is. It is the other end of the process. The receiver should be in fit condition to receive the message, that is, he/she should have channel of communication active and should not be preoccupied with other thoughts that might cause him/her to pay insufficient attention to the message. | | **Feedback** | Feedback is the ultimate aspect of communication process.  It refers to the response of the receiver as to the message sent to him/her by the sender.  Feedback is necessary to ensure that the message has been effectively encoded, sent, decoded and comprehended.  It is the final step of the communication process and establishes that the receiver has received the message as it was intended by the sender. It is instrumental to make communication effective and purposeful.  Feedback:   * enhances the effectiveness of the communication as it permits the sender to know the efficacy of his message. * enables the sender to know if his/her message has been properly comprehended. * helps improve future messages. | | | 15 |
| KM02 IAC0102 | 1. Explain what verbal communication is. Give two examples of how verbal communication is transferred | In oral communication, the sender shares his or her thoughts in the form of *spoken words.*  Oral communication can be transmitted through a variety of communication methods such as *dialogue, speeches, presentations*, etc. | | 3 |
| KM02 IAC0102 | 1. Explain what non-verbal communication is. Give two examples | **Non-verbal communication** takes place between people through non-verbal or visual cues.  These include gestures, facial expressions, body movement and touch. | | 3 |
| KM02 IAC0103 | 1. List and explain three types (models) of communication and explain the purpose of each | |  |  | | --- | --- | | **Information model** | To increase knowledge or enhance understanding. | | **Persuasion model** | To create, modify or reinforce attitudes and behaviours. | | **Dialogue model** | To create environment of mutual trust and to both share information and seek it about the other partner in the communication relationship. | | | 6 |
| KM02 IAC0104 | 1. List and explain 5 barriers to communication. Give one suggestion for overcoming each barrier | | Leaners must list and describe 5 barriers to communication and give one suggestion of how to overcome each. | 15  For each barrier, 1 mark for listing the barrier, 1 mark for description and 1 mark for suggestion to overcome |

|  |  |  |  |
| --- | --- | --- | --- |
| KM02 IAC0105 | 1. Describe the lines of communication in a retail chain store organisation | Example (diagram not required as part of the answer, but answer must refer to upwards and downwards communication) | 6 |
| KM02 IAC0106 | 1. List and describe 3 strategies for internal communication in a retail chain store organisation | Learners must list and describe three strategies.   |  |  | | --- | --- | | Personalised pre-shift meetings | Pre-shift meetings give retail chain store managers an opportunity to update employees on changes, remind them about important information, and assign specific tasks.  Such meetings should never take longer than three or four minutes. That short time can be used effectively to update employees, clear up confusion, and prepare everyone for a successful day.  Whenever possible, make your pre-shift meetings one-on-one, or in a large store, no more than five employees. This ensures that you and the employees have a real conversation where they are able to ask questions, clarify concerns, and raise any of their own issues. | | Written updates | In addition to pre-shift meetings, the retail chain store manager should issue workplace changes, current promotions, and any other news in writing.  Verbal transfer of information is a great way to get employees excited and gives them a chance to ask questions, but written documents to which employees can reference later, is an effective way to make sure information is not forgotten or misremembered. | | Implement technology | Use collaboration tools to let employees enjoy a constant connection, such as accessing work schedules, posting questions, sharing successes, finding details for customers and submitting leave forms. | | Use the right communication channel | Instead of focusing communications on one channel, target it to any of the channels that the employees actually like to use. If some of your employees seldom use email, it does not make sense to send them critical information by email. In such cases, two-way SMSs, the company web portal or WhatsApp could be a far more effective way to reach them. | | 6 |
| KM02 IAC0106 | 1. List 5 types of external communication for a retail chain store organisation | 5 of the following:   * *Online marketing*: Web site, social media, email blasts, etc. * *Sales promotions:* Seasonal sales like Halloween, Valentine's Day, etc. * *Personal selling*: Sales staff can be a powerful tool in boosting marketing objectives. * *Public relations*: Press releases, newspaper stories, etc. * *Advertising*: Print, social media, billboards, commercials, etc. * Responses to customers – by telephone, by correspondence or on social media * Press conferences * Annual reports and letters * Print media * Brochures * Feedback to stakeholders | 5 |
| KM02 IAC0108 | 1. Describe the consequence of poor communication. | Explanations should cover the following (diagram not necessary) | 8 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KM02 IAC0201 | 1. Describe 5 principles of sound business correspondence | Learners must list and describe 5 principles of business correspondence:   |  |  | | --- | --- | | **Clear purpose** | The main reason for communicating in a business context is to achieve a specific purpose.  Without a clear purpose, it is unlikely that the communication will be purposeful and achieve the desired objectives. Decide whether you want to inform, persuade or interact by means of the correspondence. Each of these purposes of business communication requires a specific format to achieve the objective(s).  Think also of the relationship you have with your audience and how you want this to develop as a result of your communications. In some cases, building a good long-term relationship with a colleague or business partner may be your main objective. Whatever the purpose, if it is clear to you, you will have a better chance of making it clear to them.  **TIP:** Define the purpose statement for yourself to guide you in developing a coherent document. Write it down, in the format: ‘To… (do what) ... so that … the result to be achieved) …’ | | **Awareness of the audience** | Know the audience you are writing to. It makes a difference whether you are communicating with a customer service representative, a long-time co-worker, or a potential new client.  Know what your reader needs and wants to hear and allow that knowledge to shape your writing. | | **Appropriate channel (medium)** | Business correspondence can take place through media such as surface mail and e-mail. You need to select media that is appropriate to your purpose and your context. | | **Appropriate tone** | *Tone* relates to the attitude of the writer toward the audience.  Avoid sarcasm.  Be aware that written communication can sound colder and more severe than you may intend. Pay attention not only to what is said, but how your words may be interpreted.  Do not be overly informal or familiar. | | **Courtesy** | People expect to be treated with courtesy. There is no excuse for writing discourteous correspondence.  Be courteous irrespective of whether you are replying to an enquiry, replying to a complaint or making a complaint. | | **Clarity** | Effective communication of specific information is key in business correspondence. Avoid wasting words and be precise with the ones you choose to prevent misunderstanding.  Check your correspondence for clarity. Consider, for example, the following:   * ‘When he discussed the matter with the managing director he told him that more facts were needed.’ – Who told whom? * ‘The cost is comparatively low.’ – Compared to what? | | **Conciseness** | The correspondence must be complete but still as concise as possible. Someone once suggested that a letter-writer imagines that he/she is paying for every word like for old-time telegrams. | | **Completeness** | Correspondence must contain all the information necessary for its intended purpose. Make sure that all the relevant facts have been gathered and included. | | **Correctness** | Make sure that the letter is based on correct and accurate facts and figures.  Do not use words and phrases such as:   * ‘I ***believe*** it is right.’ * ‘I ***think*** that is what we agreed.’ * ‘I am ***almost sure*** that I did reply.’ * ‘I ***have a feeling*** that we did receive the cheque.’ * ‘We called ***three or four times*.’** * ‘The e-mail was sent ***about 6 weeks*** ago.’ | | 10 |
| KM02 IAC0202 | 1. Explain the advantages of e-mail communication | * **Cheap. S**ending an email costs the same regardless of distance and the number of people you send it to. * **Fast**. An email should reach its recipient in minutes, or at the most within a few hours. * **Convenient**. The message will be stored until the recipient is ready to read it, and you can easily send the same message to a large number of people. * **Permanent.** You can keep a record of messages and replies, including details of when a message was received. * **Easy to use and efficient.** You can easily set up your e-mail to: * automatically create entries in your address book for every message you send or receive * respond to incoming emails automatically, for example, to confirm receipt of an order, or to let people know that you are on leave or out of the office. | 10 |
| KM02 IAC0202 | 1. Describe the disadvantages of e-mail communication | * **Spam**. Unsolicited e-mail can overwhelm your email system unless you install a firewall and anti-spam software. * **Viruses. Viruses are** easily spread through email attachments. You should protect your e-mail system by using software that detects spam, malware and viruses. * **Sending e-mails by mistake**. At a click of a button, an e-mail can go to the wrong person accidentally, potentially leaking confidential data and sensitive business information. * **Data storage**. Electronic storing space can become a problem, particularly where e-mails with large attachments are widely distributed. * **Risks.** Less formal nature of email can lead to careless or even libellous remarks being made which can damage your business. To minimise these risks, you should create and implement an email and internet acceptable use of policy for the store if it is not done at head office level | 10 |
| KM02 IAC0202 | 1. Describe the requirements for the format of e-mail | * Include an appropriate subject line. Use a subject that is meaningful to the recipient as well as yourself to make it easier to find it later. * Use an appropriate salutation. If you have a contact person, address your email to Dear Mr/M LastName. If you do not have the contact person's name, simply address your email to Dear Sir/Madam, Dear Purchasing Manager, etc. * Format an e-mail like a typical business letter, with spaces between paragraphs and with no typing errors or grammatical errors. * Keep e-mail brief and to the point. Avoid overly complicated or long sentences. | 4 |
| KM02 IAC0203 | 1. Describe the principles of managing e-mails | **Organise e-mails according to topics**  In your Inbox, you can create folders according to topics, such as Inventory, reports, etc. Incoming (and sent) e-mails can be dragged into these folders.  **Organise e-mails according to actions you need to take**  Another way in which you can manage e-mails and make sure that you do not miss taking actions you should, is to create three folders into which you organise e-mails. You can create three new folders under your inbox folder. The first is a "To do" folder, and the second and third are subfolders called "Follow up" and "Someday." | 5 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| KM02 IAC0204 | 1. Describe the consequences of poor INTERNAL business correspondence | |  |  | | --- | --- | | **Damaged morale** | Poor internal business correspondence can leave employees confused, angry or insulted by a condescending tone, incomplete explanations of decision or biased language.  This damages morale and has a negative impact on team spirit and productivity. Decreased productivity, in turn, has a damaging effect on the bottom line of the retail chain store. | | **Wasted time and financial resources** | Poor internal business correspondence cause misinformed employees who could end up doing the wrong work or doing work in the wrong way and may need to repeat the work.  This wastes time and money. | | 4 |
| KM02 IAC0204 | 1. Describe the consequences of poor EXTERNAL communication for 3 types of external communication | Three of the following:   |  |  | | --- | --- | | **Letters providing product information** | Poor business correspondence in which product information is given, leads to loss of sales and business.  If product descriptions are unclear or unconvincing, people won’t buy the products | | **Letters to respond to customer complaints or apologise for poor customer service** | Customers who complain about customer service are giving the retailer a gift – the gift of the opportunity to take corrective action and retain customer loyalty if the customer is satisfied with such corrective action.  Customers who take the time and make effort to inform the retail chain store about gaps in customer service, need to feel that their feedback is appreciated and that the retail chain store sincerely wants to correct that.  Poor letters of response to customer complaints lead to customer dissatisfaction and may cause the customer to take their business elsewhere. This, in turn, results in loss of income and profit for the store. | | **Letters explaining organisational policies and procedures on matters such as complaints or returns** | Often, the retail chain store manager needs to respond to customer queries or complaints by explaining organisational policies and procedures.  Poor business correspondence in this area results in customer frustration and dissatisfaction. The customer may decide to take their business elsewhere. This, in turn, results in loss of income and profit for the store. | | **Letters demanding payment on accounts** | From time to time, it is necessary to write a letter to demand payment on a customer account. If such a letter is not courteous, it damages the image and reputation of the retailer. | | **Letters requesting funding or sponsorship** | Responses to requests for funding or sponsorship, for example, a school’s sport project or requests from Non-profit Organisation must always show empathy for the need of the requestor and be courteous in the manner in which the store responds, especially when it cannot make a contribution. If this is not the case, the store’s image and reputation may be damaged. | | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| KM02 IAC0204 | 1. Describe the consequences of poor reports | Answers should cover the four areas shown in the diagram: | 8 |
| KM02 IAC0205 | 1. Describe the principles of report writing | |  |  | | --- | --- | | **Relevance** | The subject of the report should be relevant to the retail chain store manager’s role and information required by stakeholders. | | **Logical sequence** | A report must be organised in a logical format.  A logical format includes the following components:   * Introduction * Body of the report, organised into paragraphs and, where necessary, sub-headings * Summary or conclusion   The introduction of the report must state the problem you are addressing and your explanation of the need for the report (unless it is a report that is regularly written, according to organisational procedures.) | | **Accuracy** | A report must contain accurate facts. | | **Context** | Background information that will give insight to the readers. | | **Summary** | End the report with a brief summary of the content. | | 10 |
| KM02 IAC0301 | 1. Describe the structure of the different types of meetings | |  |  | | --- | --- | | **Status update** | Status update meetings involve team leaders representing and reporting progress with a project to other participants attending the meeting.  Commonly found group activities in these kinds of meetings are:   * problem solving * decision making * prioritisation * task assignment.   The structure of status update meetings should remain consistent.  Using the same outline for a weekly update meeting can help participants know what is expected of them and when they should be ready to contribute. | | **Information sharing** | Information may be shared mainly by the meeting leader (such as in a presentation or lecture), or inputs may be obtained from all participants, as happens in panel debates.  Visual communication tools such as slides and videos are often used making the shared information more memorable. | | **Decision making** | A decision-making meeting can include group processes like information gathering and sharing, brainstorming, evaluating options, ranking preferences, and voting.  **For decision making meetings it is particularly important to include all relevant persons with authority to carry out the decision. If decisions are made without including the relevant people, it can often be very challenging to implement the resulting decision.** | | **Problem solving** | Problem solving meetings should be oriented around issues that affect and are only resolvable by the team. If a problem is the responsibility of, or can be fixed by one person, a group meeting is likely a waste of time. However, when a singular person’s decision affects that of the entire team, it may be worth it.  The structure of the meeting usually includes:   * Defining the nature and scope of the problem * Determining priorities * Identifying opportunities and threats * Brainstorming possible solutions * Evaluating possible solutions * Agreeing on the actions to be taken and the solution to be implemented | | **Innovation** | Innovation meetings and creative meetings often start with thinking outside the box, by brainstorming, associating, and sharing ideas in a broad scope.  Meeting participants can then use various techniques and processes to reduce the pool of ideas to a more focused short list.  Through ranking and evaluation, the most suitable idea is identified.  Recommendations and tasks are then assigned. | | **Team building** | Team building meetings are all about the team.  They need to be inclusive, and team authorities should participate alongside the rest of the team members. | | 12  (1 mark for each type of meeting and 1 mark for a description of the format of each) |

|  |  |  |  |
| --- | --- | --- | --- |
| KM02 IAC0302 | 1. Describe the procedures for running a meeting | 1. **Opening of the meeting by the chairperson**, stating the overall purpose and desired outcomes of the meeting. This provides an opportunity to become focused and will help prevent the meeting going off topic. 2. **Setting of ground rules for the meeting.** Ground rules set expectations on how people treat each other at a meeting and how they need to work together to achieve the outcomes in the time applied. They set the scene for respectful, open participation – but trust amongst the members is a prerequisite for open communication. The chairperson may use any of the following questions to help members create ground rules:  * *What behaviours will ensure the team is successful in achieving the desired outcomes of the meeting?* * *What rules should we establish today that will ensure everyone feels he or she can speak up with confidence?* * *What rules will ensure we stay on track and time today?*  1. **Confirming the agenda.** After welcoming attendees and stating the objective of the meeting, the chairperson usually refers to the agenda by listing the agenda items. If necessary, changes may be made in timing. The chairperson also usually asks participants if there are any important issues that they want to add to the agenda under the agenda item ***General***. The chairperson decides if the issues raised are relevant to the current meeting and, if they are considered to be relevant, add the items under General. If the items are not considered as relevant to the purpose and outcomes of the current meeting, the chairperson will usually state that a separate meeting will be held to discuss the issues. 2. **Getting approval of the minutes of the previous meeting**. If there are minutes from a previous meeting, the chairperson will usually ask the participants to conform that they have all received the minutes and that the minutes are correct. If the minutes are not correct, confirmed as correct, the necessary corrections will be noted. If they are correct, the minutes are signed by the chairperson, before discussion of the agenda items. 3. **Conducting the meeting according to the agenda.** Each agenda item is discussed in turn. For each agenda item, the important decisions and action steps agreed on need to be noted so they can be implemented and followed up on, once the meeting is over. 4. **Closing the meeting.** Once the agenda items have been discussed and action plan agreed upon, the chairperson summarises key points, decisions and action plans. If there is to be another meeting, a decision is made on the date, time and venue. The chairperson lastly thanks participants for their attendance and contributions. | 10 |
| KM02 IAC0303 | 1. Describe the layout of an agenda, by giving an example of a agenda | Use the following as guideline:  **AGENDA**  **PURPOSE (e.g. PLAN THE ANNUAL AUTUMN PROMOTION)**  Date:  Time:  Venue:  Chairperson:   1. Opening (Chairperson) 2. Theme for the promotion (Janet; 5 minutes) 3. Items to be promoted (Janet; 5 minutes) 4. Promotional signage and display units (Team inputs)  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Purpose | Lead | Time | Come prepared to | Outcomes | | To discuss appropriate display units and signage | Peter | 30 min | Make suggestions | * Agree on 2 options for display units and signage * Allocate responsibilities and target dates |  1. Communication of the promotion (Ntombi; 10 minutes) 2. Closing | 15 |
| KM02 IAC0305 | 1. Describe how you can manage the following during meetings:  * Quiet people * Disruptive people * Arguments | **Quiet people:**  Participation can be encouraged by:   * Listening sincerely to all contributions. * Giving recognition for contributions. * Asking questions to make people think or rethink issues. * Putting in effort to understand different points of view and helping other members to understand as necessary. * Managing dominant participants and drawing out quieter people. * Resolving any conflict issues that might arise in the meeting.   **Disruptive people:**   |  |  | | --- | --- | | **Monopolising** | Acknowledge their contribution, and then call on someone else. | | **Intimidating** | * Acknowledge their position, emphasise that not everyone feels as they do. Explain that for the meeting to be successful, everyone must be heard. * Describe the impact of their behaviour on the meeting. For example: “When you speak so adamantly, and dismiss others’ ideas, some members may be hesitant to put forth ideas that may be critical to our success.” | | **Overly agreeable** | Be direct. Ask everyone to describe their personal position on the issue. | | **Negativity** | * Help prevent this by ensuring the right people are invited to the meeting, that is, everyone has something to contribute to the meeting. * Get the member involved by giving him or her a role, for example, note taker, time keeper, etc. * Refer to the ground rules. * Ask the member if there is anything that can be done to have them feel more positively about the process. |   **Arguments:**   * Summarising * Redirecting * Paraphrasing * Rephrasing | 20 marks  (1 mark per relevant fact) |
| KM02 IAC0306 | 1. Describe the consequences of poor meeting management | Poor meeting management may have several consequences, including:   * Wasted time and money if the purpose and objectives of the meeting are not met * Frustration and de-motivation of participants * Withdrawal of participants who feel their meets are not met * Conflict between participants * Monopolising of the meeting by one person or a group of participants | 5 |
| KM02 IAC0401 | 1. Discuss the principles of effective verbal communication to staff by discussing downwards communication with examples of what should be communicated and what is important | **Downwards communication**   |  |  | | --- | --- | | **Communicate policies** | Communicate new policies and changes to policies, where possible, verbally. Arrange for all of your staff to attend a meeting where you can present the new policy or changes to existing policy.  Discuss with staff ***why*** the implementation of a new policy or a change to an existing policy is important and who it will affect. Employees at all levels tend to get frustrated if they perceive that changes are arbitrary, especially if the new policies impact how they do their work. Change is difficult to adapt to, but if they understand the reasoning behind the change, it helps employees buy into the new policies.  Follow the verbal communication up by e-mailing an electronic copy of the policy document to all of staff, or ensure that there is a copy on the company's computer network or put a copy where staff have access to the policy, for example, on a notice board. | | **Communicate plans** | Staff should be informed about plans for the retail chain as a whole (so that they understand the bigger picture within they function) as well as plans for the store, for example, plans to increase sales and promotional plans. | | **Communicate targets** | Staff should know what the targets are and how progress against the targets is going.  Update staff regularly, for example, weekly on monthly targets and monthly on quarterly targets. It is useful to make use of visual tools such as dashboards or graphs to communicate progress against targets. | | **Communicate standards** | All staff members must know what the standards of performance are for their jobs. | | 10 |
| KM02 IAC0402 | 1. Discuss the principles of effective verbal communication to customers | **Use the following as guideline:** | 6 |
| KM02 IAC0403 | 1. Discuss the principles of communication with senior management | |  |  | | --- | --- | | **Focus on the information needs of senior management** | You need to know what feedback senior management needs from you and at what frequency.  Make sure that you prepare well for the meeting and that you have all the necessary information available for your meeting with senior management. | | **Focus on the outcomes or impact, not the process** | One of the keys to successful upward communication is to emphasise outcomes rather than processes and background details. Your responsibilities were delegated to you and effective delegators allow manager reporting to them to do the job without interfering with the process, unless there is a specific need for the process.  When you speak upward, your audience wants you to actually address the questions that are most relevant to them – not how you got here; so make your connections clear and precise. For example:   * Rather than explaining how you reached the conclusion that your sales force needs to be expanded, focus on the impact more staff will have on labour costs and sales targets. * If you are meeting with an HR executive, be able to articulate how your idea will affect company culture. | | **Keep it short** | Respect senior management’s time. Keep your communications concise but clear. | | **Ask for feedback** | After transferring information, ask for feedback, for example, if there is any further guidance that senior management can provide. | | **Listen effectively** | Check your understanding by summarising and reflecting. | | 10 |