

UNIFIED SUPPLEMENTARY LEARNING MATERIALS TVL – EVENTS MANAGEMENT

Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
Misamis Street, Bago-Bantay, Quezon City

UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)



TECHNICAL-VOCATIONAL-LIVELIHOOD EVENTS MANAGEMENT SERVICES FIRST SEMESTER Week 1

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HOW TO USE THIS MODULE

Before starting this module, I want you to set aside other tasks that will disturb you while enjoying the lessons. Read the simple instructions below to achieve the objective of this module.

1. Follow carefully all the contents and instructions indicated on every page of this module.
2. Write in your notebook the concepts about the lessons. *Writing enhances learning* because it helps you to develop study skills.
3. Perform all the provided activities in this module.
4. Analyze conceptually the post-test and apply what you have learned.
5. Enjoy studying!

Lesson 1

LESSON 1: LEADING WORKPLACE COMMUNICATION



At the end of the lesson, you are expected to:

1. Communicate information about workplace processes.
2. Lead workplace discussions
3. Identify and communicate issues arising in the workplace
4. Provide team leadership



Directions: Read each statement and choose the letter of the correct answer. Write your answer on a separate paper.

1. What is the communication barrier that is being stated when one is being unfavorably disposed to someone or something without any reason, thought, or knowledge?
 - A. Prejudice
 - B. Presumption
 - C. Pretension
 - D. Prevarication
2. What is the strongest component of body language?
 - A. Body Language
 - B. Facial Expression
 - C. Physical appearance
 - D. Non-verbal Communication
3. What is the exchange of information between the sender and receiver?
 - A. Communication
 - B. Email
 - C. Questions
 - D. Workplace

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4. Which is **NOT** used to promote dialog as a core process?
 - A. Disagree openly
 - B. Be specific and use examples.
 - C. Focus on positions, not interests.
 - D. Agree on what important words mean.
5. The following are factors in achieving teamwork **EXCEPT**
 - A. Expressing facts as simply as possible
 - B. Forming a group capable of becoming a team
 - C. Inspiring teamwork success through leadership
 - D. Creating and sustaining a teamwork environment
6. The following are the body language of being defensive **EXCEPT**
 - A. sitting upright
 - B. rubbing your eyes
 - C. glancing sideways
 - D. crossing your arms
7. What type of question are you going to use if you want to receive a very short factual answer?
 - A. Why question
 - B. Open question
 - C. Closed question
 - D. Leading question
8. Which is a written message sent between people working within the same organization?
 - A. Email
 - B. Letter
 - C. Memo
 - D. Report
9. What is a lengthy, objective presentation of information on a specific subject?
 - A. Email
 - B. Letter
 - C. Memo
 - D. Report
10. Which is to speak falsely or misleadingly to avoid the truth?
 - A. Prejudice
 - B. Presumption
 - C. Pretension
 - D. Prevarication



Directions: Give at least five tools or equipment that is available in your home and give their uses.

1. _____
2. _____
3. _____
4. _____
5. _____

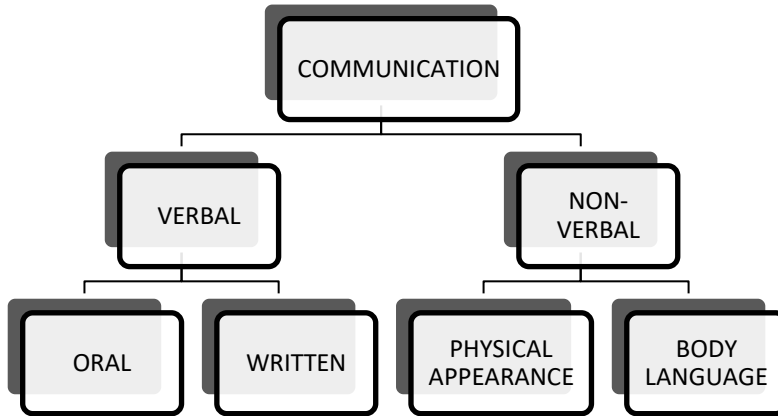


According to Richard P. Picardi, people are the creators and carriers of communication. Ultimately it is people, not machines, that create messages. Failure to communicate is not just an annoying inconvenience. It is very costly for companies because it has the following negative

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consequences: (1) It prevents positive change; (2) it lessens productivity; (3) it leaves employers at a competitive disadvantage; and (4) it diminishes morale.



Communication is the sending and receiving of information and is categorized into the:

1. Verbal- the use of words in expressing oneself which includes all messages
 - a. Oral- involves speaking and listening. In oral communication, the problem is more clearly comprehensible almost immediately from questioning workers, to making presentations, handling customer inquiries and complaints, giving directions, and evaluating performance. However, without good listening skills, even the most carefully prepared and practiced oral communication will never be effective.
 - b. Written- also involves two components: writing, which corresponds to the “speaking” mode, and reading, which corresponds to the “listening” mode of oral communication. While verbal communication is temporary, written communication is permanent—and more difficult. The most frequently used forms are:
 - Memo- A written message sent between people working within the same organization.
 - Letter- A written message sent to people outside the company or governmental agency.
 - Email- A computerized communications channel.
 - Report- A lengthy, objective presentation of information on a specific subject that enables the receiver to make a decision or solve a problem.
2. Non-verbal communication refers to any message that is sent without written words or speech. includes actions that are sent, often involuntarily or unconsciously by a person.
 - a. Physical appearance- The first impression we make in business and social situations is our physical appearance. Clothes, posture, grooming, and personal hygiene all combine to make an immediate nonverbal statement.
 - b. Body language- Facial expression is one of the strongest components of body language. It is usually the first to register upon the listener. With a frown or a smile, the nonverbal message is inescapable. When your body talks people are listening.

BODY MOVEMENT MESSAGE

You hunch over, leaning forward with your feet squeezed together on the floor, biting your fingernails	You're weak, afraid, insecure.
You glance sideways, rub your eyes, cross your arms, drawing back or away	You're defensive.
You lean forward with open hands, you unbutton your coat	You're cooperative.
You sit upright, you stand with your hands behind your back, or you even turn your back after speaking	You're confident!

Adapted from How to Write Effective Business English

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Lesson
2

LESSON 2: LEADING SMALL TEAM (LST)

COMMUNICATION BARRIERS

1. **Prejudice.** Being unfavorably disposed to someone or something without any reason, thought, or knowledge. Unreasonable and hostile feelings, opinions, and attitudes based on race, religion, ethnicity, or sexual orientation.
2. **Presumption.** Taking things and people for granted without sufficient inquiry. To assume that something is correct without any basis. To offer a guarantee or assurance without justification.
3. **Pretension.** Laying claim to some quality, dignity, merit, or importance beyond anything supported by facts. Assuming an air of importance in an organization or situation. Whether done directly or indirectly by implication, this is an equally off-putting habit or characteristic.
4. **Prevarication.** To speak falsely or misleadingly. To circumvent or avoid the truth.

PROBLEMS AND ISSUES IN A WORKPLACE

In the early stages you expect managers to bring up issues like punctuality and attendance, while employees are more likely to raise issues like:

- workplace language;
- grievance processes;
- bullying/harassment;
- sexual harassment.

These are just a few of the behaviors that get brought up for inclusion in the code of conduct discussions. The fact that we talk about punishment and rewards, and document and circulate these codes before implementation ensures that employees know we are not only serious but that they have a role to play.

LEADING WORKPLACE DISCUSSIONS

Steps in achieving real teamwork:

1. Forming a group capable of becoming a team,
2. Creating and sustaining a teamwork environment, and
3. Inspiring teamwork success through leadership

Team formation emphasizes the techniques for selecting the right people and defining their roles. It is an ongoing process throughout the project cycle. The motivational techniques needed to sustain the project team are an integral part of leadership.

INFORMATION GATHERING

Creating an event vision starts with a good understanding of the event that should be executed, the setting, the people involved, and the reason for having an event. Asking the right questions needs basic techniques in research such as why, who, when, where what, and how. These questions can help create a clear event vision.

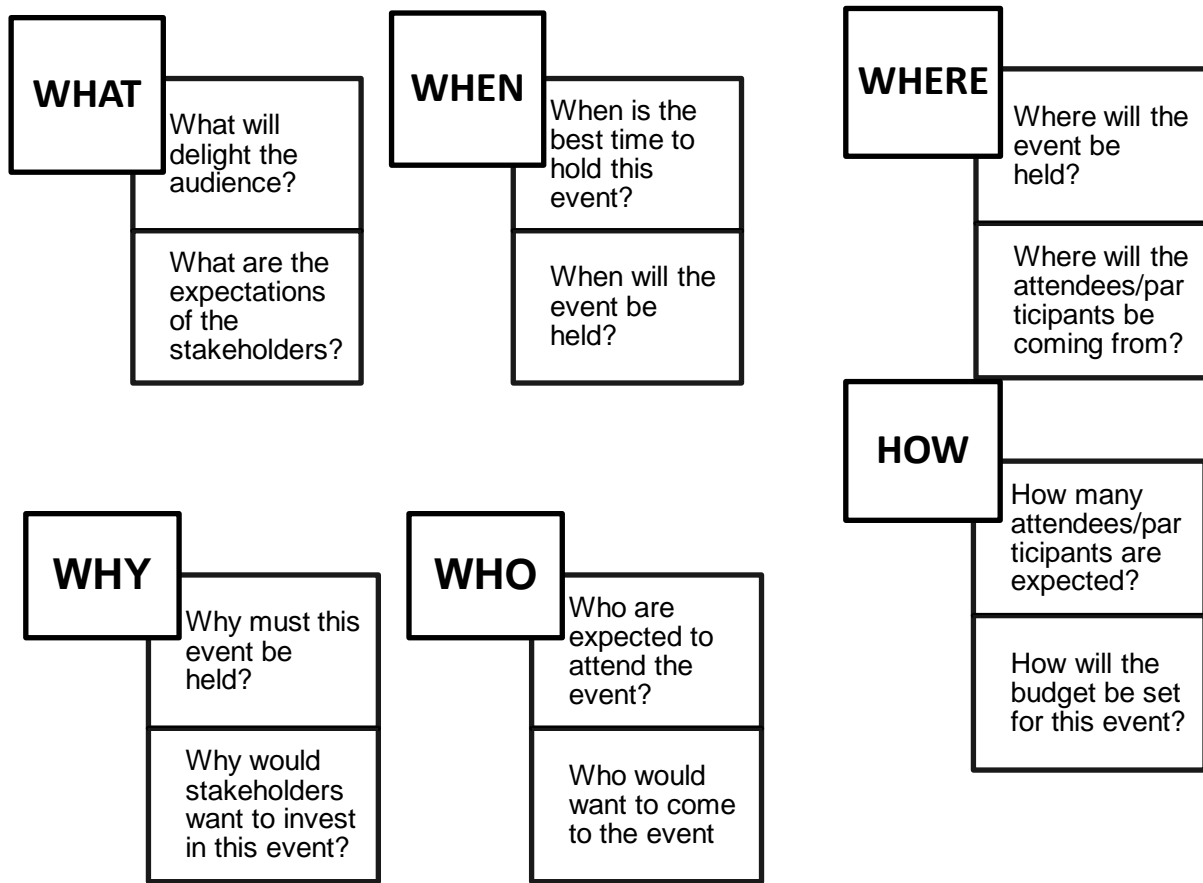
GETTING THE INFORMATION FROM THE RIGHT SOURCE

Some questions need answers before inquiring about details of the event. To get the information, questions should be asked to the right people primarily from the client, host, or maybe the event committee. Research can also be done through other sources such as books, market research data, statistics, surveys, and even journals.

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ASKING THE RIGHT QUESTIONS



TYPES OF EFFECTIVE QUESTIONS

1. **Open-Ended Questions**- Open-ended questions encourage people to expand ideas and allow exploration of what is important to them or what is comfortable for them to reveal. Open-ended questions should begin with words such as “why” and “how” or phrases such as the following:
 - What do you think about . . . ?
 - Could you say more about . . . ?
 - What possibilities come to mind?
 - What might happen if you . . . ?
 - What do you think you will lose if you give up [the point under discussion]?
 - What have you tried before?
 - What do you want to do next?
2. **Why Questions**- Why questions are perhaps the most important types of open-ended questions for leaders to ask, as these questions force everyone to go into deeper layers of cause and effect, purposes, and assumptions.
3. **Affective questions** invite members to share feelings about an issue. How do you feel about leaving this job?
4. Reflective questions encourage more exploration and elaboration: You said there are difficulties with your manager; what do you think causes these difficulties?
5. **Probing questions** invite the person or group to go more deeply into a particular issue, examine it thoroughly, or question closely. For example: Can you elaborate on why this is happening?

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6. **Questions that create connections establish a systems perspective:** What are the consequences of these actions?
7. Analytical questions examine causes and not just symptoms: Why has this happened?
8. **Clarifying questions** helps free us from ambiguity, but such questions are sometimes difficult to ask. Possible questions to ask: What specifically did you mean by that? How exactly would you like that done? Could you explain more about this situation?
9. **Closed Questions-** Closed questions call for a specific answer—either yes or no—or call for the respondent to select an answer from a limited range of choices. Closed questions often begin with what, when, or how many, or ask the respondent to agree or disagree with a statement. Here are some examples of closed questions:
 - How many people will be affected?
 - Did you agree with this decision?
 - When should we meet?
10. **Leading Question.** They are not questions at all. A leading question is expressed in such a way that it suggests what the answer should be. The problem with leading questions is that they are not genuine attempts to seek information; they are not-so-subtle efforts to influence, persuade, or coerce agreement. When there is a power discrepancy between the questioner and the respondent, leading questions can cause alienation and disempowerment.

DEVELOP AND PRACTICE NEGOTIATION SKILLS

Negotiation is a dialogue aimed at reaching an agreement.

Negotiation skills are qualities that allow two or more parties to reach an agreement. It requires abilities such as communication, persuasion, planning, strategizing, and cooperation. Knowing and understanding these **skills** is the first step to becoming an effective negotiator.

Types of Negotiation

1. **Position-based** is also known as positional bargaining strategy that involves holding on to a fixed idea, or position, of what you want and arguing for it and it alone, regardless of any underlying interests.
2. **Interest-based** is also called *integrative bargaining*. It is a negotiation strategy in which parties join forces to find a "win-win" solution to their dispute. This strategy focuses on developing mutually beneficial agreements based on the interests of the disputants.

TYPES OF DISPUTE-RESOLUTION PROCESSES

Avoidance. As the name implies, resolution can result when one party avoids the dispute by granting the other side.

Mediation. Mediation is much like negotiation except that a third party, the mediator, assists the parties in resolving the dispute.

Arbitration. Arbitration also involves a third party but, unlike mediation, the third party is the **arbitrator** who has the authority to decide the dispute. Under the typical arbitration process, the disputing parties must abide by the decision.

Litigation. As with arbitration, the third party is the **judge** who has the authority to reach a decision. Unlike arbitration, the proceedings are public. Power. Parties in a powerful position can force the other side to do what they want.

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The following list, paraphrased from a major corporation's internal document, illustrates a manager's options in the event of a dispute:

1. **Power.** Use the power to force the other side to meet our demands.
2. **Rights.** Allow a judge or arbitrator to decide whether we are right.
3. **Avoidance.** Give in to the other side.
4. **Interests.** Negotiate an agreement based on our underlying interests.

Steps in Negotiation Process:

1. Preparation and planning. You must be well-oriented with the background information on other parties to the negotiation and you should have a good understanding of the topic to be negotiated as well as a clear understanding of the desired outcome.
2. Definition of ground rules. rules and procedures will be established for the planned negotiation, place and time are set, issues and off-limits are clear and the possible solution to any dispute
3. Clarification and justification this is the stage where both parties will justify their original request.
4. Bargaining and problem-solving. Bargaining strategies help to resolve the conflict through proper communication and understanding of the situation.
5. Closure and implementation. Achieving the goal of both parties.



Activity 1: Guess the Emotion

Directions: Read and analyze, and interpret the following situations:

1. At a dinner party, a guest compliments the Merlot being served but drinks very little. Does the host conclude the guest doesn't like the wine? Why? Justify your answer.

2. At an important sales meeting, an account executive is invited out to a 30th-floor terrace to admire the view. After saying "Wow! What a view!" he pulls back abruptly and turns away. Does the host businessperson conclude that the account executive couldn't care less about the spectacular view and is in a hurry to leave? Why? Justify your answer.

Activity 2:

Directions: Analyze the picture and the text. Paraphrase the text or describe the picture and form the whole story.



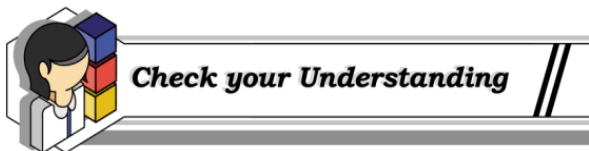
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Remember

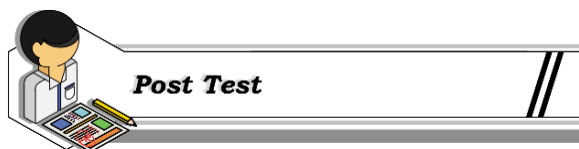
1. *Communication* is an exchange of information between a *sender* and *receiver*.
2. Communication is categorized as *Verbal* and *Non-verbal*.
3. *Verbal* Communication can be *oral* or *written*.
4. *Written* communication can be through *email, memos, letters, and reports*.
5. *Non-verbal* communication can be through *body language* or *physical appearance*.
6. There are *workplace issues and problems* such as *workplace language, grievance processes, bullying/harassment, and sexual harassment* that need to be solved through communication.
7. Workplace issues and problems can be dealt with through a range of effective communication and appropriate questioning.
8. *Appropriate communication* can solve workplace issues effectively.
9. *Workplace communication* is important so managers can respond to workplace issues promptly.
10. We can draw out appropriate sources of information through *effective questioning*.
11. Different types of questions can be used to get accurate information.
12. **Negotiation** is a dialogue aimed at reaching an agreement.
13. **Negotiation skills** are qualities that allow two or more parties to reach an agreement
14. There are two types of negotiation: **position-based** and **interest-based**.
15. Avoidance, mediation, arbitration, and litigation are the dispute-resolution processes
16. Information on **preparing for negotiation** should be identified and must be included in the plan.
17. Information is identified and included in the plan
18. Different **questioning techniques** and **active listening** are important in the negotiation process.



Check your Understanding

Directions: Give at least five (3) sample questions of the following:

Open-ended Questions	Why Questions	Closed Questions



Post Test

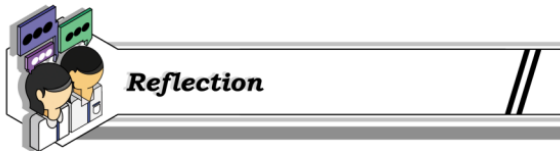
Directions: Encircle the letter of the best answer.

1. What is used to force the other side to meet our demands?
 - A. Avoidance
 - B. Interests
 - C. Power
 - D. Rights

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2. The following are Dispute-Resolution Processes **EXCEPT**
 - A. Arbitration
 - B. Avoidance
 - C. Judge
 - D. Mediation
3. Mediation, avoidance, and arbitration are examples of
 - A. Dispute-resolution process
 - B. Problem-solving strategy
 - C. Types of negotiation
 - D. Effective listening
4. What is the quality that allows two or more parties to reach an agreement?
 - A. Decision-making
 - B. Negotiation
 - C. Negotiation skills
 - D. Questions
5. Who has the authority to decide the dispute?
 - A. Arbitrator
 - B. Mediation
 - C. Unaffordable price
 - D. Prompt and quick service
6. What is very powerful in focusing attention?
 - A. Coordinator
 - B. Decision-making
 - C. Listening
 - D. Questions
7. Which is the best-known and most widely used creative thinking technique?
 - A. Brainstorming
 - B. Decision making
 - C. Questions
 - D. Listening
8. Which is **NOT** a guideline in brainstorming?
 - A. Combine and improve
 - B. Suspend judgment
 - C. Strive for quantity
 - D. Do some editing
9. Which allows a judge or arbitrator to decide whether it is ethical?
 - A. Right
 - B. Power
 - C. Interest
 - D. Avoidance
10. Which to give in to the other side?
 - A. Avoidance
 - B. Interest
 - C. Power
 - D. Right



Complete the statement below.

In this lesson, I have learned that

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References

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