

**KENYA MEDICAL TRAINING COLLEGE
KISUMU CAMPUS**

APPLIED COMMUNICATION

Duration: 22 Hours

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Qualifications: MPHEPH/Hons. BLM/HND. Epid./Dip. KRCHN



Teaching & Learning Content – The Course Outline

A. Critical Thinking

1. Critical thinking & Reflection
2. Steps in critical thinking
3. Problem solving skills
4. Principles of critical thinking
5. Importance of critical thinking
6. Reflective writing
7. Application of theory to practice

B. Counselling Skills

7. Theories of counselling
8. Principles of counselling
9. Process of counselling
10. Skills and Techniques of therapeutic communication
11. Nurse-patient relationship:
 - a) Phases
 - b) Skills

Cont.... **Teaching & Learning Content**

C. Introd. to Student Centred Learning

12. Student Centered Learning
13. Traditional learning
14. Life-long learning
15. Active learning
16. Passive learning
17. Principles of self-directed learning
18. Small group learning/discussion

D. Customer Care

19. The essentials
20. Handling customer requests
21. Managing telephone calls
22. Dealing with different customers
23. Challenges of customer care
24. Customer loyalty
25. Customer relation attitude

E. Public relations

26. Definition & Objectives of PR

Cont... **Teaching & Learning Content**

27. Types of Public Relations
28. Essential Elements of PR
29. Skills for Effective PR
30. Public Relations Plan
31. Functions of Public Relations
32. Tools used in Media PR
33. Challenges of Public Relations



APPLIED COMMUNICATION

Definition

It is a form of communication that focuses on the study of **social issues** or **problems** with the primary purpose of identifying solutions and recommendations to address the social issues or problems.



APPLICATION OF APPLIED COMMUNICATION

Applied Communication may be used (applied) in the following fields:

1. Patient/client education
2. Counselling
3. Meeting/Event Planning
4. Customer Care
5. Public Relations
6. Advertising
7. Media planning
8. Human resource management

CRITICAL THINKING AND REFLECTION

Definitions

Critical Thinking

1. Critical thinking is a multidimensional skill of the cognitive (mental) process or set of procedures involving reasoning and purposeful, systematic, reflective, rational, outcome-directed thinking based on a body of knowledge, as well as examination and analysis of all available information and ideas.

OR



Cont.... **Critical Thinking and Reflection**

2. Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.



Cont.... **Critical Thinking and Reflection**

Reflection

- Reflection refers to an opinion formed or remark made after careful thought or consideration of what has been seen, read, heard or situation where one becomes aware of own thinking processes and making such thinking known to others



Cont.... **Critical Thinking and Reflection**

- ❑ It enables assessment of the "why" and "how" of the learning (acquiring new knowledge), and what needs to be done as a result.
- ❑ Reflection readily follows on from self or peer assessment.
- ❑ Reflective practice has huge benefits in increasing self-awareness, which is a key component of emotional intelligence, and in developing a better understanding of others.
- ❑ Reflective practice can also help you to develop creative thinking skills, and encourages active engagement in work processes.


Cont.... Critical Thinking and Reflection

STEPS IN CRITICAL THINKING AND REFLECTION

– The following are critical thinking and reflection steps:

1. Knowledge
 2. Comprehension
 3. Application
 4. Analysis
 5. Synthesis
 6. Evaluation
- 

Cont.... **Steps in Critical Thinking and Reflection**

- 1. Knowledge:** The basic level of acquisition of knowledge requires that you be able to identify what is being said: the topic, the issue, the thesis, and the main points.
 - 2. Comprehension:** Comprehension means understanding the material read, heard or seen. In comprehending, you make the new knowledge that you have acquired your own by relating it to what you already know. Comprehending something implies that you can go beyond recalling but giving the material your own significance.
 - 3. Application:** Application requires that you know what you have read, heard, or seen, that you comprehend it, and that you carry out some tasks to apply what you comprehended (understood) to an actual situation.
- 

Cont.... **Steps in Critical Thinking and Reflection**

- 4. Analysis:** Analysis involves breaking what you read or hear into its component parts, in order to make clear how the ideas are ordered, related, or connected to other ideas. Analysis deals with both form and content of what is seen, read or heard.
- 5. Synthesis:** Synthesis involves the ability to put together the parts you analysed with other information to create something original (or new meaning).
- 6. Evaluation:** Evaluation occurs once we have understood, analysed and synthesized what is said, read or seen and the reasons offered to support it. Then we can appraise this information in order to decide whether to believe and take a particular action.

CRITICAL THINKING AND REFLECTION SKILLS

The following are the major critical thinking skills, namely:

1. Reasoning
2. Analysis
3. Decision Making
4. Problem Solving
5. Evaluation
6. Interpretation
7. Inference
8. Explanation
9. Self-regulation



- **Interpretation** : Collect and clarify data in an orderly fashion.
- **Analysis**: Be open minded and do not make imaginations.
- **Inference** : Look for relationships within information you have collected.
- **Evaluation**: Be objective in nursing action that need to perform.
- **Explanation**: Make sure you have support in your conclusions and use experiential knowledge and scientific bases.
- **Self-regulation**: Review your methods and correct any problems identified.

Levels Of Critical Thinking

- **Basic**

At the basic level of critical thinking a learner trusts that experts have the right answers for every problem. Thinking is based on a set of rules or principles.
- **Complex**

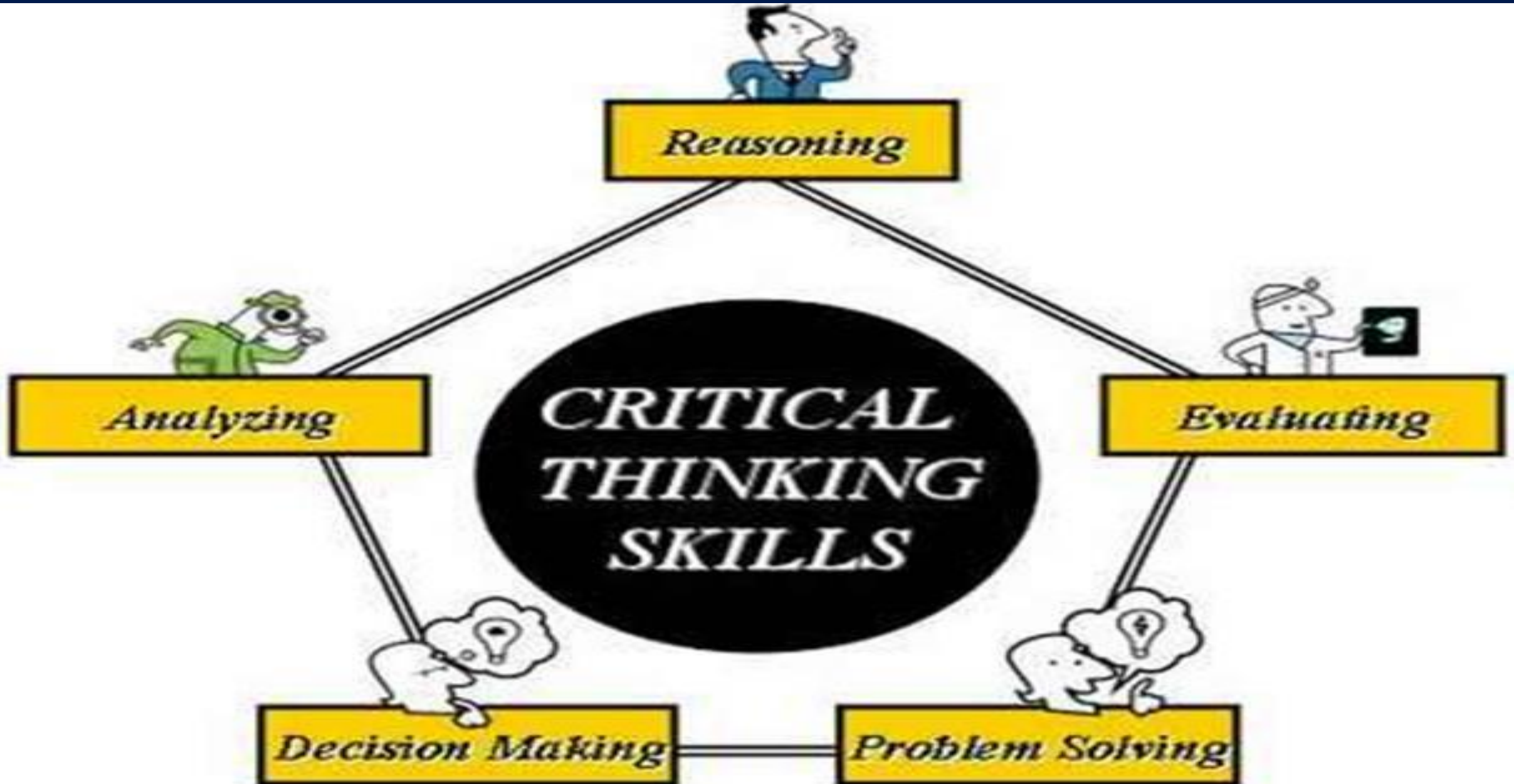
Complex critical thinkers analyze and examine choices more independently. The person's thinking abilities and initiative to look beyond expert opinion begin to change. In complex critical thinking each solution has benefits and risks that decides before making a final decision.

- **Commitment**

The third level of critical thinking is commitment. At this level a person make choices without assistance from others and accepts accountability for decisions made.



Critical Thinking & Reflection Cycle



Cont..... **CRITICAL THINKING AND REFLECTION SKILLS**

- 1. Reasoning:** It is the action of thinking about something in a logical and sensible way.
 - That is, think, understand, and form judgements by a process of logic (reasoning conducted or assessed according to strict principles of validity).
- 2. Analysis:** Refers to the detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation.



Cont.... **Critical Thinking and Reflection Skills**

- 3. Decision Making:** It is the action or process of making decisions, especially important ones.
- 4. Problem Solving:** Refers to the process of finding solutions to difficult or complex issues.
- 5. Evaluation:** It is the making of a judgement about the amount, or value of something; an assessment.



6. Interpretation

7. Inference

8. Explanation

9. Self-regulation



PRINCIPLES OF CRITICAL THINKING

- The following are the principles of critical thinking:

1. Gather complete information
2. Understand and define all terms
3. Question the methods by which the facts are derived
4. Question the conclusions
5. Look for hidden assumptions and biases
6. Question the source of facts
7. Do not expect all of the answers
8. Examine the bigger picture

Critical Thinking Competencies

Critical Thinking Competencies

General critical thinking competencies used by many disciplines, in many everyday situations.

Scientific
method

Problem
solving

Decision
making



- **Scientific method** is an approach to seeking truth or verifying facts. SM is a formal way to approach a problem plan a solution, test the solution, and come to a conclusion. Science fair. Nurse might identify a problem and seek answers with a formal approach (collecting data, formulating a hypothesis, testing the hypothesis, evaluating the results).



- **Problem solving-** Use problem solving all the time- when problem is identified we seek information about the problem and the information plus knowledge that we already have to find solutions. Effective problem solving means evaluating the solutions and deciding if we need to try other solutions



- **Decision making-** This happens when there are several options or courses of action that one might take to solve a problem or take care of a situation.
- Decision making is an end point of critical thinking. The pros/cons or risks/benefits of each option is weighed to make a final decision. If time is taken to weigh each option appropriately then a well informed decision will be the result



Critical Thinking Competencies

Specific critical thinking in clinical situations used by physicians, nurses, and other health care professionals.

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graph TD; A[Critical Thinking Competencies] --- B[Diagnostic reasoning/ Clinical inference]; A --- C[Clinical decision making]
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Diagnostic reasoning/
Clinical inference

Clinical decision making

- **Diagnostic reasoning-** It is a process of determining a client's health status after gathering data and making a clinical judgment. Part of the process involves making inferences given data such as s/s, lab data, behaviors (Inference is the process of drawing conclusions given related pieces of information or data)



- **Clinical decision making-** requires careful reasoning so that the options for the best client outcomes are chosen on the basis of the client's condition and the priority of the problem. Nurse identifies a problem by working with client and then still working with client determines priorities and nursing interventions that will best meet goals of client.
- The nurse may need to select from a wide range of options to meet goals. Clinical decision making can be made for individual patients or groups of patients.

Critical Thinking Competencies in Nursing Practice

- Specific critical thinking competency used in Nursing Process
 - Assessment
 - Nursing Diagnosis
 - Planning
 - Implementation
 - Evaluation



Critical Thinking Model

- The model helps to explain how nurses make clinical judgments/ decisions in their clinical practice that result in safe, effective, nursing care. There are 5 components in this model of critical thinking:
 - Knowledge base
 - Experience in nursing
 - Critical thinking competencies
 - Attitudes for critical thinking
 - Standards for critical thinking



Critical Thinking Attitudes

- Confidence
- Thinking independently
- Fairness
- Responsibility and accountability
- Risk taking
- Discipline
- Creativity
- Curiosity
- Integrity
- Humility



PROBLEM SOLVING SKILLS

Below are the eight-steps for an effective problem-solving process:

1. Identify the issues
2. Understand everyone's interests
3. List the possible solutions
(options)
4. Evaluate the options
5. Select an option or options
6. Document the agreement(s)
7. Agree on contingencies
8. Monitoring and evaluation;
and Compliance



Cont.... **Problem Solving Skills**

1. **Identify the issues**

- Be clear about what the problem is.
- Remember that different people might have different views of what the issues are.
- Separate the listing of issues from the identification of interests (that's the next step!).*



Cont.... **Problem Solving Skills**

2. **Understand everyone's interests**

- This is a critical step that is usually missing.
- Interests are the needs that you want satisfied by any given solution.
- We often ignore our true interests as we become attached to one particular solution.
- The best solution is the one that satisfies everyone's interests.
- This is the time for active listening. Put down your differences for awhile and listen to each other with the intention to understand.
- Separate *the naming of interests from the listing of solutions.*

Cont... **Problem Solving Skills**

3. List the possible solutions (options)

- This is the time to do some brainstorming. There may be lots of room for creativity.
- Separate the listing of options from the evaluation of the options.*

4. Evaluate the options.

- What are the pluses and minuses? Honestly!
- Separate the evaluation of options from the selection of options.*

5. Select an option or options.

- What's the best option, in the balance?
- Is there a way to "bundle" a number of options together for a more satisfactory solution?

Cont.... **Problem Solving Skills**

6. Document the agreement(s):

- Do not rely on your memory of what has been agreed upon.
- Writing it down will help you think through all the details and implications.

7. Agree on contingencies:

- Conditions may change, therefore, make contingency agreements about foreseeable future circumstances (If-then!).

8. Monitoring and evaluation, and Compliance:

- Monitoring is the process of ascertaining whether the objectives set by the parties are being met.

Cont.... **Problem Solving Skills**

- ❑ Mechanisms are put in place on how compliance with agreed items are going to be monitored.
- ❑ Create opportunities to evaluate the agreements and their implementation, for example, "Let's try it this way for three months and then look at it."
- ❑ On the other hand, evaluation is the process of determining if the goal(s) of engagement were met as agreed upon by the concerned parties.



IMPORTANCE OF CRITICAL THINKING

Some of the key benefits (importance) of critical thinking are:

1. **Formulation of accurate conclusions:** It leads to the formulation of conclusions and the most appropriate, often creative, decisions, options or alternatives.
2. **Activates metacognition:** The examination of one's own reasoning or thought processes while thinking, and helps strengthen and refine thinking skills.
3. **Independent judgments and decisions:** These evolve from a sound knowledge base and the ability to synthesize information within the context in which it is presented.
4. **Nursing-practice:** Requires the use of high-level critical thinking skills within the nursing for intelligent and adequate care of patients/clients.

Cont..... **Importance of Critical Thinking**

5. **Clinical decision making:** Process to enhances clinical decision making, identify patient needs and determination of the best nursing actions needed to the patient/client needs.
6. **Problem solving:** It benefits problem solving, creativity, and teamwork. And it translates particularly well to the workplace, where it can distinguish you as a valuable student, employee and leader.
7. **Understanding impact of decisions:** Enables leaders at every level to understand the impact of their decisions on the business as a whole and ensures both alignment with organisational goals and accountability for results. The mind-set that made leaders successful in the past probably won't ensure success in the future.



Cont..... **Importance of Critical Thinking**

8. **Many Approaches/multifaceted:** One of the crucial learning developments is an awareness of differing approaches to a problem, alongside an ability to assess those approaches critically.

Rather than relying on a standard, uniform problem-solving method, you can learn how to identify other, often more valuable, approaches, inevitably increasing your success.

9. **Saves time:** With a Critical Thinking mindset. You will already know that not all information is relevant to your decision-making, but often we do not know how to filter out the irrelevant from the relevant.

Critical Thinking teaches you how to prioritise your time and resources by analysing what is essential to the process. This also helps you to know that a decision is ultimately a good one.



Cont..... **Importance of Critical Thinking**

10. An appreciation of differing views:

Is a direct result of learning how to empathise with other points of view.

Critical Thinking enables you to see beyond, not judge, cultural norms and learn how to understand other factors that can influence decision-making.

This empathy and understanding is crucial to effective teamwork and leadership.

11. Enhances Communication.

It enables one to analyse and build evidence for any given premise, making one an more effective communicator.

Consistent and relevant points to support your theory are pivotal in communicating a proposal or idea proficiently. When you know your stuff, so will they.

Cont..... **Importance of Critical Thinking**

12. Decision-making abilities:

Are transformed with a Critical Thinking approach, and made a lot easier.

You leave intuition or guesswork decision-making behind, and begin to work on a more analytical and considered basis, resulting in sounder decisions.

13. Reasoning: Not only will you become a more reasoned and balanced problem solver, you will learn the two types of reasoning – inductive and deductive – and when it is appropriate to use one over the other. Grounding decisions in reason and logic over emotion or instinct makes for effectual problem solving.

Cont..... **Importance of Critical Thinking**

13.Independence: Rather than relying on teachers and classroom time for instruction and guidance, students with critical thinking skills become more independent, self-directed learners.

Critical thinking enables students to assess their learning styles, strengths and weaknesses, and allows them to take ownership of their education. Higher test score on class and standardized tests. Improved student understanding of their own thought process.



Importance of Critical Thinking in Nursing

The benefits of critical thinking in the nursing service delivery include:

1. Nurses' critical thinking heavily impacts patient care
2. It is vital to recognizing shifts in patient status
3. It is integral to an honest and open exchange of ideas
4. It allows you to ensure patient safety
5. It helps nurses find quick fixes
6. Critical thinking can lead to innovative improvements
7. It plays a role in rational decision making



REFLECTIVE WRITING

Defining:

– *Reflective writing is a form of creative writing where you examine an experience or situation through self-reflection.*

- ❑ Through the course of creating the reflective paper, you describe insights that you gained or express your views on some experience.
- ❑ In reflexive (self-reflective) writing, you couple personal experience with careful observation (Berens et al., 2007, p. ... For example, you might write about how you developed as a thinker, writer, or researcher; or how a particular process or event unfolded for you. The key is that this writing engages you.

REFLECTIVE WRITING SHOULD:

1. Develop a perspective or line of reasoning.
2. Develop a link between your experience or practice and existing knowledge (theoretical or personal)
3. Show understanding and appreciation of different perspectives to your own.




ELEMENTS OF REFLECTIVE WRITING


- Reflective writing includes several different components:
 1. Description
 2. Ananalysis
 3. Interpretation
 4. Evaluation, and
 5. Future application.



THE CORE ELEMENTS OF REFLECTIVE WRITING

- Academic reflective writing is a genre and just like an essay has characteristics, so does academic reflective writing.
 - Academic reflective writing requires critical and analytic thought, a clear line of argument, and the use of evidence through examples of personal experiences and thoughts and often also theoretical literature.
 - You should aim for a balance between personal experience, tone, and academic practice and rigor.
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The Core Elements of Reflective Writing

- Academic reflective writing should:
 1. Develop a perspective or line of reasoning
 2. Develop a link between your experience or practice and existing knowledge (theoretical or personal)
 3. Show understanding and appreciation of different perspectives to your own
 4. Show recognition that your own understanding is likely incomplete and situations are rarely clear-cut and simplistic.
- 

Cont.... **The Core Elements of Reflective Writing**

5. Show learning resulting from the reflection (either by discovering something new or confirming existing knowledge) and how you plan to use it
6. Be written in an appropriate style with language relevant to your academic discipline
7. Sometimes, but not always, use theoretical literature to inform your understanding.



Parts of Reflective Writing

- Reflective writing is made in such a way that it comprises of these three components:

1. **Description**

2. **Interpretation, and**

3. **Outcome.**



APPLICATION OF THEORY TO PRACTICE

Using theory in practice can help nurses create a treatment plan, increase sense of security, and explain and predict occurrences in the client's life.


- Having knowledge of various theories and how they apply to different clients and situations can help nurses determine a course of action with clients.
- Theory can also be used to guide the research process by generating and testing phenomena of interest.

Cont... **Application of Theory to Practice**


- ❑ The primary purpose of theory in the profession of nursing is to improve practice by positively influence the health and quality of life of patients.
- ❑ Nursing theories provide the foundational knowledge that enables nurses to care for their patients and guides their actions.



Cont.... **Application of Theory to Practice**

- Theories are in place, regardless of nursing specialization, to establish guidelines for both broad and specific nursing practices.
 - Nursing theory should provide the principles that underpin practice and help to generate further nursing knowledge.
 - **For example**, the *Orem's theory* - The theory helps nurses determine what aspects of patient care they should focus on in a given situation, and it stresses the importance to patients themselves of maintaining autonomy over their self-care processes.
- 

Cont..... **Application of Theory to Practice**

- Providing a definition of nursing theory also helps nurses to understand their purpose and role in the healthcare setting.
 - Nightingale's concepts of theory are brief, simple and easy to understand.
 - It is still applicable to practice today and it makes the nurses to work more efficiently by using their own intuition about patient care and modification of environment. health but collaboration with nurse and environmental factors.
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The Four Common Concepts in Nursing Theory **(The Nursing Metaparadigm)**

– The common concepts in nursing theory are:

1. The person (patient)

2. The environment

3. Health, and

4. Nursing (goals, roles, functions)



Cont.... **The Nursing Metaparadigm**

- According to the four concepts common in nursing theory above, the person (patient), the environment, health & nursing (goals, roles, functions) can be analyzed. These four are collectively referred to as *metaparadigm for nursing*.
- Each of these concepts is usually defined and described by a nursing theorist. Of the four concepts, the most important is that of the person.



PERSON

Person is the recipient of nursing care and may include individuals, patients, groups, families, and communities.



NURSING

The attributes, characteristics, and actions of the nurse providing care on behalf of or in conjunction with, the client.



Nursing Metaparadigm



HEALTH

Health is defined as the degree of wellness or well-being that the client experiences.



ENVIRONMENT

Environment (or situation) is defined as the internal and external surrounds that affect the client.

Nursing Metaparadigm of Different Nurse Theorists

	PERSON	HEALTH	NURSING	ENVIRONMENT
NIGHTINGALE	Human beings were not defined by Nightingale specifically.	Nightingale (1859/1992) did not define health specifically.	“What nursing has to do... is to put the patient in the best condition for nature to act upon him” (Nightingale, 1859/1992)	Nightingale’s writings reflect a community health model in which all that surrounds human beings is considered in relation to their state of health.
OREM	Humans are defined as “men, women, and children cared for either singly or as social units,” and are the “material object” of nurses and others who provide direct care.	Health is “being structurally and functionally whole or sound.”	Nursing is an art through which the practitioner of nursing gives specialized assistance to persons with disabilities which makes more than ordinary assistance necessary to meet needs for self-care.	The environment has physical, chemical and biological features. It includes the family, culture, and community.
HENDERSON	Individuals have basic needs that are component of health and require assistance to achieve health and independence or a peaceful death.	Health was taken to mean balance in all realms of human life.	“The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery that he would perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible.”	No explicit definition of the environment, though she stated that: “maintaining a supportive environment conducive for health is one of the elements of her 14 activities for client assistance.”
PEPLAU	An organism that “strives in its own way to reduce tension generated by needs.”	Health is defined as “a word symbol that implies forward movement of personality and other ongoing human processes in the direction of creative, constructive, productive, personal, and community living.”	Hildegard Peplau considers nursing to be a “significant, therapeutic, interpersonal process.”	Although Peplau does not directly address society/environment, she does encourage the nurse to consider the patient’s culture and mores when the patient adjusts to hospital routine.
ROGERS	A person is defined as an indivisible, pan-dimensional energy field identified by a pattern, and manifesting characteristics specific to the whole, and that can’t be predicted from knowledge of the parts.	Rogers defines health as an expression of the life process	Nursing aims to assist people in achieving their maximum health potential.	It is the study of unitary, irreducible, indivisible human and environmental fields: people and their world.
KING	Individuals are social beings who are rational and sentient. Humans communicate their thoughts, actions, customs, and beliefs through language.	Health is a dynamic life experience of a human being, which implies continuous adjustment to stressors in the internal and external environment through optimum use of one’s resources to achieve maximum potential for daily living.	Environment is the background for human interactions. It is both external to, and internal to, the individual.	Nursing is a process of action, reaction, and interaction whereby nurse and client share information about their perceptions in the nursing situation.
WATSON	Human being is a valued person to be cared for, respected, nurtured, understood, and assisted; in general a philosophical view of a person as a fully functional integrated self.	Health is the unity and harmony within the mind, body, and soul; health is associated with the degree of congruence between the self as perceived and the self as experienced.	Society provides the values that determine how one should behave and what goals one should strive toward.	Nursing is a human science of persons and human health-illness experiences that are mediated by professional, personal, scientific, esthetic, and ethical human care transactions.

COUNSELLING

Definition

– It is a way of relating and responding to clients so that the client is helped to explore his thoughts, feelings and behaviour to reach a clearer self-understanding, and is then helped to find and use her strength to cope more effectively with life by making appropriate decisions or taking relevant actions.

OR,

– Counselling is a process in which clients learn how to make informed choice decisions and formulate new ways of behaving, feeling, and thinking to solve own problems.




Aim and Objectives of Counselling

Aim of counselling

- The aim of counselling is to assist an individual to change his/her behaviour that is interfering with normal life situations.

Objectives of counselling

1. To help the client understand the problems he/she is experiencing.
 2. To give the client information he/she is lacking to solve own problems.
 3. To assist the client to understand alternative approaches to solving his/her problems.
- 

Cont... **Aim and Objectives of Counselling**

5. To help the client to explore the problem and clarify conflicting issues in his mind.
6. To assist the client to adjust to the problem or to find better ways of coping/living with the problem.
7. To make the patient to ventilate his emotions properly and help him to be aware of his own emotions and encourage him to be independent.
8. To empower the client to assist others who may be experiencing similar problem.



TYPES OF COUNSELLING

1. Directive counselling
2. Non-directive counselling
3. Cooperative counselling
4. Marital and family counselling
5. Problem/need counselling
6. Individual counselling
7. Group counselling
8. Special group counselling



PRINCIPLES OF COUNSELLING

– The general counselling principles for greater success in counselling are:

1. **Acceptance:** Accept the patient/client with his physical, psychological, social, economic and cultural conditions.
2. **Communication:** Communication should be verbal as well as non-verbal and should be skilful.
3. **Empathy:** Instead of showing sympathy put yourself in patient's shoes and then give reflections accordingly (Empathy is ability to identify with a person.)
4. **Non-judgemental attitude:** Do not criticize or comment negatively regarding patient's complaints.



Cont.... **Principles of Counselling**

5. **Confidentiality and privacy:** Always keep the patient's name, and the problem strictly secret and assure the patient about the same.
6. **Individuality:** Treat each and every patient as unique and respect his problem as well.
7. **Non-emotional involvement:** Not getting emotionally involved with the patient and avoid getting carried away with his feelings.
8. **Ethical Principles:** Effective and professional client-counsellor relationship must incorporate stronger ethical behaviours.

– Hence, the five bedrock ethical principles that a counsellor and counselee must also observe in their relationship applies, namely:

Cont.... **Principles of Counselling**

5. **Autonomy:** Being able to make independent decisions.
 6. **Justice:** Being fair
 7. **Beneficence:** Counselling must be beneficial to the counselee
 8. **Non-maleficence:** Not committing harm, and
 9. **Fidelity:** Being faithful, reliability, trustworthiness, commitment.
- The above notwithstanding, *other ethical behaviour issues to observe* also include:
- Honesty, Integrity, Respect for clients and counsellors
 - Promise-keeping & trustworthiness
 - Loyalty, Fairness, Concern for others, and
 - Law abiding.

Roles of a Counsellor

These include:

- Building a relationship of trust and respect with clients.
- Encouraging clients to discuss emotions and experiences.
- Examining issues including substance abuse, aging, bullying, anger management, careers, depression, relationships issues, self-image, stress and suicide.
- Keeping confidential records more securely.
- Listening to clients' concerns, empathising with them, and helping them to see things more clearly or in a different way.
- Providing counselling face to face, over the telephone, or online
- Working with individuals, groups and communities to improve mental health.

THEORIES OF COUNSELLING

Definition

- A theory is a formulation of the underlying principles of certain observed phenomena that have been verified to some extent.

Functions of Counselling Theories

The three of the main functions of counselling theories are:

1. They provide conceptual frameworks.
2. They serve as languages for communication in counselling
3. They are sources of research in counselling.

COMMON COUNSELLING THEORIES

These are:

1. Psychoanalytic theory
2. Individual psychology
3. Person-centred
4. Gestalt theory
5. Transactional analysis
6. Behavioural theories

(Assignment: In your groups and individually discuss these theories)



SKILLS OF COUNSELLING

1. **Listening skills:** Always listen carefully and not question the patient too frequently. Allow him to ventilate through your listening.
2. **Attending skill:** Proper attention should be given to the patient to show interest and concern-verbal and non-verbal behaviour.
3. **Feedback:** Expressing the meaning of patient's feelings and summarizing his problems.



Cont.... **Skills of Counselling**

4. **Probing:** Focusing in depth on particular aspects of the situation.
5. **Confronting:** Help the patient to realize his problems or help him to become aware of what he is suffering from, by making proper statements.
6. **Interpreting:** Presenting the alternative ways or angles to look at his situation.
7. **Self-disclosure:** Share your attitude, opinions and experiences.



Cont.... **Skills of Counselling**

8. **Non-dependence:** Do not make the patient dependent rather make him self-sufficient to solve his problems independently.
9. **Questioning:** Ask open ended questions so that the patient gets the clue to open up with you. Do not ask too many close-ended questions.
10. **Incomplete sentence:** Encourage the patient to complete the sentence if he is not able.



Cont.... **Skills of Counselling**


11. **Refocusing:** If the patient is going off track or talking in circles get him back to maintain the theme without hurting any of his feelings.
12. **Silence:** Be with the patient's feelings while he is crying and do not prevent him from crying. Let him cry and ventilate himself.



Cont.... **Skills of Counselling**

7. **Connecting:** Show connection between thought, behaviour and result or effect of what has gone before.

8. **Core Counselling Skills are:**

- Communication
 - Attending
 - Building Rapport
 - Clarifying and the Use of Questions
 - Focusing
 - Immediacy
 - Reflecting and Paraphrasing
 - Silence
 - Summarising
- 

COUNSELLING TECHNIQUES

These include:

1. SOLER

2. GATHER

3. CLEAR

4. ROLES



SOLER

- **S** - **Sitting-up squarely**. Sit up and face the client. Sit attentively at an angle to the person, so that you can look at them directly and show that you are listening to him/her and paying attention to them.
- **O** - **Open posture**. Do not cross your arms as this can makes you appear anxious or defensive.
- **L** - **Leaning forwards** to show you are interested in what the client is talking about. It also means that the client can lower his voice if he wish to, if talking about personal issues.
- **E** - **Eye contact**. This shows that you are interested and listening to what the client is saying. Do not stare at the client as this can make them feel uncomfortable, but maintain good, positive eye contact.
- **R** - **Relaxed body language**. This shows the client that you are not in a rush to get away, but are letting them talk at their own pace.

GATHER

The **GATHER** approach to counselling referring to:

- G** – Greet the client and create a good rapport and comfort.
- A** – Ask the client questions in friendly manner to encourage talking.
- T** – Tell the client relevant information for informed choices.
- H** – Help the client to make a informed choices.
- E** – Explain the implications of the chosen service or behaviour.
- R** – Return: provide the client with a return date/appointment.

Example: *See next slide for an FP client*



GREET	<p>Greet and make her feel welcome.</p> <p>Build a rapport by greeting her and making her feel comfortable.</p>
ASK	<p>Ask questions in a friendly manner using words that she will understand.</p> <p>Listen patiently, without being judgmental.</p> <p>Identify her needs by asking relevant questions about personal, social, family, medical and reproductive health including reproductive tract infections, STIs, family planning goals and past/current use of contraceptive methods.</p>
TELL	<p>Tell her the relevant information that will help her to make an informed choice regarding contraception method.</p>
HELP	<p>Help her to make a decision and provide other related information, for example, how to protect herself from STIs.</p>
EXPLAIN	<p>Explain about the contraceptive method in detail including about its efficacy and potential side effects, and check understanding of how it should be used.</p>
RETURN	<p>Return for advice, further questions or need for information or discussion around a change in circumstances is encouraged.</p>

CLEAR

The acronym **CLEAR** represents verbal expression, thus:

C - Clarify the needs of the clients after he has made them known

L - Listen attentively to what the client is telling you

E - Encourage interaction. Talk to the client and let him respond

A - Acknowledge what the client says and probe for more information

R - Reflect back to the client, clarify what the client says and summarise.



ROLES

The acronym ROLES represents non-verbal expression, thus:

- R** – **Relax** before the client in a good setting
- O** – **Open up** and establish a good rapport. Be empathetic and avoid crossing your arms across the chest.
- L** – **Leaning forward** a bit towards the client and use bodily language i.e. postures and gestures to show that you care.
- E** – **Eye contact**. Keep looking at the client. Retain interest and attention.
- S** – **Sitting squarely** before the client in a respectable/ comfortable position. Do not lean backwards away from the client.

THE COUNSELLING ENVIRONMENT

This should be (or assure):

- ✓ Welcoming
 - ✓ Comfortable
 - ✓ Devoid of distractions
 - ✓ Non-threatening (safe)
 - ✓ Confidentiality
 - ✓ Privacy
- 

THE COUNSELLING PROCESS

Step 1: Relationship Building →

Step 2: Problem Assessment →

Step 3: Goal Setting →

Step 4: Counselling Intervention →

**Step 5: Evaluation, Termination
or Referral**



The Counselling Process

The counselling process involves the following five steps:

1. Relationship Building - Initial Disclosure

2. Problem Assessment - In-depth Exploration

3. Goal setting - Commitment to Action

4. Counselling Intervention

5. Evaluation, Termination or Referral

1. Relationship Building - Initial Disclosure

- This focuses on engaging clients to explore issue that directly affect them.
- The first interview is important because the client is reading the verbal and nonverbal messages and making inferences about the counsellor and the counselling situation.
- Is the counsellor able to empathize with the client? Does the client view the counsellor as genuine?
- This helps to establish and build the foundation for a meaningful relationship.



***NB:** Avoid Non-Helpful Behaviours like: Giving advice, Lecturing, Excessive Questioning, Storytelling, Asking “Why?”, or “How did that make you feel?”*


– Use steps for Relationship Building for the Counsellor as below:

- Introduce self
- Invite client to sit down
- Ensure client is comfortable
- Address the client by name
- Invite social conversation to reduce anxiety
- Watch for nonverbal behaviour as signs of client’s emotional state
- Invite client to describe his or her reason for coming to talk,
- Allow client time to respond
- Indicate that you are interested in the person.

2. **Problem Assessment - In-depth Exploration**

- This step involves the collection and classification of information about the client's life situation and reasons for seeking counselling.

3. **Goal setting - Commitment to Action**

- Counselling must have a focus. Goals are the results or outcomes that client wants to achieve at the end of counselling.
 - Sometimes, you hear both counsellor and client complain that the counselling session is going nowhere.
 - This is where goals play an important role in giving direction. Hence, clear goals must be set at the very beginning.
- 

– Use the following guidelines to set the goals:


a) Goals should be selected and defined with care.

b) Goals should relate to the desired end or ends sought by the client, defined in explicit and measurable terms, feasible, and within the range of the counsellor's knowledge and skills.


c) Goals must be stated in positive terms that emphasise growth and be consistent with the mission and relevant policy.




4. Counselling Intervention

- There are different points of view concerning what a good counsellor should do with clients depending on the theoretical positions that the counsellor subscribes to.
 - *For example*, the person-centred approach suggests that the counsellor gets involved rather than intervenes by placing emphasis on the relationship.
 - The behavioural approach attempts to initiate activities that help the clients alter their behaviour.
- 

5. Evaluation

- Both the counsellor and the counselee together evaluates the counselling at the end of the stipulated period for impact achieved.
 - They examine products (immediate achievements), outcomes (intermediate achievements) and finally, long-term achievements yielded by the counselling.
 - Counselling process must be conducted with sensitivity with the client knowing that it will have to end.
 - However, all counselling aims towards successful termination.
 - Counselling is terminated once the objectives have been met and the client is finally out of danger.
- 

6. Termination and, or Referral:

- Beginner counsellors, find it difficult to think of terminating the counselling process, as they are more concerned with beginning the counselling process.
 - Counselling process must be conducted with sensitivity with the client knowing that it will have to end.
 - However, all counselling aims towards successful termination.
 - Counselling is terminated once the objectives have been met and the client is finally out of danger.
- 

– ***Take the following into account:***

1. Counsellors should always be mindful of avoiding fostering dependency and is aware of own needs.
2. Preparation for termination begins long before open door / plan for possibility of future need.
3. Termination considered not just at end of successful relationship, but also is considered when it seems counselling is not being helpful it should be a means of empowering client
4. It helps to review progress, create closure in client counselling.
5. Refer clients who do not respond appropriately or those whom you are unable to handle for whatever reason.



THERAPEUTIC NURSE - PATIENT RELATIONSHIP

Definition

– It is a professional and therapeutic interaction form of relationship which guarantees that the patient's needs are placed on the priority, where the nurse takes the responsibility for the establishment and the maintenance of the boundaries with the patients, irrespective of how the patients behave.

OR,

– It is a Series of interactions between the nurse and the patient in which the nurse assists the patient to attain positive behavioural change.



Characteristics of Nurse-Patient Relationship

1. Goal-directed
2. Focused on the needs of the patient
3. Planned
4. Time-limited
5. Professional



Basic Elements of Nurse-Patient Relationship

These include:

- Trust
- Rapport
- Unconditional positive regard
- Setting limits
- Therapeutic communication



PHASES OF NURSE PATIENT RELATIONSHIP

The four phases of the nurse-patient relationship are:

1. Pre-orientation phase
2. Orientation phase
3. Working phase
4. Termination phase



1. **Pre- Orientation phase**

- Begins when the nurse is assigned to a patient
- Phase of nurse-patient relationship in which the patient is excluded as an actual participant.
- Nurse feels certain degree of anxiety.



2. Orientation Phase

- Begins when the nurse and the patient interacts for the first time
- Parameters of the relationship are to be laid
- Nurse begins to know about the patient
- Tasks include establishing rapport, developing trust, assessment (and formulation of a nursing diagnosis).
- Major task is to develop a mutually acceptable contract



3. Working Phase

- It is highly individualized
- More structured than the orientation phase
- The longest and most productive phase of the nurse-patient relationship
- Limit-setting is employed
- Tasks include planning and implementation
- Major tasks include planning and implementation
- Major task is identification and resolution of patient's problems

4. **Termination Phase**

- It is a gradual weaning process
- It is a mutual agreement
- It involves feelings of anxiety, fear and loss
- It should be recognized in the orientation phase
- Tasks include evaluation
- Major task is to assist patient to review what has been learned and to transfer his learning to his relationship with others.




STUDENT CENTRED LEARNING

Definition

It is an approach to education focusing on the learner and their needs, rather than being centred around the teacher's input to overcome some of the problems inherent in more traditional forms of education.

NB: In student-centred learning, the teacher is still the classroom authority figure but functions as more of a coach or facilitator as students embrace a more active and collaborative role in their own learning.



Cont.... **Student Centred Learning**

- 🕒 Student-centred learning, also known as learner-centred education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student.
- 🕒 The term student-centred learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Cont.... **Student Centred Learning**

- 🕒 Student centred learning involves modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.
- 🕒 Largely the student is given assignments that incorporate specific goals and objectives to accomplish under both direct and indirect supervision of the teacher.



Principles of Student Centred Learning

1. The learner has full responsibility for her/his learning
2. Involvement and participation are necessary for learning
3. The relationship between learners is more equal, promoting growth, development
4. The teacher becomes a facilitator and resource person
5. The learner experiences confluence in his education (affective and cognitive domains flow together)



Cont... **Principles of Student Centred Learning**

6. The learner sees himself differently as experienced as a result of own learning
7. Reliance on active rather than passive learning
8. Emphasis on deep learning and understanding
9. Increased responsibility and accountability on the part of the student
10. Inculcates an increased sense of autonomy in the learner
11. It creates an interdependence between teacher and learner



Cont... **Principles of Student Centred Learning**

12. Mutual respect within the learner teacher relationship,

13. A reflexive approach to the teaching and learning process on the part of both teacher and learner



Benefits of Student Centred Learning

1. Learning becomes a more shared experience between the teacher and the students, and between the students themselves.
2. Students build both collaboration and communication skills.
3. Students become more interested in learning when interacting with one another and participating actively in their own learning.
4. Students learn to work independently and to interact with others as part of the learning process.



Disadvantages of a Student Centred Learning

- ⌚ With students free to interact, the classroom space can feel noisy or chaotic.
- ⌚ Classroom management can become more of an issue for the teacher, possibly cutting into instructional activities.
- ⌚ With less focus on lectures, there can be a concern that some students may miss important information.
- ⌚ Though collaboration is considered beneficial, this approach may not feel ideal for students who prefer to work alone.

TRADITIONAL LEARNING

(Teacher Centred Learning)

Definitions

It is a classroom setting learning conducted by a teacher who moderates and regulates the flow of information and knowledge.

- 🕒 Typical face-to-face learning interactions that occur in a physical location, such as on a college campus where students learn primarily from the instructor (the “sage-on-the-stage”) and/or from resources such as books, journals, and audio and video-tapes
- 🕒 It refers to a lecture based learning where teachers provide instruction (information) to students.
- 🕒 It is a teacher-directed learning in a setting where course implementation takes place with face-to-face interaction

Benefits of Teacher-Centred Learning

- 🕒 Order in the class! Students are quiet as the teacher exercises full control of the classroom and activities.
- 🕒 Being fully in control minimizes an instructor's concern that students may be missing key material.
- 🕒 When a teacher takes full responsibility for educating a group of students, the class benefits from a focused approach to research, planning and preparation.
- 🕒 Teachers feel comfortable, confident and in charge of the classroom activities.
- 🕒 Students always know where to focus their attention — on the teacher.

Disadvantages of Teacher-Centred Classroom

- 🕒 This method works best when the instructor can make the lesson interesting; absent these, students may get bored, their minds may wander and they may miss key information.
- 🕒 Students work alone, missing potential opportunities to share the process of discovery with their peers.
- 🕒 Collaboration, an essential and valuable skill in school and in life, is discouraged.
- 🕒 Students may have less opportunity to develop their communication and crucial- thinking skills.



Teacher-Centred Vs Learner-Centered Learning

Teacher Centred Learning	Student Centred Learning
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures (what the instructor knows about the language)	Focus is on language use in typical situations (how students will use the language)
Instructor talks; students listen	Instructor models; students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructor monitors and corrects every student utterance	Students talk without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructor answers students' questions about language	Students answer each other's questions, using instructor as an information resource
Instructor chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

LIFELONG LEARNING

Definition

- It is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons.

OR,

- It is a form of self-initiated education that is focused on personal development that occurs outside of a formal educational institute, such as a school, university or corporate training.
 - *Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.*

Key Characteristics of lifelong learning

These include:

- 🕒 Voluntary: The student takes own decision to learn
- 🕒 Self-motivated or self-initiated
- 🕒 Does not always require a cost
- 🕒 Often informal
- 🕒 Self-taught or instruction that is sought
- 🕒 Motivation is out of personal interest or personal development



Methods of Adopting Lifelong Learning in Own Life

The following may be undertaken in adopting lifelong learning:

1. Recognize your own personal interests and goals
2. Make a list of what you would like to learn or be able to do it
3. Identify how you would like to get involved and the resources available
4. Structure the learning goal into your life
5. Make a commitment to consistently learn

Types of lifelong learning

Here are some of the types of lifelong learning initiatives that you can engage in:

- **Developing a new skill** (e.g. sewing, cooking, programming, public speaking, etc)
- **Self-taught study** (e.g. learning a new language, researching a topic of interest, subscribing to a podcast, etc)
- **Learning a new sport or activity** (e.g. Joining martial arts, learning to ski, learning to exercise, etc)
- **Learning to use a new technology** (smart devices, new software applications, etc)
- **Acquiring new knowledge** (taking a self-interest course via online education or classroom-based course)

Benefits (Importance) of lifelong learning

1. Renewed self-motivation to learn more and more
2. Recognition of personal interests and goals
3. Improvement in other personal and professional skills
4. Improved self-confidence and abilities in performance
5. Helps in achievement of personal fulfilment and satisfaction
6. It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us.



PASSIVE LEARNING AND ACTIVE LEARNING

PASSIVE LEARNING

Definition

Passive learning is a method of learning or instruction where students receive information from the instructor and internalize it, often through some form of memorization or rote learning, and "where the learner receives no feedback from the instructor (*lecture*)".

🕒 The term is often used together with direct instruction and lecturing, with passive learning being the result or intended outcome of the instruction. This style of learning is teacher-centred.

Cont... **Passive Learning**

Advantages of passive learning include:

- Exposure to new material through the teacher
- Greater control by the instructor over the classroom, audience, or students
- Provides opportunity for a structured and engaging format
- Ensuring a complement to the subject matter outside of the learning environment and learning space
- The ability to clarify course material by the teacher
- Presentation of a large amount of information in a short time



Cont... **Passive Learning**

- Instructional materials (lecture notes, handouts, audiovisual media, etc.) are prepared in advance by the instructor.
- Important concepts and content can be identified and presented in an organized, structured, and meaningful manner;
- The potential to facilitate large-class communication.
- This format can also permit dissemination of materials not yet published or readily available.

Cont... **Passive Learning**

Disadvantages of passive learning include:

- The required assumption that for learning to be successful, the students will receive the subject matter with "open minds, like empty vessels or sponges";
- The instructor will fill the minds of the students with knowledge in order to obtain better examination results.
- Passive learning allows limited opportunity to assess how well students are learning content and for questions, clarification, or discussion.
- Students may be reticent about letting instructors know they do not understand key information and they may be reluctant to ask questions in class.

Cont... **Passive Learning**

- With no opportunity for application, it does not consistently engage students' use of higher-level cognitive skills.
- A standard model is lecture-format with one-way communication which does not engage the listener.
- It also requires the instructor to have effective speaking and presentation skills. Students are expected to wait for information to be provided and then to follow directions on what to do with that information.
- Emphasis is placed on repeating information without reflecting or demonstrating an understanding.
- This can result in surface processing instead of deeper learning, less ability to use what is learned, and the study being deemed irrelevant by the students.

ACTIVE LEARNING

Definition

Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.



Cont... **Active Learning**

- Active learning is "anything that involves students in doing things and thinking about the things they are doing" (Bonwell & Eison, 1991, p. 2).
- Felder & Brent (2009) define active learning as "anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes".

NB: Active learning strategies can be as short as a few minutes long.

Approaches Promoting Active Learning

- Approaches that promote active learning
 1. Cooperative learning
 2. Problem-based learning
 3. Use of case methods
 4. Simulations



Cont.... **Approaches Promoting Active Learning**

These may include:

1. Cooperative learning:


- Is a structured method of combining classroom-based education with practical work experience.
- The strategy involves the use of small teams in which each students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.




Cont.... **Approaches Promoting Active Learning**

- For example, as they work together, students learn how to socialize, solve problems, and handle conflict.
- Additionally, learning to cooperate with others is vital for success later in life.

2. Problem-based learning - PBL:

- is an educational philosophy that centers students' learning experiences by allowing them to work through an open-ended problem found in course material.
 - This pedagogy fosters student-centered learning and upholds lifelong learning, focusing on comprehension rather than facts.
 - It is a teaching style that pushes students to become the drivers of their learning education.
- 

Cont.... **Approaches Promoting Active Learning**

- PBL strategy enables students to solve a problem or a set of problems that are unfamiliar to them.
 - PBL fosters self-directed learning, effective problem solving, communication and collaboration skills.
 - Problem-based learning uses complex, real-world issues as the classroom's subject matter, encouraging students to develop problem-solving skills and learn concepts instead of just absorbing facts.
- 

Cont.... **Approaches Promoting Active Learning**

3. Case methods:

- It is an active form of learning that focuses on a case and involves students learning by doing.
- Cases are real or invented stories that include “an educational message” or recount events, problems, dilemmas, theoretical or conceptual issue that requires analysis and/or decision-making.
- Case-based teaching simulates real world situations and asks students to actively grapple with complex problems.
- This method of instruction is used across disciplines to promote learning, and is common in nursing, law, business, medicine etc.


Cont.... Approaches Promoting Active Learning

4. Simulation method:

- It is a technique of learning and training, which develops the ability in an individual regarding problem solving behaviour.
- It has been defined as a role playing strongly in which learner performs the role in an artificially created environment.
- When students use a model of behavior to gain a better understanding of that behavior, they are doing a simulation.
- For example, students are assigned roles as nurse-counsellors and clients with some social problems and are asked to counsel the clients, they are learning about counselling skills.

Advantages of Active Learning

These include:

- Increases student interest in learning
 - Increases student motivation to learn
 - Increases student involvement by stimulating them to talk more
 - Allows students to incorporate their input and express their ideas/opinions
 - Allows students to practice their skills
 - Improves group work dynamics
- 

Cont.... **Advantages of Active Learning**

- Recognizes a variety of learning styles that meets students needs better
- Encourages students to take responsibility for their own learning
- May increase critical thinking skills in students
- Enables students to show initiative
- Easier to assess student's learning



Disadvantages of Active Learning

These include:

- Faculty needs to be expert in the content area.
- May be difficult to organize active learning experiences.
- Requires more time and energy and may be stressful for faculty.
- Faculty may receive less favourable evaluations from students.
- Students may be stressed because of the necessity to adapt to new ways of learning.



Differences between Passive vs Active learning

Passive Learning	Active Learning
<p>The students usually are quite, hearing words, looking at pictures, watching a movie/video or demonstration.</p>	<p>The students usually are doing, participating, giving a talk,</p>
<p>Uses lecture, notes,</p>	<p>Uses simulating the real experience, showing creativity and initiative.</p>
<p>Happens in a controlled environment.</p>	<p>Involves students by stimulating them to engage in cooperative learning.</p>

SELF-DIRECTED LEARNING

(Independent Learning)

Definition

It is an instructional strategy where the students, with guidance from the teacher, decide what and how they will learn.

- It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.
- For example, a teacher may give a general learning goal, such as to learn about a geographical area.
- Students would then work with the teacher to decide the scope of the project, length of time, and the end result that would demonstrate their learning.

Cont..... **Self-directed Learning**

- One student may decide to learn all of South America and create an educational website.
- Another student may choose to research the deforestation effects of Borneo and write a report for the government.
- Another student may choose a specific city and focus on the historical significance, creating a video vignette from personal interviews.
- By allowing students to choose different learning objectives and outcomes, it allows students to choose based on their personal interests and strengths.



Components of Self-directed Learning

First - Management and Monitoring: The student will:

- Define the learning goals they wish to accomplish
- Negotiate a time frame for completion.
- Identify their strengths and weaknesses as well as any obstacles to achieving their goals
- Manage their own learning process and monitor their own progress.
- The teacher takes on a guiding, supporting and advisory role.

Cont..... **Components of Self-directed Learning**

Two - **Assessing Learning needs.** The students will:

- Assess their needs as they progress through the learning process.
- Find out what resources they need, either materials, help from the teacher, or a combination of both.
- Teachers will then provide support to help them obtain those resources.



Cont..... **Components of Self-directed Learning**

Third – Collaboration

Students collaborate with other students in their class, students in other grades, or even adults out in the community to gain knowledge and experience and reach their learning objectives.

Fourth - Self-Evaluation

- After students have gone through the process and have finished the assignment, students should: Reflect and evaluate their results.
- Get input from other students as well as the teacher to find areas that

Strategies for Self-directed Learning

The four key strategies used in self-directed learning are:

1. Being ready to learn
2. Setting learning goals
3. Engaging in the learning process
4. Monitoring and evaluating learning



Signs of Readiness for Self-directed Learning

These include, the student being:

1. Autonomous
2. Organized
3. Self-disciplined
4. Able to communicate effectively
5. Able to accept constructive feedback
6. Able to engage in self-evaluation and self-reflection.

Approaches in Self-directed Learning

1. **Surface approach** involves reproduction: coping with unit requirements, learning only what is required to complete a unit in good standing, and tending to regurgitate examples and explanations used in readings.
2. **Deep approach** to studying involves transformation and is ideal for self-directed learning. This approach is about understanding ideas for yourself, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion.
3. **Strategic approach** involves organization: achieving the highest possible grades, learning what is required to pass exams, memorizing facts, and spending time practicing from past exams.

Student Roles in self-Directed Learning

- Self-assessment of your readiness to learn
- Define your learning goals and develop a learning contract
- Monitor your learning process
- Take initiative for all stages of the learning process — be self-motivated
- Re-evaluate and alter goals as required during your unit of study
- Consult with your advising instructor as required Advising instructors' roles
- Build a co-operative learning environment
- Help to motivate and direct the students' learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate during the learning process
- Serve as an advisor rather than a formal instructor



Principles of Self-Directed Learning

These are:

1. Should be congruent with lifelong, natural and individual learning drives
2. Should be adapted to the maturation, transformations and transitions experienced by the learners should be concerned with all aspects of a full life
3. Should employ a full range of human capabilities, including senses, emotions and actions as well as intellects
4. SDL activities should be conducted in settings suited to their development.



SMALL GROUP LEARNING

(Small Group Discussion)

Definition

It is an approach to learning comprising a team of 5 – 8 students working together towards achieving shared learning objectives.

- It is an educational approach that focuses on individuals learning in small groups and is distinguished from learning climate and organizational learning.

Characteristics of Small Group Learning

- Non-threatening atmosphere
- Clear understanding of task
- Participation by all
- Pertinent contributions
- Freedom to express views and feelings
- Disagreements not suppressed
- Lack of domination by leader or facilitator
- Criticism is frank, open and constructive
- Decisions by consensus
- Assignments made, accepted and completed.
- Active participation in the subject matter for discussion



Cont.... **Characteristics of Small Group Learning**

- Purposeful activity for learning by students
- Involves face-to-face contact by the learners/members
- It is facilitated by an experienced teacher/instructor.

Importance of Small Group Discussion

- Increases students' learning and achievements through active participation.
- Develops higher-level intellectual reasoning and problem-solving skills.

Cont... **Importance of Small Group Learning**

- Develops positive attitudes towards others and the subject area.
- Reduces students' isolation through teamwork”.
- Students interact and learn from each other.
- Provides an opportunity for students to give and receive feedback.
- Provides a safe environment to share ideas.
- Allows students to be part of a team.
- Helps students with their communication skills.
- Give and receive support to fellow students.
- Encourages leadership skills development.
- Develops self-confidence and increases motivation.



Cont... **Importance of Small Group Learning**

- Students learn how to work through misunderstandings and conflict.
- Provides social interaction with peers.
- Provides opportunities to learn reasoning and problem-solving skills.
- Encourages active participation (gives all group members an opportunity to share their expertise, ideas, and concerns).
- Develops negotiation skills among students.
- Students learn to respect each other's differences.
- Provides students with a deep understanding not just “surface learning”.



Advantages of Small Group Learning

- Encourages active (not passive) learning.
- Topics are covered in greater depth if tasks are divided among group members.
- Provides a safe environment.
- Students learn from each others' examples, opinions, and mistakes.
- Develops skill such as listening, teamwork, and dealing with conflicts.
- Allows students to work with students of different genders, backgrounds, learning styles, and cultures.
- Lends itself to self-motivation.
- Students learn to accept responsibility for their own progress.
- Helps students develop communication skills.

Disadvantages of Small Group Learning

- Personality issues or conflict may arise
- Not all students do equal work, some do more
- Some students do not like working in small groups but alone
- Students may feel like the “*blind leading the blind*”
- Takes away from class instruction by the teacher.



Group Formation and Development

This goes through five distinct stages as discussed below:

Stage 1-Forming

- Is where the group gets to know each other.
- They want to feel safe in the group.
- They also look to the group leader for guidance and direction.
- The members within the group look at differences and similarities about themselves and use this information to appoint jobs within the group.
- This is when they get together to discuss how to handle the task before them.



Cont.... **Group Formation and Development**

Stage 2-Storming

- Is when the group personalize of competition and conflict gets in the way of the task function or what the group is supposed to be doing.
- Students have to bend and mould their feeling, ideas, and beliefs to suit the group.
- Although these issues may not surface as group issues they do exist.
- Questions will come up in the group for: who will be responsible for different tasks, what are the rules, and how do we get started?
- Most of these problems are over leadership, structure, and power, and authority.
- Usually during this time in the groups some members may remain completely silent while other attempt to dominate.

Cont.... **Group Formation and Development**

Stage 3-Norming

- Here, everything is starting to settle down.
- The members of the group are willing to change their preconceived ideas or opinions on the basis of facts presented by other members.
- Group members begin to trust each other and ask questions and work cohesively together.



Cont.... **Group Formation and Development**

Stage 4-Performing

- It is not reached by all groups. If group members are able to evolve to Stage 4, their capacity range and depth of personal relations expand to true interdependence.
- In this stage people can work independently in subgroups or as a total unit. It is marked by interdependence in personal relations and problem solving in the realm of task functions. By, now the group should be most productive.
- Working Together introduces students to interpersonal skills is the first step to getting the groups to work together. Making eye contact. Encouraging fellow group members. Using quiet voices. Disagreeing without hostility.

Cont.... **Group Formation and Development**

- Rules Should be Established. For Example: Contributing your ideas- they may be the key to the question. Listening to others' ideas. Giving everyone a chance to speak. Asking all teammates for help before asking the teacher. And using consensus to settle disputes.

Stage 5 Adjourning

- This involves the termination of task.
- A planned conclusion that provides an opportunity for recognition of participation and achievement and an opportunity for members to say personal good-byes, allows students to terminate the task.



SMALL GROUP ACTIVITIES

These may include:

- **Creating book float:** after completing a novel, students can create a book float representing a scene from the book.
- **Inferring and drawing conclusions:** What happened to...- give the students different pieces of evidence that will require them to both infer and draw a conclusion.
- **Expanding on a topic:** Students can select a topic covered in class and further research some aspect of it.
- **Distinguishing learning style:** Students completing an inventory to distinguish their learning style.
- **Forming groups:** Of students with the same learning style and they create a product and activity to be presented to explain how they learn.

CUSTOMER CARE AND PUBLIC RELATIONS

Definitions

1. **Customer care** is the process of looking after customers to best ensure their satisfaction and delightful interaction with a business and its brand, goods and services.
 - Hence customer care is the act of providing and delivering professional, helpful, high-quality assistance before, during, and after the customer's requirements are met.
 - It is closely related to “customer experience” but different than “customer support” or “customer service.”

Cont..... Definitions

- 2. Customer Service** is the advice or assistance a company gives to its customers while they interact with the brand. It's usually cost related to the customers' requirements, and, in many instances, it comes only after the customer makes a purchasing decision.
- 3. Customer service** is the direct one-on-one interaction between a consumer making a purchase and a representative of the company that is selling it.

Cont..... Definitions

NB:

The customer service agents follow procedures and strive to meet technical and administrative requirements.

However, they can also assist customers while shopping, influencing their buying decision.

The Aim of Customer Care

- The aim of customer service is to answer customer questions, resolve support issues, improve credibility, and nurture relationships.



Customer Service Objectives

Customer Satisfaction

Customer Loyalty

Customer Lifetime Value

Customer Management

Customer Retention

Enhance Productivity

Boost Sales

Ratings and Reviews

Customer Experience

Products and Services

Customer Advocacy

Seeking Feedback

Product Knowledge

Customer Relationship

**Training &
Development**

Revenue

Shareholders Value

Costs

Brand Image

Positive Word

Customer Recovery

Elements (Components) of Customer Care

1. Accessibility
2. Apologize when needed
3. Appreciation
4. Be reachable
5. Body Language
6. Communication
7. Deliver a consistent experience.
8. Empathy
9. Expertise
10. First-call resolution
11. Friendliness
12. Knowing how/when to apologize
13. Overall Customer Experience
12. Prioritize each customer.
13. Professionalism
14. Promptness
15. Respond as quickly as possible.
16. Response time
17. Strive for a great reputation.
18. Teach proper communication skills.
19. Top-tier knowledge
20. Well designed website

ESSENTIALS OF CUSTOMER CARE

The essentials of customer care include:


- Caring attitude
- Passion to customers
- Communication
- Willingness
- Service minded
- No extra fees
- Repeat customers
- Listen and Relate
- Smile – Be happy
- Interact on Social Media
- Standards of Operation
- Ensure the Customer is Satisfied and Happy
- Don't Argue and Don't Take it Personally

HANDLING CUSTOMER REQUESTS

- ❑ There are different kinds of customers who also exhibit different attitudes and emotions.
- ❑ Those ones who come at you fists raised, steam blowing from their ears, and ready to fight you tooth and nail on everything they think is wrong with your company or product.
- ❑ Whether you're handling customer requests, complaints, or general inquiries, customer support can be stressful to say the least.
- ❑ Managing customer support comes with a certain level of inherent chaos that can leave you and your team feeling overwhelmed and ill-prepared if you don't have plan set up in advance (and I strongly suggest that one gets put in place if you haven't already done so).

Cont..... **HANDLING CUSTOMER REQUESTS**

❑ Here are a few ways you can handle customer support like a champ and come out on the other side with your sanity (good reputation/image) in place:

1. **Categorize incoming requests**
 2. **Have a place to put all of those requests**
 3. **Actually respond**
 4. **Fix the problem, take the suggestion, answer the question.**
 5. **Have a drink. Take a breather**
 6. **Use Request Tracking Software to Handle Requests**
 7. **Exceed Customer Expectations**
 8. **Performance Improvement Through Analysis and Evaluation**
- 

Performance Improvement Through Analysis and Evaluation

You should do the following:

- 1. Measure the performance of your operation**
- 2. Look at what is working and what needs to be improved**
- 3. Identify any and all issues with response times to customers**



MANAGING TELEPHONE CALLS


Definition

- *Call handling refers to how businesses manage inbound or outbound phone calls. This can include numerous processes depending on whether you manage a small team or a fully functioning call centre.*
- This human interaction of your brand can make or break first impressions or your reputation, so it's imperative that callers feel that they are getting the best experience when talking to your brand representatives.



Metrics of Telephone Call Handling & Management

– Metrics are measures of assessment commonly used for comparing, and tracking performance or production. The call metrics include:

1. Which call types are routed to different numbers
 2. Where the calls are routed to and how (IVR menu or straight to a receptionist)
 3. The length of time it takes for a call to be answered by a representative
 4. The manner in which they talk with the caller
 5. The product information they are relaying to the caller
 6. The time they are on the call.
- 


Essential Telephone Communication Skills

– The following are the essential telephone communication skills for good customer service:

- 1. Use a positive tone**
- 2. Make it crystal clear**
- 3. Be a sincere customer service provider**
- 4. Say the customer name**
- 5. Improve your customer service by leaving them satisfied**



How to Improve Call Handling

1. Answer quickly and be ready
 2. Qualify the caller and listen to the response
 3. Think about your tone of voice
 4. Don't leave people hanging on hold
 5. Be prepared for well-researched prospects
 6. Make every caller feel important
 7. Summarise the call
 8. Have a follow-up procedure
 9. Don't hang up without a positive outcome
 10. Be consistent
- 

DEALING WITH DIFFERENT CUSTOMERS

Types of Customer Services

1. Phone customer service
 2. Email customer service
 3. On-site customer service
 4. Live chat customer service
 5. Social media customer service
 6. FAQ (Frequently Asked Questions) customer service
 7. Customer self-service
- 

Types of customers and How to handle them


– Customers fall into the following categories:

1. The irate customer
2. The talkative customer
3. The mistaken customer
4. The elitist customer
5. The positive customer
6. Other types of customers, are:
 - a) **Lookers**
 - b) **Bargain hunters**
 - c) **Researchers**
 - d) **Impulse buyers**
 - e) **Discount hunters**
 - f) **Loyal**
 - g) **Referring**
 - h) **Advocate**


CHALLENGES OF CUSTOMER CARE

- The challenges of customer care include the following:
 - When buyers ask you a question you cannot answer
 - When you have to transfer the call
 - When you don't have the right tools to help the customer
 - Understanding what the customer wants and delivering it along with something extra
 - When your customer service workflow is not in line with your customer's journey
 - Facing the wrath of the buyers during a crisis
 - Exceeding Customer Expectations. Talking to Angry Customers
 - Not having an answer to a question. Transferring calls to another department

Cont..... CHALLENGES OF CUSTOMER CARE


- Failing to understand what customers want
 - Dealing with angry customers.
 - Exceeding customers' expectations
 - Serving multiple customers.
 - An outage or other crisis occurs
 - Customers want a discount you can't give
 - Customers want a feature you won't or can't add
 - Flooded with service tickets
- 

Cont..... CHALLENGES OF CUSTOMER CARE

- Having no solution to the customer's problem
 - Not being able to give a bigger discount
 - Admitting the lack of a feature or a product
 - Dealing with a service outage or a crisis situation
 - Reply/resolution times are slow
 - Having to serve multiple customers at the same time
 - Being time-pressed to give a response when you don't have one
- 

CUSTOMER LOYALTY

- **Definition**

- **Customer loyalty is a measure of a customer's likeliness to do repeat business with a company or brand. It is the result of customer satisfaction, positive customer experiences, and the overall value of the goods or services a customer receives from a business.**
 - When a customer is loyal to a specific brand, they are not easily influenced by availability or pricing.
 - They are willing to pay more as long as they get the same quality product or service, they are familiar with and love.
- 

Characteristics of a loyal customer


- These include the following:
 - Not actively searching for different suppliers
 - More willing to refer a brand to their family and friends
 - Not open to pitches from competing companies
 - Open to other goods or services provided by a particular business
 - More understanding when issues occur and trust a business to fix them
 - Offer feedback on how a brand can improve its products or services
 - As long as there is a need, they will keep purchasing from a business.

Importance of Customer Loyalty

The importance of customer loyalty include:

- Repeat customers spend more than first-time customers
- Loyal customers produce higher conversion rates
- It boosts profits since the same customers come back with new ones
- Retaining an existing customer is cheaper than acquiring a new one
- Customer loyalty helps in effective planning of the business
- Loyal customer shops regularly
- Repeat customers spend more during the holidays

How to Build/Create Customer Loyalty

1. Give customers a reason to be loyal
 2. Get hyper-personal
 3. Get hyper-personal
 4. Let your best customers skip the line.
 5. Meet the chef.
 6. Appoint true ambassadors
 7. Get all tiery-eyed
 8. Let the tools do their job
 9. Let Nature take its course
 10. Consider different payment plans
 11. Effectively communicate with your customers
 12. Provide extra perks for your most loyal customers
 13. Provide great customer service
 14. Don't rely too much on technology
 15. Offer a head start
 16. Don't forget to smile
 17. Let your best customers skip the line
 18. Meet the chef.
- 

CUSTOMER RELATION ATTITUDE

- ❑ A positive attitude in customer service means happy customers, which in turn means success for the company.

- ❑ Good customer service relation attitude comprises:
 1. A warm friendly smile
 2. Courteous mannerism
 3. A willingness to serve, and
 4. An empathetic demeanour



Creating Good Customer Relation Attitude

– To do this, use the acronym “**Attitude**”:

A – Always greet your customers

T – Treat your customers with respect

T – Talk and chat with your customers

I – Interact with your customers in a relaxed, personal way

T – Turn up to work with a positive attitude

U – Understand your customer needs

D – Discover the impact you have around your customers

E – Excite your customers about your products

The Power of Positive Attitude in Customer Service

Positive attitude in customer service has the following advantages/benefits to the organization and brand:

1. Positive thinking by customers
2. Improved customer service
3. Emotional connection with customers
4. Work satisfaction by providers
5. Improved problem-solving skills
6. Beneficial customer interactions
7. Better work environment
8. Healthier work environment
9. Improved performance and career opportunities
10. Increased customer satisfaction



PUBLIC RELATIONS

Definition

– It is the professional maintenance of a favourable public image by a company or other organization or a professional person.

OR,

– Helping a business or individual cultivate a positive reputation with the public through various unpaid or earned communications, including traditional media, social media, and in-person engagements.

– They also help clients defend their reputation during a crisis that threatens their credibility.

The Objectives of Public Relations

The key objectives of public relations are:

1. Building product awareness
2. Creating interest
3. Providing information
4. Stimulating demand
5. Reinforcing the brand



The Objectives of Public Relations

1. Building Product Awareness

- When introducing a new product or relaunching an existing product, marketers can use a PR element that generates consumer attention and awareness through media placements and special events.

2. Creating Interest

- Whether a PR placement is a short product article or is included with other products in “round up” article, stories in the media can help entice a targeted audience to try the product.



Cont..... **The Objectives of Public Relations**

- For example, around the holiday season, a special holiday food may be promoted with PR through promotional releases sent to the food media or through special events that sample the product.

3. Providing Information

- PR can be used to provide customers with more in depth information about products and services.
- Through articles, collateral materials, newsletters and websites, PR delivers information to customers that can help them gain

Cont..... **Objectives of Public Relations**

4. Stimulating Demand

- A positive article in a newspaper, on a TV news show or mentioned on the Internet, often results in a discernible increase in product sales.

5. Reinforcing the Brand.

- In many companies the public relations function is also involved with brand reinforcement by maintaining positive relationships with key audiences, and thereby aiding in building a strong image.

Cont..... **Objectives of Public Relations**

- Today it is ever more important for companies and brands to build a good image. A strong image helps the company build its business and it can help the company in times of crises as well.




Types of Public Relations

These are:

1. Media Relations
2. Investor Relations
3. Government Relations
4. Community Relations
5. Internal Relations
6. Customer Relations
7. Marketing Communications

Cont.....Types of Public Relations

- 1. Media Relations:** Establishing a good relationship with the media organisations and acting as their content source.
 - 2. Investor Relations:** Handling investors events, releasing financial reports and regulatory filings, and handling investors, analysts and media queries and complaints.
 - 3. Government Relations:** Representing the brand to the government with regard to the fulfilment of policies like corporate social responsibility, fair competition, consumer protection, employee protection, etc.
- 

Cont..... **Types of Public Relations**

4. Community Relations: Handling the social aspect of the brand and establishing a positive reputation in the social niche like environment protection, education, etc.

5. Internal Relations: Counselling the employees of the organisation with regard to policies, course of action, organisation's responsibility and their responsibility. Cooperating with them during special product launches and events.



Cont.....Types of Public Relations

- 6. Customer Relations:** Handling relationships with the target market and lead consumers. Conducting market research to know more about interests, attitudes, and priorities of the customers and crafting strategies to influence the same using earned media.
- 7. Marketing Communications:** Supporting marketing efforts relating to product launch, special campaigns, brand awareness, image, and positioning.



Essential Elements of Public Relations

– Good public relations is key in creating and maintaining the organizational image, reputation, growth and development.

– The essential elements of successful public relations are:

1. The situation

2. Your objectives

3. Your audience (publics)

4. The strategy of your plan

5. The tactics of your plan

6. The calendar timeline

7. The budget for the programme

8. Monitoring and evaluation of the program.

Cont... **Essential Elements of Public Relations**

1. Defining the Situation

- Understanding where the business is placed financially, in the market and where they want to go is paramount.
- Without this, the campaign will have no direction and struggle to have any impact as well as becoming a complete waste of time.
- Knowing what they have tried before can also tell you what not to do, as well as impact your strategy.
- It is also vital to understand what competitors are doing, what they are missing and how the client could fit into the market.




Cont... **Essential Elements of Public Relations**

2. Defining the Objectives

- This is not what you put into the campaign, but what you hope to get out of it. Not the means, but the end.
- It is evaluated by asking if it addresses the situation, is it measurable? Can it be achieved? Is it realistic?

3. Defining the Audience (Publics)

- You must be able to know who you are trying to reach; target publics and intercessory publics. Find out who they are and sell your message to them.
 - Work out what makes them different? Define them by type and the characteristics that make them different.
- 

Cont... **Essential Elements of Public Relations**

- If a target public can be recognised, then you can understand how to make the product and/or services attractive to them as well as know how they can be reached.
- For example, if the target public is wheat farmers, than you won't be advertising in *The Australian Women's Weekly*.
Common sense prevails.



4. Defining the Strategy of your Plan:

- This is a somewhat broad statement – describing how an objective will be achieved.
- This provides a guideline and key messages and themes for the overall program as well as offering a rationale for the action and program components that are planned.



Cont... **Essential Elements of Public Relations**


5. Defining the Tactics of your Plan

- This describes the specific activities that put each strategy into operation and helps to achieve the stated objective.
- This is the most visible part of the PR campaign and can be the make or break point. All elements of the plan must be considered at this point and must be re-evaluated regularly throughout the campaign.



Cont... **Essential Elements of Public Relations**

6. Define the Calendar Timeline

- Determine a timetable for the campaign program focusing on pivotal points including the obvious, start and finish times.
 - The timing of each aspect must be intended with the audience. It is also important to most of the effort in the early stages of the campaign.
 - Launch the rocket. Also make the calendar so you know how long you have left in for time consuming jobs (for example – pitching to journalists).
- 

Cont... **Essential Elements of Public Relations**

7. Defining the Budget

- Knowing how much can be spent is integral for any plan. How much you can spend? How much you should spend?
- This also allows for consideration for more or less money to be used at any stage of the campaign. PR budgets can be broken into 2 aspects; staff time and out of pocket.




Cont... **Essential Elements of Public Relations**

8. Defining Evaluation of the Program

- By being able to measure the objectives to show clients and employers accomplishments and purpose, this can determine the success of the campaign.
- Criteria should be realistic credible and specific.
- It should also restate the objectives and then name the evaluation methods to be used. Keep it simple.



Cont... **Essential Elements of Public Relations**

- The client will be focusing on the return on their investment in your Public relations. Making them feel it has been worth their while is indispensable.
 - Here we have tackled the 8 essential elements of a successful Public Relations campaign.
 - If an understanding and implementation of each element is included in a current PR campaign, I'm sure a great deal of improvement will be seen.
- 

Skills for Effective PR Function

- Public relations skills are a wide range of capabilities and proficiencies that typically fall under the category of communications and marketing.
- These skills can be put to use for a variety of purposes, from introducing new products or services to enhancing the reputation of a company.
- In most cases, public relations skills help shape public opinion, which is especially helpful if a company wants to reshape its brand.



Cont.... **Skills for Effective PR Function**

– The most important PR skills include:

1. Communication
2. Writing Ability
3. Multimedia
4. Focussed
5. Proactive
6. Loyal towards your Job
7. Tech savvy
8. Social media skills
9. Research
10. Time management

11. Creativity and Innovation

12. International Perspective

13. Others are:

a) Flexibility and Initiative

b) Motivation Event Planning

c) Reliability and networking

d) Self-Direction & Teamwork

e) Branding and Brand Management

f) Budgeting and Task Management

g) Client Relations

h) Analyzing Trends

PUBLIC RELATIONS PLAN

- A strong Public Relations Plan is an important Public Relations strategy.
- Think of it as a road map for your organization's PR program and campaigns.
- An effective PR plan will help your organization to target a specific audience, set specific goals and objectives, and evaluate your PR program's success.

Cont... **Public Relations Plan**


– The key elements of an effective public relations plan are:

1. Research
2. Core Objectives
3. Implementation
4. Monitoring and Evaluation
5. Investment



Cont... **Public Relations Plan**

1. Research

- The most important element of any successful PR plan is to know your target audience. The time taken initially to best understand the people you are trying to reach will save your organization time and money in the long run.
 - The more you understand who your audience is, the more effectively you can tailor your campaigns to their specific language, wants, and needs.
- 

Cont... **Public Relations Plan**

2. Core Objectives

- Every effective PR plan needs at least one clear, tangible objective.
What is it that you want to achieve? How will you measure success?
- An easy way to know if you are on the right track in choosing the right goals and objectives for your organization is to create *SMART objectives*.



Cont... **Public Relations Plan**

– Commonly known in the industry, “SMART” stands for the following:

a) Specific – is it clearly defined?

b) Measurable – how will you gauge performance?

c) Attainable (Achievable) – is it a reasonable goal?

d) Relevant (Realistic) – how realistic is it?

e) Timely (time bound) – are there clear deadlines for results?

– *Be sure to ask yourself if each of the objectives in your PR plan meet the SMART criteria for a winning strategy.*

Cont... **Public Relations Plan**


3. Implementation

- It is important to have an idea of how you will implement the tactics, strategies, and objectives of your PR plan. What steps do you need to take first?
- How will you best reach and engage your audience? What is your overall strategy for success?



Cont... **Public Relations Plan**

4. Evaluation

- Take the time to decide how and when you will evaluate the effectiveness of your PR plan.
 - Evaluations should be done regularly to ensure that your plan stays on track and so that changes can be made, if needed.
 - We suggest taking the time to do this more than just once a year.
 - Quarterly evaluations are best as they can help to track audience trends and campaign effectiveness during different seasons.
 - Ultimately, you need to decide on an evaluation schedule that best fits your organization's needs.
- 

Cont... **Public Relations Plan**


5. Investment

- Your PR plan will need to include clearly defined resources.
- Know the investment needed ahead of time for all aspects of the plan so that you best understand what you can and cannot accomplish.
- What is the budget?
- How will it be allocated throughout various campaigns?
- Is there flexibility for the unexpected?
- Take the time to cultivate an effective PR plan for your organization.
- The time and effort you put in will only help you to better understand your target audience and help take steps toward overall success.



Functions of Public Relations

The important functions of PR is communicating with the:

- Shareholders
 - Dealers
 - Customers
 - General Public
 - Government
 - Employees
 - Press
- 

The Tools Used in Media Relations

The tools used in media relations to execute the functions of PR include the following:


1. Press Kits
2. Audio Releases
3. Matte Releases
4. Website Press Room
5. Media Tour
6. Newsletters
7. Events/Functions
8. Speaking Engagements
9. Television, Radio, Newspapers
10. E-mail and other social media platforms, Websites etc.

The Tools Used in Media Relations

- 1. Press Kits:** Press kits include written material about the organization and its top people.
- 2. Audio Releases:** Audio releases or video releases are pre-recorded messages distributed to various media channels.



Cont... **The Tools Used in Media Relations**


- 3. Matte Releases:** Small local newspapers accept articles written by organizations when they do not have sufficient articles or stories to publish. Such releases are called as matte releases.
 - 4. Website Press Room:** Public relations experts promote their organization and its products/services through online press rooms.
 - 5. Media Tour:** Public relations experts publicize their organization and its products through media tour where key people of the organization travel to important places and locations and promote their products through various interviews to media people.
- 

Cont... **The Tools Used in Media Relations**

6. **Newsletters:** Newsletters are nothing but publications which are distributed on a regular basis (monthly, quarterly) among target audiences.

Public relations experts collect complete information (name, address, age group) of their target customers and distribute newsletters to create awareness about their products.

Newsletters should include information about the organization, interview from key people, product information, and testimonials from clients and so on.



Cont... **The Tools Used in Media Relations**

- 7. Events/Functions:** Public relations experts organize special events, gatherings, parties, to target their customers and promote their organization and its products among them. People from media are also invited for coverage.
- 8. Speaking Engagements:** One of indirect ways of publicizing an organization and its products is through interacting with potential customers and target audience.



Cont... **The Tools Used in Media Relations**

Company officials address the target audience and do not only discuss about their products and services.

They generally prefer any topic which would interest the target audiences.

9. **Television, Radio,** E-mail and other social media platforms, Newspapers, Websites etc.



Challenges of Public Relations

There are a number of challenges facing PR function in many organizations including:

- ✓ Credibility & reputation management
- ✓ Choosing the right channels
- ✓ Measuring impact
- ✓ Crisis management
- ✓ Time management

- ✓ Noise from Multiple Channels
- ✓ Financial Constraint
- ✓ Increase in Communication Platform
- ✓ Client's Expectation Management
- ✓ Poor Man-Power Situation
- ✓ Poor Appreciation of the Profession

Cont.... **Challenges of Public Relations**

- ✓ Among Public and Private Organizations' Leaders
- ✓ Low Awareness of PR and What it Stands For
- ✓ Poor Usage of Social Media
- ✓ Educating the executive team
- ✓ Cutting through the clutter
- ✓ Protracted review and approval process
- ✓ Balancing priorities among diverse stakeholders



The End

Thank You...!

