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شهادة إدارية

بخصوص تقييم المطبوعة البيداغوجية المنجزة من طرف الأستاذة: بوعلام سعيدة

بعد الاطلاع على تقارير الخبراء المعينين من طرف أعضاء اللجنة العلمية لقسم الهندسة المدنية ضمن اجتماعها المنعقد يوم الثلاثاء عشرون من شهر ماي عام ألفين وخمسة وعشرون ميلادي، قصد إنجاز خيرة حول المطبوعة البيداغوجية المقدمة من طرف الاستاذة بوعلام سعيدة، أستاذ محاضر "أ" بقسم الهندسة المدنية بجامعة محمد بوضياف والمعنونة ب:

Course booklet

Expression Technique

(Support pédagogique destiné aux étudiants de 2^{ème} année Licence en Génie Civil)

حيث أن كل تقارير الخبراء كانت إيجابية، تم المصادقة على المطبوعة واعتمادها لطلبة السنة الثانية ليسانس هندسة مدنية.

تتكون لجنة الخبراء المعينة من طرف أعضاء اللجنة العلمية للقسم من السادة الآتية أسماءهم:

الأستاذ: بلقرع لعربي أستاذ التعليم العالي بجامعة محمد بوضياف بالمسيلة

الأستاذ: بكير نسيم أستاذة محاضرة "أ" بجامعة محمد بوضياف بالمسيلة

الأستاذ: عيدود آسيا أستاذة محاضرة "أ" بجامعة قلمة.

تستعمل هاته الشهادة فيما يسمح به القانون

رئيس القسم



رئيسة اللجنة العلمية للقسم

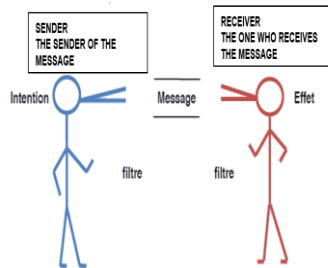


MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Université Mohamed Boudiaf - M'SILA
Faculty of Technology
Civil Engineering Department



Course booklet
Expression technique
2nd Year (Licence of Civil Engineering)



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PREFACE

This document is intended for students of the 2nd year Bachelor of Civil Engineering of the new LMD system, it groups together some chapters of the module of Techniques d'expression. The aim of this course is to teach students oral and written communication, both in academic scientific environments and also in social environments outside the university, particularly when looking for a first job and in companies after recruitment. It prepares students for the world of work, which they will join at the end of their studies. If the student is pursuing an academic career as a research teacher, he will have acquired in this module the basic knowledge of writing research articles, making a bibliography, scientific reports, even pedagogical books and oral presentation of work, communication between researchers etc. If the student pursues a career in a company, this module will have enabled him to learn how to present himself at a recruitment competition, how to write a resume and cover letter for the position sought, common pass a job interview etc, those to provide answers and tools.

-Material content :

CHAPTER 1 : Search, analyze and organize information :

Identify and use locations, tools and resources, Understand and analyze documents, Build and update documentation.

CHAPTER 2 : Improving the ability to express oneself.

Take into account the situation of Communication, Produce a written message, Communicate by oral, Produce a visual and audiovisual message.

CHAPTER 3 : Improving communication skills in interaction situations.

Analyze the interpersonal communication process, Improve face-to-face communication skills, Improve group communication skills.

CHAPTER 4 : Developing autonomy, organizational and communication skills within a project approach.

Be in a project and communication approach, Anticipate action, Implement a project: Presentation of an account of practical work.

CANEVAT :

Semestre : S4

Unité d'enseignement : UE Transversale

Code : UET 2.2

Crédits : 1

Coefficients : 1

Matière 1 : Techniques d'Expression et de Communication

VHS : 22h30 (Cours : 1h30) C

Objectifs de l'enseignement :

Cet enseignement vise à développer les compétences de l'étudiant, sur le plan personnel ou professionnel, dans le domaine de la communication et des techniques d'expression.

Connaissances préalables recommandées :

Langues (Arabe ; Français ; Anglais)

Contenu de la matière :

Chapitre 1 : Rechercher, analyser et organiser l'information . Identifier et utiliser les lieux, outils et ressources documentaires, Comprendre et analyser des documents, Constituer et actualiser une documentation.

Chapitre 2 : Améliorer la capacité d'expression . Prendre en compte la situation de Communication, Produire un message écrit, Communiquer par oral, Produire u message visuel et audiovisuel.

Chapitre 3 : Améliorer la capacité de communication dans des situations d'interaction
Analyser le processus de communication Interpersonnelle, Améliorer la capacité de communication en face à face, Améliorer la capacité de communication en groupe.

Chapitre 4 : Développer l'autonomie, la capacité d'organisation et de communication dans le cadre d'une démarche de projet . Se situer dans une démarche de projet et de communication, Anticiper l'action, Mettre en œuvre un projet : Exposé d'un compte rendu d'un travail pratique.

Mode d'évaluation : Examen final : 100 %.

CANEVAT :

Semester : S4

Teaching unit : UE Transversale

Code : UET 2.2

Crédits : 1

Coefficients : 1

Subject 1 : Expression and Communication Techniques

VHS : 22h30 (Courses : 1h30)

Teaching objectives :

This course aims to develop students' personal and professional skills in communication and expressions techniques.

Recommended prior knowledge :

Languages (Arabic ; French ; English)

Contenu de la matière :

Chapter 1 : Research, analyze and organize information . Identify and use documentary resources, understand and analyze documents, compile and update documentation.

Chapter 2 : Improving the ability to express oneself . Take into account the communication situation, Produce a written message, Communicate orally, Produce a visual and audiovisual message.

Chapter 3 : Improving communication skills in interaction situations. Analyze the interpersonal communication process, Improve face-to-face communication skills, Improve group communication skills.

Chapter 4 : Developing autonomy, organization and communication skills as part of a project approach. Situating oneself in a project and communication approach.

- Anticipating action, Implementing a project : Presentation of a practical work report.

Evaluation method : Final exam : 100%.

CHAPTER I :
Researching, analyzing and organizing
information

CHAPTER I : Researching, analyzing and organizing information

I.1 Defining the subject and formulating a problem :

This course offers a step-by-step approach to mastering the techniques of documentary research, critical analysis and data organization. The aim is to provide concrete tools adapted to the needs of students and researchers, integrating practical examples and proven theoretical frameworks.

The first step is to clearly delimit the object of research, to avoid drifting off course. Several sources emphasize the importance of this phase, notably by using techniques such as the QQOCP method (Who, What, When, Where, How, Why).

For example, to study “the impact of social networks on the mental health of adolescents”, we need to identify the actors (adolescents, researchers), the temporalities (recent studies), and the key concepts (mental health, social networks).

Dictionaries and encyclopedias are indispensable resources for clarifying the subject and formulating an operational problem. A problem should be formulated in a concise sentence, allowing the identification of key words and their synonyms, as well as their translation into English to broaden the search.

Given the overabundance of information and the diversity and accessibility of documentary resources, the processes of documentary research and information validation require the application of an effective methodology.

The main aim of this chapter is to provide a methodology for bibliographic research based on the following steps :

- 1. Subject definition** : Identify the research topic,
- 2. Information gathering** : Select sources to consult and tracking tools,
- 3. Source evaluation** : Search catalogues and databases as well as the web by evaluating sources,
- 4. Citation of sources** : Citing sources helps to avoid plagiarism,
- 5. Information processing** : Organize, prioritize the notes taken, structure and synthesize the knowledge thus acquired,
- 6. Communication of information** : The information can be communicated in writing (report, thesis, dissertation...) or orally (oral presentation).

I.2 Why is it important to search, analyze and organize information? I.2.1 Background:

In a world where information is ubiquitous, it is essential to know how to distinguish between

fact and opinion, reliable sources and biased sources, and to structure the information to make it a useful tool.

In a world where information is omnipresent, it is essential to know how to distinguish facts from opinions, reliable sources from biased sources, and to structure the information to make it a useful tool.

Concrete examples:

- A student must write a thesis or academic report.
- A professional must prepare a presentation based on verifiable data.
- A citizen who seeks to understand a complex subject (politics, health, environment)

I.2.2 The ubiquity of information: We are constantly bombarded with information from various sources: traditional media (newspapers, television), social networks, blogs, books, scientific articles, etc.

- **Associated problem:** With so much information available, it becomes difficult to know what is relevant, reliable or useful. Much information is redundant, biased or even false.

I.2.3 Distinguish facts from opinions

- **Fact:** Objective, verifiable and evidence-based information. For example: "Global average temperature has increased by 1.1°C since the pre-industrial era."
- **Opinion:** A subjective interpretation, often influenced by personal beliefs or emotions. For example: "Climate change is not a serious problem."
- **Why it's important:** Confusing facts and opinions can lead to wrong decisions or an incorrect understanding of a subject.

I.2.4 Identify reliable sources and avoid bias:

-**Reliable sources:** Information produced by experts, recognized institutions or credible organizations. Example: an article published in a peer-reviewed scientific journal: A paper published in a peer-reviewed scientific journal.

-**Biased sources:** Information that promotes a particular point of view, often to the detriment of neutrality. Example: An article funded by a company to promote its products.

-**Why it's crucial :** Biased sources can manipulate information to influence readers or serve specific interests.

I.2.5 Structuring information to make it useful :

-**What it means:** Organize information in a logical and accessible way so that it can be used effectively to solve problems, make decisions or communicate ideas.

Example : Create a well-structured report with clear sections (introduction, methodology, results, conclusion) to facilitate reader understanding.

I.3 Subject Definition: To clarify the subject, understand it and pose a problem, we must study the following points:

- Understand the key steps to effectively search for information.
- Learn how to analyze and assess the quality of information.
- Discover ways to organize and structure information in a logical and accessible.

I.3.1 Identify the topic: To avoid misunderstandings, misstatements and omissions, the subject should be delineated using the 3QOCP questioning technique .

-**Who:** Author, function of the author, contact possibilities (phone, mail...)

- **What:** Content, topics covered, wealth of information

- **When:** Date of creation and update

- **Where:** home page URL, host country

- **Comment:** site tone (neutral, polemic), presentation, spelling...

- **Why:** Author's intention (sell, inform), type of site (institutional)

- personal, corporate, association.

I.3.2 Keyword Release: The subject should be expressed in a short sentence and meaningful terms. Each term in the statement is important and will correspond to concepts/keywords that will be used in Developing Research Equations.

For each concept, it is advisable to search for one or more synonyms or associated terms and their translation into English in order to broaden the search.

The tools to understand and delimit the subject are grouped under the term

D'usuels" which include:

- The dictionaries;
- The encyclopedias.

I.4 Collected information : After having delimited the subject and uncluttered the keywords, it is possible to combine the keywords to collect the information.

The approach to finding the best sources of information for literature searches has two dimensions, depending on the type of documents to be consulted and the type of resources to be queried.

I.4.1 The type of documents: It depends on the level and nature of the information sought:

- Dictionaries and encyclopedias, useful for understanding the subject and clarifying it, especially when it comes to new concepts.
- Books or monographs, useful for further research. Included in this category are:
 - manuals, which provide an update on a question,
 - mementos, which allow to get a quick idea about a subject,

- specific ones, which deepen an aspect of the question,
- Proceedings of conferences, which are the minutes of a congress
- General or specialized periodicals**: they allow us to keep informed of the latest research results or news on a societal issue.
- Theses, dissertations, research reports** : of a high scientific level, they are appropriate to treat a sharp subject
- Specific documents (maps, patents, images, statistical data, etc.)** : their use will depend on the discipline or approach chosen to deal with a subject
- **Official documentation** : this is all the official documents published by the State (laws, decrees, regulations, public contracts, associations, etc.)

I.4.2 The type of resources : It will depend on the nature of the subject and the type of document sought :

- Library catalogues** : multidisciplinary, they are essential to find paper documentation.
- The resources of the Web**: They are countless but their quality is extremely variable. Some recommended sites for scientific and academic information search

I.5 Source Assessment : The evaluation focuses on research methodology, with two points to be analysed in particular :

- Document Relevance** : Fit between Content and Need Enrolled in the research field
Answers to questions asked.
- Source reliability** : Assessment of the source used to determine whether a document provides valid and reliable information. Check
- **The author's reputation**: recognized in his field or not. On a web page, consult the sections "About" or "Who are we" (= have information on the authors/ organization etc. that write the pages of the website consulted).
- **The objectivity of information** : partial or impartial. Identify the objective sought, the intention of the author according to the type of source (political, scientific, journalistic, commercial, personal,...)- The level of information (general public, specialists, schools) that can be identified from the target audience
- Accuracy of information** : cross reference with other sources
- Current information** : recent or dated (criteria to be evaluated according to the research context). On a web page, identify the date of creation of the site and the date of last update to know if the information is current.

I.6 Citation of sources : Quotation is the act of quoting, reporting the words or sentences of someone; words, passages borrowed from an author or someone who is authoritative.

The quotation avoids plagiarism but also:

- Respect the copyright.
- Give credibility to the work.
- Demonstrate scientific rigour.
- Allow the reader to trace back to the source.

In a research work, the source of citations must be indicated at 2 places:

- In the text, cited in an abbreviated way (The citation call in the text), it can be identified:
 - Either by author with the name(s) of (s) author(s) that is to say the name of the first author or the names of the first 3 authors or the names of all the authors
 - Either by number.
- At the end of the text, create a bibliography and cite all sources. Bibliographic references will be classified:
 - Either in alphabetical order of the first author cited, in case of a citation call by author,
 - Either in numerical order, in the case of a call for quotation by number.
- The bibliography presents all the bibliographical references used to lead to Well your research work.

Bibliographic references should be arranged as follows :

- Book** : AUTHOR, First name. Title of the work. Edition.
- Periodical article** : Title of the article. Title of the periodical, year, issue.
- in a dictionary or encyclopedia** : Title of the dictionary or encyclopedia (dates of edition).
- On the internet or online
- Article** : Title of the resource, date of the document, (date of consultation) <URL>
- Databases** : Name of the databases, Location, Editor, date

I.7 Information Processing: In this step, the relevant information obtained is then analysed and finally, a summary is made. This step can be organized as follows:

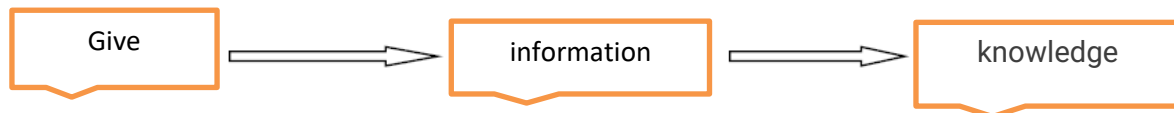
1. The search in documents, pages where all the information is needed to deal with the subject.
2. Selecting only the most interesting, the most telling information.
3. Restrict or expand subject depending on the overabundance or difficulty of locating documentation.
4. Take notes: Avoid copying the content of documents word by word.
5. Cite references used in documents.
6. Process information, reformulate it and respond to the research topic.

7. Think about the connections that need to be made between different parts of the work and build a coherent plan.

I.8 Communication of information: The information can be communicated in writing (report, thesis, brief...) or orally (oral presentation). The organization of this stage is as follows:

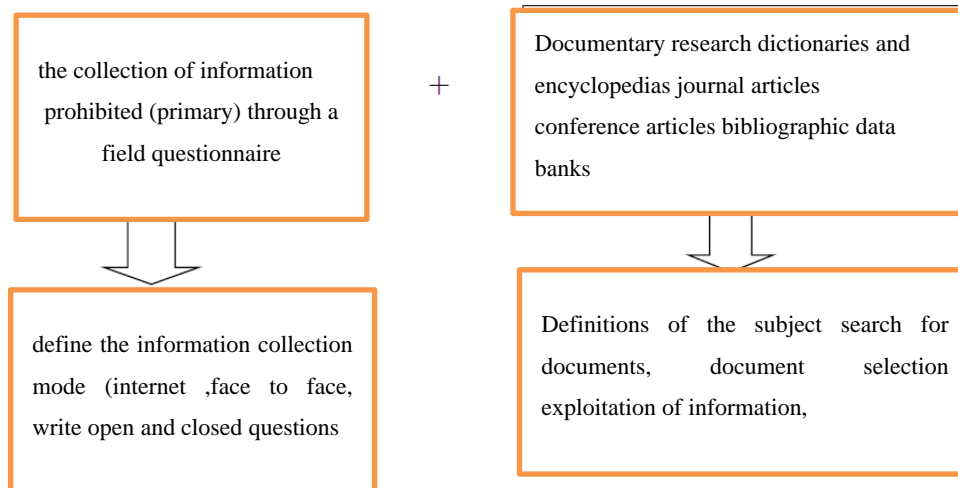
- Gather all the material (starting questions, reading notes sheets)
- Write the work in correct and understandable French from reading sheets and following the coherent plan.
- Think about the logical sequence of my paragraphs.
- I don't paraphrase.

I.9 A knowledge: is the result of the appropriation and interpretation of information.



I.9.1 Information Retrieval Tools:

There are many tools to search for information. The organization will have to opt for the most relevant means, that is, one which allows quick access to quality information at a lower cost. The organization uses two main collection modes: survey and literature search.



I.10 Information Analysis :

After searching for and finding information, it is essential to **analyze this information** in order to verify three elements:

- **the relevance of the information:** does the information found correspond to my need for information? Is it relevant to my subject and research objectives?

- **the reliability of information:** refers to the degree of confidence that can be given to it. Is this information reliable, that is to say can I trust it, what are the elements that can allow me to know if this information is correct or not, whether it is objective or subjective...? It depends on several elements: the identification of the source; the accuracy of the data, the facts.

-**the validity of information:** refers to the credibility that can be given to the document: the seriousness of a source, an author (competence and notoriety). Knowledge of the discipline or field is desirable.

Analysis is the examination of information (sorting, adding, comparing) to better understand the relationships between the 'whole' and the "parts".

I.11 Organization of information:

Once the information has been analysed and selected, it is necessary to put this information in relation to each other, that is to say, to identify the links between them so as to make the best use of them. These relationships may be:

- **the opposition:** the information contradicts each other, they give different and contradictory opinions (but not false!)

- **complementarity:** the information is complementary, it gives different and complementary opinions.

- **redundancy:** the information is repeated, it does not bring anything more than what we had at the beginning.

The organization of information facilitates understanding and provides fast, reliable and up-to-date information.

I.12 Removing and organizing information from a document :

-**Analyze a series of documents** For each document, you must **present it, describe it and answer the problem.**

-Present a document There are several types of documents: text, photograph, drawing, diagram, table, graphic... Each time, the type and subject addressed by the document must be specified.

- Describe a document

- If the document is a photo, diagram or drawing of observation, you must describe precisely what you observe.

- If it is a text, you must summarize it by explaining the topic.

- If it is an experiment with its results, it must be interpreted

- If it is a model, the analogies and limitations of this manipulation must be presented.

First step, always keep the question or problem in mind.

- Read the document
- List the information provided by the document - Reread the instruction to find out what you are looking for.
- Select from the information provided by the document those that are useful - to achieve the given command.
- Reformulate the selected information.

I.13 Answer the problem : It is up to you to find out how this document allows you to answer the problem. Each document may only address part of the problem, and all information presented in the document may not be relevant to addressing the problem.

I.14 Writing a Reasoned Text

- Identify essential information content:
 - fast and efficient reading
 - identification and classification of indices
- Perceiving the overall meaning of a document
 - identification of the theme, the problem
 - Terms of reference
 - Read the instruction carefully
- Select information, useful phenomena to answer the problem in the various documents (draft).
- Reformulate selected information (draft).
- Arrange the text (draft).
- Write the following plan
 - respecting the rules of French: understandable sentences, spelling, grammar, short sentences,
 - using a precise scientific vocabulary,

I.15 Skills :

- ✓ Know the complementary techniques related to communication (printing, audiovisual, documentary database, multimedia, PAO...).
- ✓ Know how to organize a search for information in order to process and classify it, possibly synthesizing it according to the requests.
- ✓ Knowledge of the scientific disciplines and research environment in its field of intervention.
- ✓ Know how to lead a team.
- ✓ Practice English.

I.16 The Report:

What is a report?

A debrief is an exercise that is subject to strict rules. It is an exercise of Synthesis of a document. You must, from a written document, reproduce in your own words, the essential Ideas of the author respecting a plan that you have previously developed. The plan does not necessarily have to respect that of the original text.

-This exercise will assess your ability to :

-Understand a written document.

-Use a spirit of synthesis .

-Organize and articulate your ideas;

-Ensure the linguistic quality of your French.

This exercise is required in French universities and is part of a frequently encountered writing. It is also offered in the context of competitions for the French public service. How many words do I have to write? .

-The number of words you need to write depends on the document you are given. General rules.

Follow the general rules of the record throughout your writing : never use the first person of the singular and plural; you account for the thought of an author.

-Avoid copying sentences from the support document : you must express yourself with your own words. Summarize and reformulate ideas that you think are important

- **Organize your plan** : articulate each of your parts with each other. In each part, you will present a key idea and related secondary ideas.

-Don't forget caps and punctuation : your work must be punctuated (neither too much nor too little); punctuation makes reading easier, gives consistency to your work and avoids sentences that are too long and may be inconsistent or even difficult to understand.

I.16.1 Write a report

-Objectives and communicative skills.

-Identify the nature of a document.

-Identify the main theme, the stakes, and the overall organization of a text.

-Synthesize and rephrase the information in a personal language, objectively.

I.16.2 Presentation : In order to acquire the writing skills presented in this method, one requirement is necessary :

How to read a text ?

Mastering text comprehension techniques is essential in the exercise of administrative or diplomatic responsibilities. This ensures gains :

- of time ;
- efficiency
- and rigor.

Knowing and mastering document analysis methods form the foundation of the civil servant profession. These analysis methods will help you carry out a large number of tasks that every civil servant is required to perform daily throughout their career:

- reading the news ;
- press review;
- quick reading and understanding of the important elements of a letter or a speech .
- analysis and synthesis of documents such as speeches, press articles, directives.

-Before proceeding to read a text, consider:

- identify the type of document (newspaper article, note, speech, memoirs of a politician, legal text, survey, report, etc.);

-appreciate the context of the document (its publication date, its historical situation, the author's background, etc.)

-There are several levels of reading:

1. Superficial reading (or skimming) immediately invites one to ask

b. Phrase-by-phrase analysis

Only then (and for difficult texts), will you proceed with a more detailed analysis, sentence by sentence. For example, you could create a table in which you highlight the main ideas and their logical sequence.

2. The scope of the document

When reading a document, it is important to ask the following questions:

- What is the significance of this document?
- What will be the potential consequences of the measures mentioned in this document on the future of the State, the Administration ?

In the functions that will be yours, you will be both the "recipient" of the text and the "user," meaning you will have to use it:

- either to make it more readable;
- either to make a summary or a report
- either because it will help you form an opinion on a specific topic
- either because it will serve as a basis for such and such policy

- either to criticize its content.

Chapter II :

Improve your ability to express yourself

Chapter II : Improve your ability to express yourself

II.1 Generalities on Communication :

II.1.2 Communication, an exchange :

What is communication ?

It is the set of strategies implemented by a person or a group of people to exchange resources and representations with others.

- Communication can be represented in a simplified manner.

-Communication techniques are becoming increasingly diverse, including written communication : letters, emails, reports, or oral communication: PowerPoint presentations, interviews, video conferences.

All messages to be shared must be clear, concise, and well thought out in advance to avoid giving undue precedence to emotions.

In this chapter, we will cite some definitions of communication and expression techniques and also present techniques for effective communication through written or oral means.

II.1.2.1 Technique :

It is the set of processes and methods employed to achieve a result, or it is a way or manner of saying or doing something.

II.1.2.2 Expression :

It is a faculty or way of expressing oneself by giving one's opinion or viewpoint through language, while also manifesting one's thoughts, feelings, and ideas.

II.2 A matter of context :

For a communicative relationship between the speaker and the audience to be established and unfold, there must be a particular context (e.g., Presentation, Defense, etc.). Main components of this notion of context.

II.2.1 The institutional context : determines the roles, the relationship between the interacting individuals, the "rules of the game."

II.3. The setting : where the meeting takes place, including the immediate environment, the location, and the time in which it is situated.

II.4. The elements specific to each culture : which govern social interactions (for example, practices, etiquette);

- The nature of the relationship, the objectives, the goals that each person sets in relation to the communication situation (for example, to inform, to be informed, to convince, to comfort, to threaten).

- Personality, everything that constitutes the person themselves, for example, personal history, motivation, character, values. These constitutive elements of the context influence communication in various ways and to different degrees.

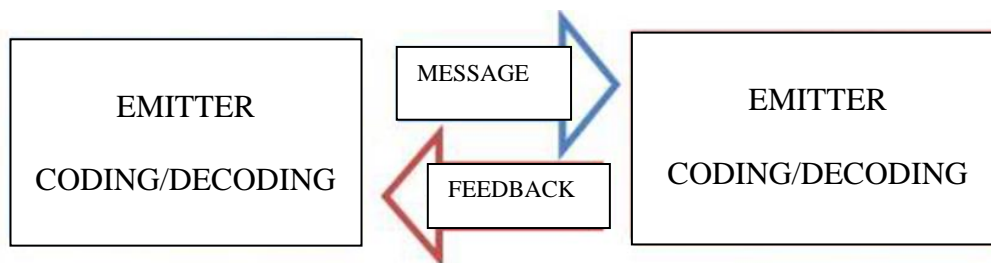
II.5. Definition ;

Components and forms of communication is the process of transmitting information. This term comes from the Latin "communicare," which means "to share." Communication can therefore be considered a process for the sharing of information and knowledge. The act of communicating is It self a complex process, dependent on several factors ;
We cite :

- 1-The message,
- 2-The sender,
- 3-The receiver,
- 5-The code,
- 6-The channel.

It is the intention of a sender, translated into a message, interpreted by a receiver, and having an effect on them. A message is then sent back (feedback). Each of the interlocutors therefore takes turns occupying the position of sender and receiver.

Communication can be represented in a simplified manner as follows:



-The message : the set of information (thoughts, feelings,...) to be addressed or conveyed to others. For a message to be understood, there must be redundancy (repetition), which allows for attention to not be continuously sustained. If a sentence is not well understood, one can still understand it through another.

-The sender: the one who composes and transmits the message

-The receiver : The one who receives the message transmitted by the sender
Communication is said to be deferred when the conditions : Space (place) and time

(moment)are not always present between the sender and the receiver (letter, email, etc.). The roles of the receiver and sender are interchangeable (conversation).

-The code : To communicate, the sender and the receiver must have a common code. Communication is characterized by the use of a code that establishes the correspondences between a sign and its meaning, which must be common to the interlocutors. The absence of a common code between the sender and the receiver is one of the sources of communication failures, with each party assuming that the other understands their code, even though this may not be the case.

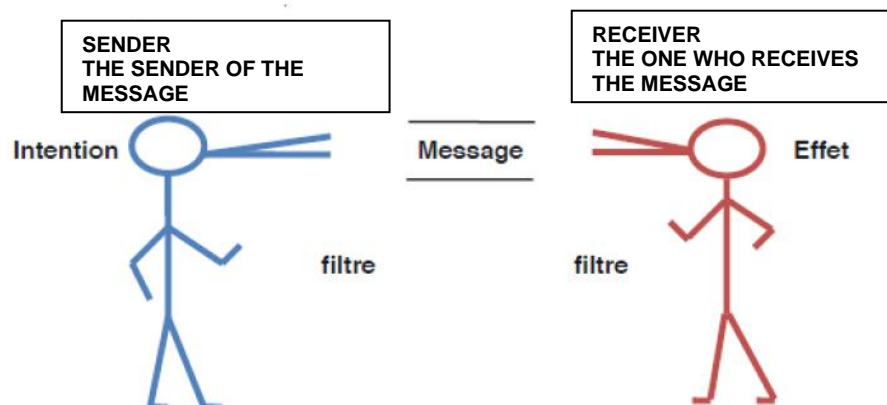
-The channel : Means of transmission used. Takes various material forms : articulated sounds organized into a system of signs (human voice), paper or electronic medium, ...

The choice of medium influences the form of the message. The information is not treated in the same way in the print media, on the radio, or on television.

-Feedback: The feedback message (or Feedback, or feedback message in English) is the message, verbal or non-verbal, sent in response by the receiver to the sender. When it exists, it is referred to as bidirectional communication.

It is the intention of a sender, translated into a message, interpreted by a receiver, and having an effect on him. A message is then sent back (feedback). Each of the interlocutors therefore takes turns occupying the position of sender and receiver.

Each of the interlocutors therefore takes turns occupying the position of sender and receiver.



During the transmission of a message between the sender and the receiver, a number of filters come into play at each of these poles. These filters are made up of several elements (education, prejudices, personal experiences, for example) derived from the context. They have a particular role in each person's encoding/decoding system and thus in the interpretation of the message.

II.6 Communication :

It is the action of communicating, establishing a relationship with others, transmitting something to someone. It can also refer to the set of means and techniques that allow the dissemination of a message to a more or less vast and heterogeneous audience, or the action for someone or an organization to inform and promote their activity to others, to maintain their image, through any media process. The communication model, provided by Shannon and Weaver, can be presented as follows:

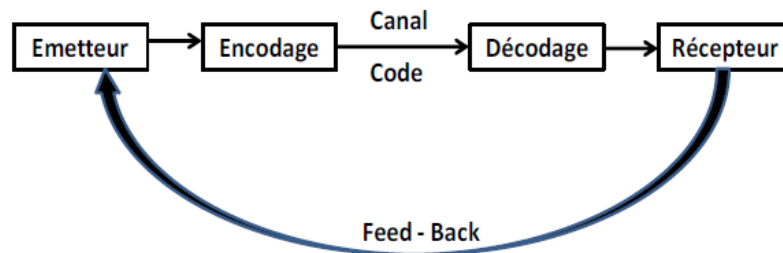


Figure 1. Communication diagram (Shannon et Waever), 1949.

- a) **Sender:** The one who sends the information
- b) **Receiver:** The one who receives the information
- c) **Code:** An organized set of signs that correspond a signifier to a signified.
- d) **Encoding and Decoding:** The sender encodes the message and the receiver decodes it.
 - The message must be as little disturbed as possible by communication noise (noise in verbal communication, stains on a printed document, spelling or syntax errors in writing, foreign accent, snow on a screen...)
 - The sender and the receiver must be in contact (close enough to see and hear each other in the case of a conversation in the presence of the sender and the receiver, connected to the same network...)
 - They must share the same code.
- e) **Channel :** It is a physical medium for conveying information.
- f) **Feedback :** It is the return of information from the receiver to the sender. Feedback allows for more internal communication and solicited motivations, and above all, it brings more trust between the sender and the receiver. Feedback can be:
 - Non-verbal:** gestures – facial expressions – attitudes
 - Verbal:** spontaneous / solicited
 Wiener differentiates three forms of feedback:

-Positive feedback: which goes in the direction of communication by encouraging or amplifying it. Messages of agreement, encouragement, or, on the contrary, an irritation responding to an irritation and which will amplify it.

- Negative feedback: which slows down, regulates, or stops communication. Messages of disapproval, requests for correction, reformulation, clarification of information...

- **The absence of feedback :** it is one if feedback is expected, but it is difficult to interpret and thus constitutes a barrier to communication.

II.7. The behavior adapted to communication by the sender and the receiver by the sender :

- Use the same language

-Adopt a good tone and clear articulation

-Summary

Even though everyone knows how to speak, few of us truly know how to communicate, because communication

-Communication assumes :

-Learning

-Understanding

-The preparation and mastery of different behavior techniques.

II.8 General Rules for Written Communication :

This mode of communication encompasses everything that is transmitted on paper and read. A document is readable if it encourages reading, promotes understanding, and facilitates memorization. Written communication is characterized by:

-The virtuality of the recipient (the interlocutors do not need to be physically close), and by a non-immediate response.

II.8.1 Preparation of a plan:

Make a plan to help choose and prioritize information: chronological order, from specific to general, from facts to opinions, from observations to diagnosis, from essential to detail. The introduction recalls the purpose of the correspondence ;

- The development provides explanations or presents the arguments or the regulations ;

-The conclusion reveals the decision made, the solution adopted, or a clearly stated proposal.

II.8.2 Choice of Language Register :

Depending on the recipient, written and oral communication adopts specific language registers. The most common classification of language registers is as follows:

-Familiar (which includes very familiar, even slang): We mainly use it among friends, among schoolmates, among young people...

-Common (or Neutral): It is used in everyday life, when addressing a shopkeeper for example, in family, at work...

- Formal (or refined): This register is less common, it is mainly used in writing, in books, official speeches... or by somewhat snobbish people.

Most often, written expression uses a formal or standard language register. The informal language register is mainly used in emails, messages, WhatsApp, notes...

II.8.3 Respect for readability rules :

-Provide the meaning of an acronym at its first use.

-Make short sentences and develop one idea per sentence.

-Make sentences shorter by reducing the number of subordinate clauses.

-Make sure the paragraphs are balanced ;

-If the correspondence consists of multiple pages, ensure it is clearly indicated (pagination, .../...). Choice of tone It is recommended to use the conditional tone, adverbs, and to avoid the emotional or peremptory tone. Generally speaking, one must respect, on the one hand, the general rules of writing (administrative, report, summary...) and, on the other hand, the tone desired by the recipient.

II.8.4 Use of correct French:

Punctuation, capitalization

The rules of punctuation must be scrupulously followed, just like those of spelling.

A – Punctuation

-The period (.): It marks the end of a sentence, that is, the completion of the development of an idea.

-The semicolon (;): It separates and connects the parts of a "compound sentence," following a clause that has a complete meaning, but also has a relation to the next one (which introduces, for example, a new fact).

-The comma (,): It separates similar elements (enumerations) or dissimilar ones. (appositive terms, parenthetical clauses). It is also used before coordinating conjunctions : for, but, so, yet... but is generally not found before "and" and "or".

-The colon (:): They introduce an explanation, a list, and highlight a relationship often of cause or consequence. They are sometimes used to introduce direct speech, a quotation. They are then followed by quotation marks

-The question mark (?): It ends sentences or parts of sentences that contain a question. The administration ignores question marks in correspondence (principle of neutrality). It is, indeed, supposed to answer questions and not have to ask them. When they question, administrative documents do so indirectly by using circumlocutions such as: "The question arises whether...".

- **The exclamation mark (!):** It ends exclamatory sentences and interjections.

- **Ellipses (...):** By three, they indicate that the message is unfinished or interrupted, that the sentence could continue. You cannot use "etc + three ellipsis points". You have to choose : either "etc." or "...".

-The parentheses () : They isolate an explanation or a reflection, a reference, a digression from the main text.

-Dashes (––): They are preferably used instead of parentheses – marking a less sharp separation – in an administrative sentence where they play the same role.

-Quotation marks (" "): They enclose a quote, isolate a term to highlight it, mark the unusual use of a word. They are also used to quote titles of books or newspapers.

-Whitespaces : They are used to separate words. We also find them after the comma, the period, and the ellipsis, as well as before and after all other punctuation marks.

-The paragraph: It is the separation we establish by going to the next line, that is, by leaving the current line incomplete and starting the new one with an indentation. The paragraph corresponds to a very marked pause and is mainly used when transitioning from one group of ideas to another.

B – The use of capital letters ;

- **It is appropriate to use a capital letter:** After question marks, exclamation marks, and ellipses if they mark the end of a sentence. But if the question mark or exclamation mark does not end the sentence, these punctuation marks are considered as a comma or semicolon and are then followed by a lowercase letter.

- At the beginning of a letter, after the salutation : Ex: Mr. Principal,

- For abbreviations and acronyms, in general. But they can be written in lowercase (except for the initial letter). It has become very common to write them without spaces or periods between the letters. For example : URSSAF or Urssaf, CEDEX or Cédex, but rather: SNCF, CRDP, PAE.

- **Take a capital letter:** Place names: cities, regions, rivers, seas, mountains, monuments..., as well as the adjectives that characterize a geographical term (considered then as proper nouns).

-Personal names, surnames, and first names.

- The capital letter can be used as a sign of consideration: When addressing a person directly in writing, a capital letter is generally used. Ex: Madam, Sir... (salutation, polite form, address). We often use it with names of dignities, titles, and positions. Example : Mr. the Rector, Mr. the President, Mr. Prefect, His Majesty, His Excellency...

II.9 A matter of place :

The relationship between the interlocutors is defined through their communication. Our way of communicating expresses the position we wish to occupy and correspondingly the position we attribute to our interlocutor; reciprocal positions that can be based on similarity or complementarity, that is, on equality or difference.

II.9.1 The respective position of each is determined based on:

- **External elements** : by the statuses and roles of each (supplier/client, doctor/patient, police/population, colleague/colleague, for example) or by their social identity (parent/child, man/woman, for example).

- **Internal elements** : To the relationship, that is to say, the subjective position each person takes in relation to the other (dominant/dominated, requester/advisor, seducer/seduced, for example). This determination of position can either be the subject of an agreement (the interlocutors recognize the position assigned to them in this communication) or a disagreement that can lead to a conflict.

II.10. A matter of perception :

The effectiveness of communication There are different strategies that allow achieving a specific objective. There are various levels of possible intervention. We know that to have a complete understanding of a message, it is useful to take into account all the components of communication.

But that is not enough. One must be attentive to the fact that the message is always emitted (verbally or otherwise) in a particular context and that it is encoded by the sender and decoded by the receiver. The message is therefore interpreted.

Hence, the sender's intention may not correspond to the effect produced on the receiver in the case of a "misinterpretation" of the message. Indeed, it is necessary to distinguish three different levels in the communication situation:

- What I think (intention), what I want to convey with my message;
- What is emitted, my message;
- What the other perceives (effect), what the other understands.

Effectiveness is therefore linked to "the alignment between the effect produced and the initial intention."

Effet = Intention



Message

This alignment will be even stronger as I will have made sure to clarify my intention (through the means of purposes, educational objectives).

– therefore the desired effect

– and to adapt the content and form of my message to this intention.

II.11. Verbal, non-verbal, and paraverbal communication ; These are the elements that influence the effect of a message, focusing on the factors that are directly related to the form of an oral presentation. We will return later to the visual perception factors that, due to their forms, also influence the effect of a message.

-Interpretations and personal filters : A message can have a particular meaning, different for each of the interlocutors, and provoke various reactions. Each element of communication, whether verbal or non-verbal, can have a different meaning depending on the people and the context in which it occurs. Moreover, our perception of reality is personal. Each of us can indeed have a different perception of the same reality, while feeling that we are right and perceiving reality.

However, each person perceives reality through their own reference system, which acts as a filter. It is a subjective perception that provokes particular reactions and behaviors. Thus, everyone acts based on the image they have of their interlocutor, the (subjective) perception they have of the other.

This representation largely determines the interpersonal relationship (the notion of place), which in turn reacts to the mutual representations of the interlocutors. It is through discussion, through the "confrontation" of viewpoints, that one manages to construct a collective representation relatively close to reality.

If communication often represents verbal exchange, it is not limited to this aspect. In reality, communication is much broader.

-Everything is communication next to its **verbal dimension**, it includes:

-A non-verbal dimension: facial expressions, attitudes, eye contact, facial expression, body position, for example;

II.12 A paraverbal dimension: tone, rhythm, voice inflection, for example. The different non-verbal and paraverbal elements of communication can serve various communication

functions (relational, regulatory, expressive, accompanying, for example). Just like verbal elements, they are translated and decoded by the interlocutor who gives them meaning. From then on, the meaning of a message is only complete when both the verbal component and the non-verbal and paraverbal components of communication are taken into account. Even silence is a form of communication: through my attitude, I communicate that I do not want to engage in dialogue or I convey a particular message through my silence. Thus, one can say that it is impossible not to communicate.

The way of saying more than the content determines this relationship. The non-verbal part of communication is actually called the relationship, as opposed to the content which corresponds to the verbal elements.

II.13. The paraverbal factors that influence the effectiveness of the message :

We will point out here some aspects to consider in the way we address our message to the public.

These factors are directly related to the way we use our voice. Our voice has different characteristics These must adapt to the size of the audience and the space in which our intervention takes place.

These must adapt to the size of the audience and the space in which our intervention takes place.

-The volume :

The volume of our voice must be loud enough to be heard by all the listeners and ensure an enjoyable reception of our message. Its intensity must therefore be adapted to the size of our audience, but also to the characteristics of the room we are in.

The volume of our voice should convey a certain dynamism through the emphasis that its variation gives to the information presented.

-The rhythm

It's about our **speech rate**. During a public presentation, the listener must grasp the words without needing to hear them again. As a result, speaking too quickly hinders the understanding of our message. Moreover, speaking too quickly is often a way to express the anxiety we feel when speaking in public and risks making us lose track of our ideas. Reducing the speed of our speech corresponds to an improvement in the understanding of our message, but also to the management of the stress inherent to the situation. Conversely, speaking too slowly tends to reduce the listeners' attention, who may feel a certain weariness, or even annoyance.

Avoiding these extremes does not mean maintaining a uniform pace. It is important to play with the variation of the rhythm, with the punctuation of the sentences, to break the monotony while allowing time to assimilate our words and thus maintain the audience's attention.

-The tone

The tone in which a sentence is spoken strongly determines the meaning attributed to it (affirmative, interrogative, aggressive, authoritative, for example). The intonation used must therefore correspond to the meaning we wish to convey in our words.

-Articulation and pronunciation :

The way we pronounce words is also to be taken into consideration. To be understood, it is necessary to articulate the sounds that make up the words distinctly, without exaggeration. As for pronunciation, it varies in space and time. It particularly contributes to regional accents. In this regard, having a particular accent is not a flaw.

We must, however, be attentive to the impact of our pronunciation on the understanding of words, especially if our audience is composed of people from other regions. We must, however, be attentive to the impact of our pronunciation on the understanding of words, especially if our audience is composed of people from other regions.

II.14 Non-verbal factors that influence the effectiveness of the message :

-The gaze :

Much more than just looking at our audience, it is about establishing eye contact with them. It indicates the interest we have in our audience, captures and maintains their attention. This contact also allows us to gauge the audience's reactions to our remarks. When the size of the audience allows, it is important to scan the audience by looking at each of our listeners.

If the audience is too large to establish personalized eye contact with each member, it is important to make your gaze travel across the entire audience, regularly pausing on a few people while ensuring that all parts of the room are covered.

-Silences :

When we speak in public, we often tend not to let silences express themselves. Either because we want to say too many things in too little time, or because we want to fill that void that scares us.

However, if they are respected, these silences often have a positive function. Before speaking, silence allows for capturing the audience's attention. During the presentation, it can give the audience the necessary time to assimilate or to reflect on important information you have just given them, to experience a powerful moment.

It allows you to indicate transitions between two ideas, to punctuate and space out your presentation, to highlight an idea, to regain your focus, for example. Finally, the silence established before leaving prevents giving the impression to the audience that we are eager to leave them.

Silences are therefore neither empty nor useless; it is a matter of taming them and knowing how to integrate them into our public speaking appropriately.

-Gestures

Our gestures always express something. They can convey what we are trying to hide: our nervousness, our embarrassment, for example by fiddling with a pen or glasses, or by pinching our chin. These are distracting gestures that disrupt our presentation; they draw the audience's attention away from listening and can quickly become annoying. Avoid freezing by leaning on the table, putting your hands in your pockets, or crossing your arms; this would reinforce an unnatural, rigid attitude that hinders transmission, and consequently, the understanding of our message.

Conversely, gestures can reinforce, support our verbal message; they rhythm, illustrate, align with our speech, and enliven the presentation.

-Movements

The act of moving, of moving around, gives a certain dynamism to the presentation. However, it is better not to be constantly in motion or to make movements that are too predictable. The former risk monopolizing the audience's attention, while the latter quickly become a source of monotony and boredom for the audience.

Conversely, it is important to avoid remaining static, which can give the impression of a fearful or distant speaker. Movement should be used to energize the presentation, to punctuate it, and to bring it to life.

II.15 The methods of communication

-The tools of oral communication ;

The main fear of most people is the art of public speaking. However, there are few skills that have a greater impact on supporting a thesis, getting a job, accessing a promotion, or overcoming competition.

-Prepare yourself to succeed: The most important thing you can do to make your next presentation to be effective is to be prepared. This means you need to set aside time to practice seriously. Experts suggest that you spend 60% of your time to prepare your content and 40% of your time to rehearse.

-Say it correctly: Double-checking the pronunciation of difficult words, especially jargon, is an important aspect of good preparation. A correct pronunciation and understanding of the terms in your field lend credibility to your presentation.

-Overcome your anxiety: Almost all speakers experience some anxiety before to speak. Know that the audiences rarely notice. They want the speakers to succeed. They want to be enchanted by your area of expertise and want you to explain your material to them. Use breathing and relaxation techniques before delivering your speech to calm your nerves. Rather than focusing on yourself, focus on your audience.

Believe it or not, the people in the audience did not come to see you. They came to see what you can do for them. Use your energy to deliver the best presentation possible. Start slowly and use short sentences. As you acclimate to the situation, you will feel more confident.

-Make a good impression : Before you even start delivering your speech, your The audience will form their first impressions based on your appearance. Make sure to make a good impression. Adopt a neat, clean, and fairly comfortable appearance to act naturally.

-Adopt an imposing posture: Adopt a serious posture, Stand up straight with your Feet shoulder-width apart and distribute your weight evenly. A good posture illustrates confidence and commitment to your presentation and your audience.

-Act naturally: Gestures add interest and ambition to your presentation. If you are nervous, if you feel awkward or uncomfortable, start Slowly and add movements or gestures as you start to relax. Practice the gestures while preparing your presentation, and they will come more easily. when you deliver your speech.

-Establish eye contact: An excellent way to calm your nerves is to establish eye contact with a member of the audience. eye contact with a person in the audience. Address only that person. When you have looked at them long enough to feel that you have established a connection, move on to another person, then to another. One of the best ways to maintain the interest of your audience's interest in your presentation is to maintain good eye contact.

-Show your feelings: You may be naturally reserved, but start your presentation with a smile. Show the members of your audience that you are happy to share your information with them. Facial expressions add impact to words. Just make sure that your expressions are appropriate for the topic being discussed.

-Make yourself heard : There are several aspects of verbal fluency to consider. The volume is probable the most important. Make sure you speak loudly enough for everyone to hear you.

If you are not sure, ask. Moreover, you need to examine the speed of your speech. When speakers are nervous, they often speak faster.

Try to speak slowly and clearly so that your audience can understand every word. Finally, consider the tone of your voice. Too much variation can become annoying. Too little variation is monotonous. Be balanced with some variation when it suits the content.

-Eliminate distractions : Filler words and phrases such as "uh," "ah," "you know," and so on quickly become distractions for the people you are addressing.

you are addressing. Lose the habit of using filler words as quickly as possible. Fill the space instead with silence (even if it means speaking in fragments).As you relax and improve, reduce the moments of silence; in the end, you can almost entirely eliminate them.

II.16 How to Speak in Public?

II.16.1 Basic Principles of Public Speaking:

a. How to acquire the basic techniques

- Take courage by drawing inspiration from the experiences of others,
- Don't lose sight of your goal,
- Be certain of your success in advance,
- Take every Opportunity to practice.

b. How to develop self-confidence:

- Look for the reasons behind your fear of public speaking

-Prepare yourself properly:Never try to memorize your text.Assemble and organize your ideas in advance, Talk about your topic with your friends.

- Be certain of your success in advance:Immerse yourself in your subject, avoid any negative thoughts

negative thoughts that might disturb you,Practice self-suggestion.

c. An easy and quick way to speak well in public

-Choose a topic you know from experience or study:

- Say what life has taught you,
- Look for topics in your past.
- Address a topic that is close to your heart.
- Have a burning desire to communicate with your audience.

II.16.2 Speech, speaker, audience:

a. How to deserve to speak:

- Limit your topic,
- Accumulate a reserve of power,

b. Energize your presentation:

- Choose topics that you are deeply familiar with,
- Relive the events you are describing,
- Show yourself convinced.
- Show that you are convinced.
- Involve your audience in your presentation:Involve your audience in your presentation:
- Talk to your audience about what interests them,
- Make sincere compliments,
- Identify with your audience,
- Engage in dialogue with your audience,
- Be modest.

II.16.3 Prepared and Impromptu Speeches:**a. How to make an informative presentation:**

- Limit your presentation to the allotted time.
- Organize your ideas in a logical sequence,
- List your ideas as you develop them,
- .Compare what is new with what is familiar:Transform a fact into an image, Avoid technical terms Use visual aids.

b. How to give a persuasive presentation:

- Earn trust by deserving it
- Get a positive response
- Show respect and sympathy for your audience
- Speak with contagious enthusiasm,
- Start in a friendly manner.

c. How to make impromptu interventions:

- Practice speaking unexpectedly (improvising in the right way/an impromptu intervention
- Be mentally prepared to speak off the cuff,
- Be mentally prepared to speak off the cuff. Give an example immediately.Cite an example immediately,
- Speak with animation and with force,

II.16.4 The art of communication:**a. How to communicate?**

- Spray your shell,
- Don't try to imitate others; Be yourself,

- Communicate with your audience,
- Put your heart into your words,
- Practice your voice to make it strong and flexible

II.16.5 Behavior in front of the public:

a. Preparation of a speech, a conference:

- Get attention immediately, Start with an event, Arouse curiosity
- State a striking fact, Use an object.
- Avoid anything that draws unfavorable attention:

Avoid anything that draws unfavorable attention: Don't start with an excuse, Avoid starting with a "funny story."Don't start with an excuse, avoid beginning with the "funny story."

- Demonstrate your main ideas:Use statistics, Call upon expert testimonies of experts, Use analogies,Demonstrate with or without visual aids.
- Call to action, Summarize.

b. How to put into practice what you have learned?

- Enhance your conversation with precise details,
- Use these techniques in your work,
- Look for opportunities to speak in public,
- Persist, practice endlessly,
- Be sure to be rewarded for your efforts.

-the oral presentation (oral defense)

- What is the purpose of the oral defense:

It is an oral presentation in front of an audience and a jury.It consists of introducing oneself, presenting one's work, and answering questions from the jury members.

- **It allows the candidate to:** -Highlight their research work and the knowledge acquired during their years of study.
- Demonstrate the importance of one's research question and its relevance.
- The research topic must be understood by the jury members and have a positive impact on them.
- The research theme must be understood by the jury members and have a positive impact on them.
- **For the jury :** the defense allows:For the jury, the defense allows:
 - To evaluate the candidate's work as well as their skills.
 - To better understand certain points presented in the thesis.
 - To evaluate the candidate's ability to clearly present their ideas and respond to the questions

asked, as well as the originality and quality of the communication.

- Present their work

- The oral presentation lasts 20-30 minutes.

- You need to introduce yourself and then present your work, starting by outlining the plan of the oral presentation.

- Make a brief introduction with the interest of the subject, the methodology which should be explained briefly, the main results, the discussion, and a conclusion.

- Use PowerPoint and a projector (project the slides).

- **To support your presentation**, use statistical representations rather than paragraphs, use colors, shapes, and diagrams without text overload, to attract the maximum attention of the jury.

- The number of slides should not exceed 10, on average, it is necessary to spend at least 2 minutes presenting each slide so that the audience can read and understand the content.

- The course of the presentation:

- Always wait for the jury president to give you the floor to start your oral presentation.

Always wait for the jury president to give you the floor before starting your oral presentation.

- Always start by thanking the president, then thank the jury members as well as the audience by saying the following phrase: "Thank you Mr./Ms. President; Jury members, honorable audience: Hello."

- Then, present the topic; by reading the title and saying: "Today I will present to you the essence of my work titled...".

- Then, present the topic (title, problem statement, experience, results, interpretation, conclusion, and perspectives)

- At the end, thank the audience and the jury members for their attention by saying: "Thank you for your attention."

II.17. Some practical tips ;

- The presentation should not be based on reading from notes. Maintain eye contact with the jury !

- Practice in front of a "mock" jury of classmates, it's a very good preparation and can bring up some questions you hadn't considered.

- If you discovered any printing errors between submitting your thesis and the defense, mention them at the very beginning of your presentation. This prevents jury members who noticed them from pointing them out during the questions/comments. Or write an erratum, print it, and give it to the members of the jury at the beginning of the defense.

II.17.1 The main differences with the written form and the expected qualities:

-Exposing is not just about focusing on the content of your oral presentation, but it is about providing your audience with the means to understand and adapt to their level of knowledge and profile.

-A presentation moves away from details to focus on the synthesis. That is to say, it does not cover everything the work contains and does not elaborate on all the arguments and analysis of the research. It is not a summary of the written work, but a presentation of the entire project.

-The oral presentation must be lively; because you will be evaluated on your teaching and synthesis skills, your understanding of the questions asked, and your ability to respond to them with arguments.

-The jury will be interested in the authenticity of the work presented and the quality of your oral expression. The jury will be interested in the authenticity of the work presented and the quality of your oral expression.

-The oral presentation must be clear, lively, and precise by paying attention to the rhythm of the sentences, avoiding complex or vague vocabulary, not hesitating to rephrase and emphasize key points, and not hesitating to correct your mistakes.

II.17.2 Precisely identify the main subject of the presentation :

What is the central message to convey? An effective technique is to ask simple questions about the topic being addressed : "What is it about ?" "What motivates this choice ? Why? In what way?.

One must then ask what might interest the audience on this topic, what they already know about it, what they should know to benefit from this presentation, and what additional insights it will provide them.

II.17.3 Authorized materials during the presentation:

- Schematic sheets, to be displayed using an overhead projector (to support your presentation, not to replace it/they contain little text 25 words max: titles and keywords - no sentences, write in large characters; e.g., "Arial" 18 pts).

- One main idea per card.

- Count 01-02 minutes per slide to limit the number and force you to get to the point, which will energize your presentation.

- Optionally, present biological samples, documents to be passed around during your presentation.

II.17.4 The general outline to follow:

- A presentation sheet (name/surname, thesis title, faculty, and university).

- A sheet that provides the outline of the presentation.
- A sheet for the work method (how you proceeded, and the reasons for the main choices).
- Notable results.
- Select the most interesting results (presented in a summary table, carefully chosen graph)
- Synthesis, discussion, and conclusion (what these results have allowed you to understand about the subject).
- Assessment and perspectives (how could this study be continued?) Provide your personal opinion).

II.18. The presentation : during this exercise :

- Speak while looking at the audience in a calm, clear, precise, and audible manner.
- Discreetly monitor your speaking time during the presentation (practice beforehand by doing rehearsals).
- Avoid frequently checking your written notes, and do not continuously read your text, as this may bore the audience.
- Don't get lost in the details, but make people want to know more about your work.
- Only use technical terms after defining them.
- For group work: organize the turn-taking and coordination in the presentation of the materials well.
- The allotted time: 20-30 minutes for individual and pair presentations, more than 30 minutes for group presentations.
- Plan in advance not to discuss less important points, just what is essential.

II.18.1 The interview with the jury:

The interview with the jury: Generally, the jury will question the student about: In general, the jury will question the student about:

- The questions that interest them and out of simple curiosity on their part.
- Undeveloped points, unsubstantiated claims.
- Any shortcomings in your memory.
- The possible perspectives and recommendations indicated in the conclusion.
- If you don't have an answer to a difficult question, it's better to say that you don't have an answer or to say I didn't understand, please rephrase your question instead of giving a wrong answer.

II.19 Completion of a final thesis :

II.19.1 The choice of a thesis topic :

-A "topic" consists of a research question that you ask yourself (reflective work). It must interest you enough and capture your attention. It should be related to previous studies, a project, or a professional life.

It can also be a proposal from a teacher or another supervisor. It can be an idea conceived after consulting several sources, such as specialized journals or the database of scientific articles, e.g., PubMed (accessed on the web).

The student chooses their topic with full knowledge. It will be concise so that it can be addressed within a specific time frame. Once the research field is defined, certain questions still need to be asked before embarking on this work:

Who? = What are the living beings or phenomena involved?

What? = What aspects are of interest to me?

When? = What is the period concerned?, Can it be treated within a reasonable timeframe?

Where? = Is the subject confined to a specific geographical area?

How? With whom to carry it out?, What approaches, techniques, or methods should be applied?

Are the required research methods suitable for my abilities? (The method used must be mastered)

-Is there sufficient documentation? (The sources must be accessible and manageable)

Why? = What is the importance of the subject?

It is therefore essential not to rush into a topic deemed interesting before evaluating the possibilities of its realization.

II.19.2 The choice of Research Director (Supervisor) :

-Does he work in the research field that interests you? And does he master it?

-Is he qualified to supervise your research?

-Is he interested in the topic you want to address?

-Is he available enough to guide you properly?

II.19.3 Documentary research :

- The goal is not to have all the existing articles on the subject, but to make choices and define specific areas of research.

- At the beginning, gather a bibliography and documents related to the research topic and organize files by theme.

-Go from the general to the specific: The most general: encyclopedia, books, manuals. The most specialized: journals, articles that concern your topic.

- Do not hesitate to seek advice and guidance on your research from your supervisor, as they

may already possess numerous useful articles.

II.19.4 The structure of the thesis :

-Typing and formatting

- A reasonable length for a thesis is more than 40 pages

- Prefer single-sided, A4 format, black and white

-Margins of 2.5 cm (top, bottom, right, left)

- font: Times New Roman

- Font size for the body text: 12 pts with line spacing: 1.5 cm

- Font size for footnotes: 10 points

- No single line (isolated from the rest of the paragraph) at the beginning or end of a page.

- Text format: Justified (and not Left-aligned)

- Header: chapter title (font size: 10)

- Footer: page number (font size: 10)

- Number all pages

- All tables, figures, equations must be referenced with a number

- The presentationThe different parts of the thesis must follow the following order:

-Title page (cover)

- a blank page

- the repeated cover page

- Acknowledgments

- Dedications

-Table of contents (summary)

-List of tables and figures (with page numbers)

-Abbreviations

-summaries + keywords in French, in English, and in Arabic

-Introduction

-Development (method, results, discussion)

-Conclusion and perspective

-Bibliography

-Table of contents of the appendices

-Appendices

-a blank page

-Summary and keywords on the last cover page

- On the front cover of the thesis must appear:

DEMOCRATIC AND POPULAR ALGERIAN REPUBLIC (centered at the top) MINISTRY
OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

- The name of the university
- The name of the faculty
- the title of the thesis
- the name of the student
- the name of the research director (The Supervisor)
- the title of the degree to be obtained
- the academic session or the academic year
- the names of the jury members with their degrees and affiliated universities

Context: -the names of the jury members with their rank and affiliated university -Pagination

\nText to translate:

- Page numbering

The pagination starts from the first page of the introduction. The cover pages, title pages, dedications, acknowledgments, table of contents, the list of diagrams and tables must be paginated separately in lowercase Roman numerals (i, ii, iii, iv, etc.).

The appendices can also be paginated separately in uppercase Roman numerals (I, II, III, IV, etc.).

There are therefore 3 paginations:

- the pages preceding the introduction: lowercase Roman numerals
- from the introduction to the bibliography: Arabic numerals (1, 2, 3)
- the appendices: uppercase Roman numerals
- Chapters must always start on a new page.
- No single line (isolated from the rest of the paragraph) at the beginning or end of a page.
- Diagrams and tables must be numbered and have a title and diagrams and tables must be numbered and have a title and a caption.
- caption. The titles of the tables are written at the top of the table and for the figures, the titles are written at the bottom.

II.19.5 The writing of the thesis :

-The outline

The development of the outline (skeleton of the thesis) facilitates the writing of the document, ensuring that the main points to be developed are not forgotten and that the flow of ideas follows a clear and structured logic.

ideas will follow a clear and structured logic.

There is no standard plan, but a research thesis generally consists of 7-8 distinct chapters:

1) Introduction, 2) Method, 3) Results, 4) Discussion, 5) Conclusion, 6) Bibliography, 7) Annexes, 8) Summary and keywords

- Introduction

The introduction must be able to answer the question WHY?, it represents the first contact with the reader and must capture their attention. The introduction consists of a single part. (no sub-chapter) and must provide general information on the topic, without forgetting to formulate the Problem statement, hypothèses, justification for the choice of study, as well as stating the interest and the objectives of the research.

II.20 The literature review; In this section, we synthesize all the information related to our research topic, provide definitions, and discuss each concept that makes up the topic, without forgetting to note all the bibliographic references.

-The method or experimentation

This section must be able to answer the question HOW?

By what means do you plan to verify your hypothesis? You need to explain in detail how you conducted your study. You must respect the chronological order of the experiment.

- We need to talk about the subjects we studied, who are they?, was there a particular reason to focus on this population?, how many are there?, how were they selected?
- The equipment; you must list the measuring tools used, the devices used and their technical specifications in detail, as well as the reagents and products used with their references.
- The experimental protocol, it is necessary to describe the sequence of steps in conducting the experiment with dates, locations, and photos as precisely as possible.
- Data analysis, describe the method for processing the results: statistical treatment
- The results; It involves organizing, classifying, and grouping the data in order to analyze it. The information or facts obtained must be isolated, grouped, and classified into categories, tables, histograms, graphs, etc.

It is an effective way to make sense of your results. These treatments are generally computer-assisted using software such as SPSS, Excel, Numbers, Minitab, etc. So we present a summary of all the statistical results we found, and the Tables and figures must be supported by a simple and easy-to-read caption.

Minor results will be placed in the appendices, so that readers who are not familiar with statistics can avoid the numbers while understanding the results. Do not start directly talking about numbers; first, introduce the result(s) by explaining their significance (to prove their

validity).

-The discussion

-This section is intended to discuss the implications of the results you have just presented. (Interpretations).How do the results answer the initial question?Are they in agreement With the hypothesis?

-The discussion should reflect the introduction.It is also the time to compare your results with the data obtained by other researchers before you and explain the differences (if there are any).

-You should also explain how you could improve your protocol and mention the limitations of the study or the method.

-If your results lead to new questions, try to suggest avenues of research that could provide answers.

-Research likely to provide answers.

-The conclusion

The conclusion is as important as the introduction.It gives the final impression to the Reader of the thesis.As a general rule, the conclusion should be very concise and include the following elements:

By what means do you plan to verify your hypothesis?You need to explain in detail how you conducted your study.You must respect the chronological order of the experiment.

- we need to talk about the subjects we studied, who are they?, was there a particular reason to focus on this population?, how many are there?, how were they selected?

- **The equipment;** you must list the measuring tools used, the devices used and their technical specifications in detail, as well as the reagents and products used with their references.

- The experimental protocol, it is necessary to describe the sequence of steps in conducting the experiment with the dates and locations and the photos as precisely as possible.

- Data analysis, describe the method for processing the results:statistical treatment

- **The results;**It involves organizing, classifying, and grouping the data in order to analyze it.The information or facts obtained must be isolated, grouped, and classified into categories, tables, histograms, graphs, etc. It is an effective way to make sense of your results. These treatments are generally computer-assisted using software such as: SPSS, Excel, Numbers, Minitab, etc.

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while still understanding the results. Do not start directly talking about numbers ; first, introduce the result(s) by explaining their significance (to prove their validity).

-The discussion

-This section is intended to discuss the implications of the results you have just presented. (Interpretations). How do the results address the initial question ? Are they in agreement With the hypothesis?

-Characteristics:

- The Bibliography is presented at the end of the work.
- The bibliographic references are presented in alphabetical order based on the first author's name and in chronological order of publication dates for the same author.
- When there is a bibliographic reference in a text (e.g., passage, citation), it is written at the end in parentheses (the author's name, the year of publication).
Ex: "quote" (Martinez, 1993)/ "passage" (Messarah, 2010).
- To differentiate multiple documents by the same author published in the same year, the citations are followed by a distinct letter:a, b, c. Ex: (Messarah, 2010 a)/ (Messarah, 2010 b)
- If there are 02 authors: write (name of the 1st author and name of the 2nd author, year of publication) Ex: (Belli and Borrani, 1999).
- If there are more than 02 authors: write (the name of the 1st author et al., year of publication). Ex: Schmidt, Weber, Fujita, 2003..... we write: (Schmidt et al., 2003)...the expression et al is the Latin abbreviation for "et alii" which means: the others.

II.21 Presentation Standards:

1/ the ISO standard: (International Standard Organisation) called the "author/year" method and used in Anglo-Saxon countries.

a/ Work: you write Last name (uppercase), first letter of the first name (uppercase), year of publication (in parentheses), Title (italicized) (italics), place of publication, name of the publisher, number of pages. Ex: ANGERMANN H and VOGEL G (2001).Atlas of Biology. France.LGF.The book of Pocket : P 5-7

b/ Article (from a journal, periodical): you write Last name (uppercase), first initial (uppercase), year of publication (in parentheses), Title. Journal (italics)No: number of pages 1 author: Example: DIDIER B (2012).The hemipterans.Insects No. 166 : pp. 1-3 2 authors : Ex: LAAMARI, H and HEBBEL, S (2006).

The main pests of the fava bean in the region of Biskra.Agronomic Research No. 18: 72-78
More than 02 authors: Ex: FRANCIS F, COLIGNON P, HAUBRUGE E (2003)... we can write all the authors...we can write all the authors or use et al. FRANCIS F, et al. (2003).

Evaluation of the presence of Syrphidae (Diptera) in crops market gardens and their relationship with aphid populations. *Parasitica* No. 59 (3-4): 129-139 Note: (3-4): months of March and April.

c/ TFE (Thesis, Dissertation, Research Report): we write Last Name (uppercase), first letter of the first name in uppercase, year of publication (in parentheses), Title.Nature of the document (Master's Thesis in.../Doctoral Dissertation in...).Institution, Place: pages
Ex: BELAYACHI D A and BELHADJ AMAR.A K, (2014).Study of the interest of *Dunaliella salina* (halophilic microalga) on the culture of *Artemia* in Oran.Master's thesis in Agronomy.Abou Bekr Belkaid University Tlemcen.122p.

-Electronic Support ;

1- Website: AUTHOR. Title of the website (ital) [online]. Available at: email address: (consulted on date).Example: BELLON J. Sixi. Nursing and Information Technology [online]. Available at: <http://www.sixi.be> (accessed on 8/9/2010).

2- Web Page: AUTHOR. Title of the Web page. In : Author. Title of the website (ital) [online]. Available at: email address: (accessed on date). Example : CHU BRUGMANN. Treating bedsores. In: CHU Brugmann [online]. Available at: <http://www.chu-brugmann.be/fr/edu/decubitus/care.asp> : (accessed on 09/08/2010).

3- E-book AUTHOR. Title (ital)[online]. Place: publisher, date. Pages. Available at: email address: (accessed on date). Example: HAXHE J.J. and ZUMOFEN M. Concepts of Hospital Hygiene [online]. Brussels : Catholic University of Louvain, 2002. Available at: <http://www.md.ucl.ac.be/didac/hosp//cours/HH0.htm> : (Accessed on 09/08/2002).

4- Electronic journal article : AUTHOR. Title of the article. In: Title of the Journal (ital) [online], number, volume, date of Publication, pages. Available at: email address: (accessed on date). Example : HUGEUX P. The Burned: The Severely Burned in the Initial Phase. In: *Physical Medicine & Rehabilitation. The Letter* [online], no. 39, 2nd quarter 1996. pp. 1 - 5. Available at: <http://www.anmsr.asso.fr/anmsr00/39brulure/brulhug.html> : (Consulted on 09/08/2002).

5- Dissertation (thesis – thesis – research report) AUTHOR. Title of the thesis [online]. Thesis/Dissertation completed in pursuit of the degree of ... (as on the title page or cover). City: University Institution, year of defense. Pages. Available at: email address: (accessed on date). Example of a thesis : BOUSHABA S. Study of the predictive value of sperm DNA fragmentation for the success of in vitro fertilization by intracytoplasmic sperm injection [online]. Thesis completed for the attainment of a master's degree in Biology, Option : Animal Biology. Batna: Hadj Lakhdar University, 2013. P 10-13. Available at:

http://theses.univbatna.dz/index.php?option=com_docman&task=cat_view&gid=657&Itemid=4: (consulted on 10/13/2016).Context: (consulted on 10/13/2016).

6- Symposium – conference Organizing Institution. Conférence title, conference date, conference location (ital) [online].Place of publication: publisher, year of publication.Pages.Available at: address

Electronic: (accessed on date).Example: Faculty of Natural and Life Sciences (USTO MB), first International Conference on Applied Biology "CIBA-2015".From November 29 to December 1, Oran [online].Oran: webnode, 2015. P 13.Available at:

http://ciba1.webnode.fr/?utm_source=copy&utm_medium=paste&utm_campaign=copypaste&utm_content=http%3A%2F%2Fciba1.webnode.fr%2F(consulted on 09/02/2015).

7- Image – photo**A/ AUTHOR.**Title of the image [type of image].In: Author, Title of the Website [online].Available at: email address: (accessed on date).Example: PHILIPPOT R. Photo of an advanced hallux valgus [photo].In: Philippot R. Foot and Ankle Surgery.Available at <http://www.chirurgie-du-pied.org/hallux-valgus/>: (consulted on September 11, 2012).

B/ AUTHOR.Title of the image [type of image].In: Author, Title of the publication [online].Place of publication: publisher, year of publication.Pages.Available at: email address: (consulted on date).Example: The integrated ORI operating room [photo].In: HUG – Geneva University Hospitals [online].Available at http://gyneco-obstetrique.hug.ch/gynecologie/chir_presentation.html(Consulted on 05/05/2011)

C/ AUTHOR.Title of the image [type of image].In: Title of the journal [online], vol., no., month and year.Page.Available at: email address: (accessed on date).

Example: Cleaning an infected wound using a plunger syringe [photo].In: Perspectives nurse [online], vol. 8, no. 1, January/February 2011, p. 27. Available at;

http://www.oiiq.org/sites/default/files/uploads/pdf/publications/perspective_infirmieres/2011_vol08_no01/07_wounds.pdf :(consulted on 05/05/2011)

8- Video on the Web : **DIRECTOR.**Title of the report [Online].Place of publication: publisher, year of publication. Duration.Available at: email address: (accessed on date).

Example: ERASME HOSPITAL BRUSSELS Coronary bypasses [online].Brussels: Hospital Erasmus, sd. 2 min. Available at: <http://www.chirurgie-cardiaqueerasme.be/Pages/FR/Video.aspx> :(consulted on 26/05/2011). Multimedia support DVD sequence

– cassette

– broadcast **DIRECTOR.**Title of the chapter/report [type of media].In: Title of the video.Place Edition: publisher, year of publication.Duration. Example : RENON C. Anesthesia [DVD].In:

It's Not Rocket Science:Medicine: To your health! Paris: France Télévisions Distribution,
2004.26 minutes.

CHAP III :
Improving Communication Skills in
Interaction Situations

CHAP III : Improving Communication Skills in Interaction Situations

III.1 Introduction :

Interaction is at the heart of interpersonal communication. A complex process, its approach must avoid reductive schematizations. It seems sensible to have them observed and analysed, on the basis of grids drawn up with the students.

The interpersonal relationship from various media: plays or films, television shows, observations of the social and professional environment... More than elsewhere, the pedagogy of interpersonal communication can be nourished by a range of emblematic exercises: case studies, laboratory situations, simulations and role-plays.

Care will be taken to systematize observation situations and exploitation phases which, beyond the often playful aspect, will provide the necessary syntheses and facilitate conceptualization and transferability.

In this context, the techniques discussed cannot be reduced to recipes since they underlie attitudes and behaviors constituting the personality of the student.

The humanities must provide their own insight.

This contribution cannot be that of a totalizing system. It can no longer be reduced to a utilitarian aspect, allowing indeed at little cost to establish a psychologist or sorcerer's apprentice, perhaps to the detriment of the most fragile.

The time allocated for the whole field does not allow an in-depth study of certain situations and techniques : the interview in particular can only be the subject of awareness, a systematic training can be conducted, in relation to the sector, within the framework of an MIL or multidisciplinary activities.

II. 2 Analyze the process of interpersonal communication

III.2.1 The Basics of Interpersonal Communication

- the forms depending on the context, the objective, the channel
- the determinants: perception,

III.2.2 Situate interpersonal communication in its environment Context :

- Situating interpersonal communication in its environment
- Representation, values, beliefs:
- the social and cultural environment, intercultural
- the weight of the institution

III.2.3 Analyze the constitutive elements of the interpersonal communication process

- interaction, attitudes and behaviors, roles and statuses

- non-verbal signs: gestures,

Postures, territories, space and time, sensory signs

III.3 Identify barriers to successful communication

- failure to take the environment into account

- the unspoken, the dialogue of the deaf, the conflictual attitude, the poor quality of the message

III.4 Improve one-on-one communication skills

III.5 Assessing oneself in interpersonal relationships

- **individual face-to-face trends** : attitude scales, Assessment and evolution tools and their limits.

III.6 Identify goals and attitudes related to different types of interviews

- **different interviews** : survey, motivation, hiring, telephone

III.7 Listen and interact

- **active listening**: reformulation, questioning

- role play and observation exercises; negotiation

III.7.1 Improve group communication skills

III.7.2 Analyze interactions in a group

- crowds, assemblies, groups and sub-groups

- simulation and observation of interactions, roles, climate in a small group

III.8 Participate effectively in the work of a group

- participation, expression, productivity.

III.9 Prepare, organize and conduct a meeting

- typology of meetings according to objectives

- preparation and material organization

- Conduct according to objectives: production/regulation

- Communication in interaction situations is based on exchange:

-One is the transmitter,

-The other is the receiver.

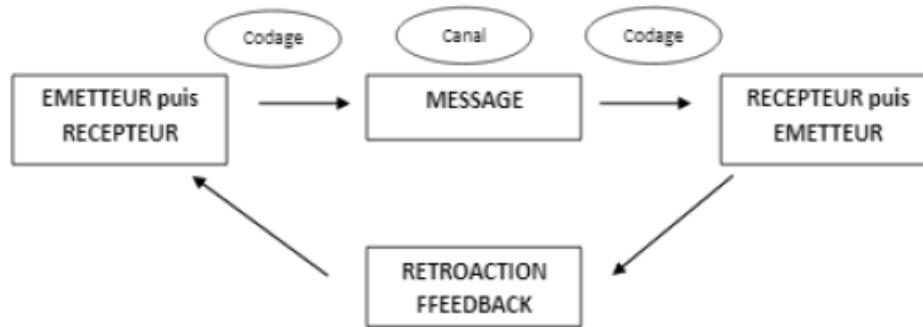
This will be used in our daily lives whenever we are in a relationship with someone. If interpersonal communication is well used, it will help the individual succeed in their career.

Interpersonal communication, if not mastered, is often spontaneous. However, it can be adapted according to:

-**About the target** : you don't talk to your supervisor in the same way as you talk to your co-workers,

-**Content** : a promotion is easier to announce than a layoff,

-**The situation** : preparing his assessment interview to ask for a raise will be different from the department employee's invitation to the retirement pot.



III.10 Interpersonal communication :

It is composed of several messages which are :

III.10.1 Verbal as the voice and its intonation,

III.10.2 Non-verbal as, attitude, behavior and gestures.

Your image already gives your entourage, a first major idea of your know-how at a moment «T», without having begun to formulate the slightest word.

It may be anger, sadness or worry. Joy and happiness are more difficult to perceive, because we rarely move with a smile. Silence will communicate with the person in front of you.

III.11 The main communication elements are :

III.11.1 Words and behaviour : which once expressed are irreversible, it is just possible for you to attenuate them if you want to go back, as when speaking in public or making a presentation.

III.11.2 Dress : It represents a mode of belonging, conformity, difference, rules that generally must adapt to society for better integration in business.

Example : A banker will not come to work in jeans, this is not in accordance with ethics, just like the creator working in the pub in suit tie, he would be out of step with his sector of activity. To communicate we will therefore have :

III.11.3 Oral communication :

-**The phone** : pay attention to the tone of voice when you talk on the phone,

-**writing** : how to write : communication by mail or write a note will inform the reader about your general and intellectual culture,

-the gesture will convey messages according to your posture.

III.11.4 The Telephone : The telephone is a vital tool for communicating in our professional and personal lives : In our professional life, when we use it, we represent our company.

To convey a good image, we must know how to master this instrument which is indispensable Today. It will therefore have to be used with method and courtesy.

Well-established communication follows several rules. Your main goal will be to put them into practice, because the message will come through your voice. Good will is therefore essential to reduce the risk of misunderstandings or errors.

To do this, it will be necessary to know:

- Answer the phone,
- Identify yourself,
- Indicate the reason for their appeal,
- Communicate in a clear and pleasant way.

III.12 Public speaking :

In order to succeed in an intervention and/or a public speech, you must first prepare it well, this allows :

- Avoid apprehension and jitters,
- To be comfortable wherever you are.

To do this, you will not neglect your entry and exit, and capture the attention of your audience by:

- Be impactful,
- Dare to expose, argue, convince,
- So look conquering,
- Surprising by giving strategic figures,
- Know how to convey key messages.

III.13 The Intervention :

- Avoid improvisation or any last-minute changes, as this is very destabilizing.
- Plan the topics to be addressed as well as the modes of intervention: are you alone or with others?Who goes before you and after you?
- Engage your audience, provoke applause,
- If you choose a mini show, use a dose of humor as well as important and relevant information to keep your audience engaged.
- If you opt for a mini show, use a dose of humor as well as important and relevant information to avoid boring your audience.
- You can also use the question-and

-answer game: You can also use the question-and-answer game: However, you need to master it well, because generally, there is a lack of questions, with people not daring to start for fear of looking ridiculous. Start the ball rolling by preparing the first question in the style of: "One of the questions I often get asked is..."

-End with a strong message to impress your audience, and don't hesitate to share your email address or the location of a new conference.

-A summary document of the presentation is always welcome.

- A summary document of the intervention is always welcome.

- What to avoid: \nWhat to avoid: To avoid embarrassing situations, there are a few mistakes to avoid, namely:

-Avoid a formal setting, it intimidates people. Don't read your PowerPoint or visual aids: rely on keywords, provide comments to add real value.

-Don't memorize your text: you risk memory lapses and being paralyzed by stage fright, learn to master your subject matter.

-Be mindful of your visual angle; it should not always be the same: you must not, under any circumstances, ignore part of your audience.

-Use simple and universally understood words; if you use overly technical or even incomprehensible terms, people won't dare to ask you for explanations.

-Before any intervention, do not forget to introduce yourself: name, position, mission... If possible, you can also ask your audience to introduce themselves.

-Know how to gauge the audience's level of attention, you must take it into account throughout your presentation.

It is not forbidden to have a glass of water within reach to quench your thirst if needed.

III.14 Face-to-face communication:

In terms of communication, whether we are aware of it or not, we always seek to achieve at least one objective, sometimes several, including a number at the unconscious level.

We will focus here on the conscious objective. To achieve this goal, one must constantly keep a watchful eye on the interlocutor's behavior.

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The behavior in question is called feedback and is essentially the key to the success of any good communicator.

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Generally speaking, feedback corresponds to any information or meaning in return that,

starting from the receiver, goes back to the sender; thus, any verbal or non-verbal reaction to the other person's behavior constitutes a form of feedback. Seen from this perspective, feedback implicitly is continuously present in all communication. But these bidirectional feedbacks are difficult to interpret.

But these bidirectional feedbacks are difficult to interpret. Indeed, messages decoded from subtle and ambiguous cues require a lot of inference and are therefore subject to multiple interpretations.

Indeed, messages decoded from subtle and ambiguous cues require a lot of inference and are therefore subject to multiple interpretations. This is what makes reciprocal communication a dialogue, but not necessarily feedback.

III.15 Forms of Feedback : Depending on the context, whether professional or personal, feedback may take one or more of the following forms :

III.16 Reformulation : The more the other person will be recognized in my feedback, the more it can be accepted and helpful. The reformulation also makes it possible to say what has been understood and to verify this understanding.

III.17 Discharge: received, heard, noted

III.18 The message of gratitude : recognition, satisfaction : a need fulfilled e.g.

III.19 The expression of an experience or observation : Sometimes, it is necessary to give information that the other person does not know (or that is in his blind zone). It can also be the verbalization of a feeling in relation to what the other has not said (but which appears as underlying his word) The kindness perceived by the other will allow him to enrich his perception and facilitate a change of look.

III.20 Clarification – Summary: Put order, make connections

III.21 The reframe : Situate the words of the other in a new context. It may be useful to consider a recast as an assumption and check whether this new wording is appropriate.

III.22 Methods of interpersonal communication :

- Sandwich method "Compliment/ Suggestion/ Encouragement"

This method consists of wrapping one's criticism in the form of **SUGGESTION** between two slices of **COMPLIMENTS**, without forgetting the **ENCOURAGEMENT**. Concretely, we will start by making a precise and factual compliment regarding what the person has done well (bread). Then we will put a little butter using the conjunction "and".

Note immediately that using words such as "but", "however", "on the other hand", "however", etc. is equivalent to cancelling the compliment. For example, if I say "you're pretty (e) but

you have big feet", what are you holding back? Then we will make a suggestion regarding the main point to improve.

III.23 When people communicate with each other, they can solve any problem :

In a relationship, there may be times when the best solution to a problem is to keep quiet and stay out of the way.

Intense emotions, such as anger or sadness, can often lead to a reaction that is completely out of proportion to the situation. A period of self-reflection and calm will help you develop a more accurate perspective on the matter.

Key areas for self-awareness include our personality traits, personal values and needs, habits and emotions

- all factors that influence our behavior.

-Personality : Understanding your unique traits and personality characteristics will help you seek out situations in which you thrive, and avoid situations that could cause you too much stress. Knowing your personality will help you make informed decisions.

-Values : Your values are the beliefs that drive you to invest emotionally. For example, if respect is an important value for you, you will ensure that both you and your team members are treated with fairness and courtesy.

-Habits : Habits are behaviors that are constantly repeated, often automatically. Even though we would like to have habits that help us interact effectively with others and manage relationships well, we can probably all identify at least one of our habits that undermines this effectiveness.

For example, if a manager does not always consult their staff before making a decision, this habit can undermine their ability to gain the support of their team members, who will also not be able to improve their decision-making skills.

-Needs : A need is a condition or a situation where something is required or desired. For example, a person may need to receive continuous feedback to stay motivated at work. If this is your case, consider the processes you could implement with your colleagues to obtain the feedback you need. Needs create motivation; and if needs are not met, they can lead to frustration, conflict, and stress.

-Emotions : A crucial step towards self-awareness is recognizing our own emotions - for example, anger, joy, fear, or surprise - what causes them, and the influence they have on our thoughts and actions.

By stepping back from a situation, one can become aware of what is happening instead of being destabilized and overwhelmed by events. For example, when a person feels anger

towards someone, the act of thinking, "I am feeling angry," indicates that they have shifted their perspective ; they can then objectively, confidently, and subtly choose how they want to interact with that person.

Communication is not an innate skill. With practice, one can learn to communicate effectively. There are very simple tips that can greatly help you understand others and be understood. Try them and see if there are any improvements.

III.24 Tips for effective communication :

Communication is a process without beginning or end, during which everyone simultaneously receives, sends, interprets, and draws conclusions. How can you send messages effectively ? Taking your state into account, what can you do to effectively communicate your ideas and feelings? Here are some tips for sending effective messages :

- **Speak in the first person ("I").** When someone speaks in the first person, their statements are powerful and influential. This is a component of direct communication. Just say what you think or feel about something, for example: "I am upset when people arrive late to meetings" instead of "There are people who think that arriving late to meetings is passive-aggressive behavior."

- **Describe behaviors without making value judgments, for example:** "You interrupted me several times during the staff meeting" instead of "You are trying to attract attention and not paying attention to others."

- **Express your feelings:** this is a part of the message that is often omitted even though the emotional content directly contributes to the transmission of your message. It's just as important to express what you feel so that others can understand what you are experiencing. For example: "I felt anger when you interrupted me during the staff meeting."

- **Make sure your verbal messages match your non-verbal messages.**

Make sure your verbal messages match your non-verbal messages. For example, if you say, "I liked the presentation you made to the board of directors."

- while your tone is sarcastic and your facial expression means the exact opposite, this person will not know what to think and it is very likely that they will trust you less and consequently, your communications will become very difficult.

Your body language represents more than 60% of your message; the harmony between your words and your body language will establish trust, and your message will be clearly understood.

- Many people need to practice in order to become effective communicators. Ask others for their thoughts on the clarity of your message, how you express it, and the timing of your

delivery. You may feel like you are taking a risk, but each small risk will build your self-confidence and increase the trust that those who work with you have in you. Trust is particularly necessary to establish open and effective communication.

When we trust someone a lot, we tend to want to share our thoughts, feelings, and ideas with them.

When we trust someone a lot, we tend to want to share our thoughts, feelings, and ideas with them. Our interactions are simplified when we trust others, in their words and actions.

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On the other hand, if the bond of trust is not established in a relationship, the person delivering a message will provide little information, and the one receiving it will doubt even more the little information that has been communicated to them.

-Listen and respond

One of the greatest gifts you can give someone is to listen to them. It can be a mark of appreciation and attention. This can be a mark of appreciation and attention. Too often, in our interactions, we talk to another person without really listening to them. Too often, in our interactions, we talk to another person without really listening to them.

We are often inattentive, listening with a distracted ear while thinking about something else, perhaps about how to formulate our response.

The way we listen to and respond to a person allows us to understand their feelings and thoughts. The most important attitude for effective communication is to take the other person's point of view into account. Try to put yourself in their shoes, it will greatly help you improve your communication with that person.

Use these tips to listen and respond :

1. Listen carefully to what is being said, eliminate distractions.
2. Be attentive to non-verbal cues, such as eye contact, facial expressions, or body language.
3. Listening is an activity focused on the other person, not on yourself. Try not to formulate your response internally before you have even heard what the other person wants to say.
4. Clarify and ask specific questions to fully understand what is being said to you.
5. Reformulate, in your own words, what the person is saying, feeling, meaning.
6. Understand the message from the other person's perspective : "If I understand you correctly,..." Understand the message from the other person's perspective: "If I understand you correctly,..."

III.25 Communication within the Company:

Global communication within a company is defined as a comprehensive approach to All communications: institutional, marketing, and internal. It is presented as a homogeneous approach that aims to delineate a territory for the company and impose it on various forms of communication.

Global communication seeks coherence between the content of messages, the reality of The company, brands, and products as well as the objectives it pursues. We distinguish 02 types:

- internal communication which is directed towards the company's employees.
- external communication that addresses the company's environment

III.26 External communication : The set of communication actions implemented by a company aimed at its external audiences. Just like internal communication, it is an integral part of the company's strategy, its economic, social, and financial project.

It largely relies on public relations (press relations, crisis management...), the Visual communication of the company (image-based communication: logo, presentation brochure, website...) and event organization.

It therefore plays a fundamental role in positioning the company's image and developing its reputation and commercial success.

III.27 The external communication strategy:

- Analyze the situation and make a diagnosis : identify its strengths and weaknesses.
- Choose a positioning : the identity of the company, product or brand, which must be credible, strong, distinctive and attractive. It must be part of the company's overall strategy (all communication actions).

III.28 Determine objectives : guide the company's strategy and define the most appropriate means of communication for positioning the company.

The objectives must be clearly defined and therefore based on a precise intention. They must be quantified and defined over time. Communication objectives can be of three types:

- **A notoriety goal :** Aims to make known. It is important to be known and recognized before focusing on the image that is associated with the company name.
- **An image goal:** Once known, the company can focus on acquiring a good image, on how it is perceived by the public.
- **A behavioural objective:** When awareness and image are acquired, she may consider communication that will aim to influence public attitudes, behaviours, and perceptions.
- **Identify targets:** Who are the people you want to reach? There are two criteria for identifying a target :

- **Quantitative criterion** : linked to demography. (For example, women aged 35-40 are targeted.)

- **Qualitative criterion**: related to interests, lifestyle. (For example, we address ecotoxicologists, pharmacologists, etc.)

-It is also important to prioritize the different targets. The most important target (the target heart), is the one for which the most communication budget will be spent.

This reflects the personality of the company and includes a number of pieces of information: First name, last name, and position of the person Name, logo, industry of the company

-Full contact details.

A business card is not an advertisement.

It is important to get to the point and not try to include too much information."Too much information kills information."

- **The company brochure** : The company brochure: It allows for a detailed presentation of a company, organization, product, or service. Allows for a detailed presentation of a company, an organization, a product, or a service.

It generally consists of a written section that clearly presents the subject and a graphic section (photos, diagrams, illustrations, graphs) that particularly aims to capture the reader's attention or to illustrate the written section.

A good brochure does not simply present a product, an event, a company...It must instill confidence and gain the reader's approval by showing them that what is presented meets one of their potential needs.

She must instill confidence and gain the reader's approval by showing that what is presented meets one of their potential needs. Ideally, the brochure should first introduce the product, the company, the event. Ideally, the brochure should first present the product, the company, the event. It will prove to the reader that their need is identified and that a way to satisfy it is being offered. Finally, she will provide him with instructions on how to meet this need.

III.29 Some editorial elements help to engage the reader:

- Titles: they must be catchy, keep the reader in suspense, and encourage them to read the text.

The use of questions or phrases ending with ellipses can be a Good way to achieve this goal.

- **The tone** : we will recommend a direct tone as well as the use of the present imperative and the present indicative, The indicative.

- **The words** : we will use positive, credible, and factual terms.

- **The sentences** : using short, concise sentences that give rhythm to the text is preferable. They constitute the heart of the argumentation that will encourage the reader to adhere to Concept.

-Typography is also of great importance in the creation of a brochure.

We Will favor bold, underline, and italics. These allow for emphasis on certain phrases or highlight specific terms.

- The placement of the text and its various components must be carefully considered. In our culture, the eye is accustomed to reading from left to right and top to bottom. This reality must be taken into account for the positioning of the different elements of the text. -This reality must be taken into account for the positioning of the different elements of the text. Thus, the most important information will preferably be positioned at the bottom, to the right.

Thus, the most important information will preferably be positioned at the bottom right. The effectiveness of the brochure relies on its originality and creativity.

- The combination of its aesthetics and the argumentation developed within it should pique the reader's interest and lead them to the key points that will drive them to embrace the company, the product, the project.

Visual elements, such as photos, illustrations, and graphics, enhance the document's appeal and help illustrate the written content.

-Visual elements, such as photos, illustrations, and graphics, enhance the appeal of the document and help illustrate the written content

- The appropriate selection of these visual elements gives the brochure its original touch. The appropriate selection of these visual elements gives the brochure its original stamp. He It is also important to place great emphasis on the selection of colors. It is also important to attach great importance to the selection of colors.

Indeed, each color corresponds to a color symbolism, and the reactions they provoke result from our education and culture.

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For example, the color pink is generally associated with girls, while blue is associated with boys, white symbolizes purity, and red is more linked to the notion of danger. For example, pink is generally associated with girls while blue is associated with boys, white symbolizes purity, and red is more linked to the notion of danger.

The choice of colors will therefore influence the way of communicating as it will affect the reader's cultural frame of reference.

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-The website: A website allows a company to have a virtual showcase that enables it to present it self and highlight its products and services.

A website allows a company to have a virtual showcase to present it self and highlight its products and services. Given the extensive development of this medium, it is a good way to convey information quickly and promote the company, its products, and its services beyond borders.

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The key to success for effective dissemination via the internet will be good site or information indexing in search engines, for example, in the titles of the pages.

The key to success for good dissemination via the internet will be good indexing of the site or information in search engines, used in page titles, for example.

- Advertising : Advertising is positioning a product or service. It's giving it a personality that will make it a "star."There are several types of advertising : print advertising, television advertising, radio advertising, and internet advertising.

- Mailing : Also called "direct mail."It is a marketing technique that involves sending a letter, a leaflet, or a brochure to promote a product and/or a service.

This is a marketing technique that involves sending a letter, a brochure, or a leaflet to promote a product and/or service. A good mailing must be targeted.

A good mailing must be targeted. This means that you need to identify your potential customers before sending. A well-targeted mailing will allow you to achieve better results.

The mailing must have a striking hook to attract the customer.

III.30. Internal communication ; is delayed external communication. If internal communication is poor, it will be felt later in external communication. A company will only

communicate well externally. An employee is both a vector of their company's image, a consumer, a citizen, and even an active member of associations. He can also be a shareholder of his company.

III.31. The types of external communication :

III.31.1 Institutional communication (or Corporate communication)

Is a communication from the company about it self .It allows the company to enhance its identity and image with the various audiences that interest it:

- **Objective** : emotional ; to make the brand loved and understood.
- **Target** : The target of institutional communication is both internal and external to the company.

The target of institutional communication is both internal and external to the company. Internally, because the communication is aimed at the company's shareholders, but also at the employees ; it is normal for employees to share the company's values, and for that reason, the communication is intended for them. Internally, because the communication is intended for the company's shareholders, but also for the employees, it is normal for the employees to share the company's values, and for that reason, the communication is intended for them. Externally for the public but also for the media, the suppliers, to share these Values with the most people.

- **Tools** : presentation documents (such as the company brochure, activity reports of the company, the company newsletter, the website, etc.), external signs, financial communication, Press relations, or even events.

III.31.2 Commercial communication (or marketing communication) :

Talks about brands, products, and services ; its objective is to convince the selected targets to buy or repurchase.

- **Objective** : reactive ; to make purchases and build loyalty.
- **Target** : sales force (internal target), customers (current and potential), the press, the consumer association, the State (external targets).
- **Tools**:o/Media: The press, television, radio, advertising, and cinema.
o/Non-media: Promotion, partnership (sponsorship or sponsoring and patronage), public relations, and press relations.
- **Constraints** : Budget, legal constraints(Many laws are imposed on advertisers with the aim of:
- **consumer protection**: prohibition of misleading advertisements/ protection of public health

- respect for competition: regulation of comparative advertising/prohibition of unfair competition
- **others** : mandatory use of the local language/protection of the environment.
- Context** : respect for competition : regulation of comparative advertising/prohibition of unfair competition
- **others** : mandatory use of the local language/protection of the environment.)

CHAPTER IV :
Developing Autonomy, Organizational
Skills, and Communication
within the framework of a project approach

CHAPTER IV : Developing Autonomy, Organizational Skills, and Communication within the framework of a project approach

IV.1 Introduction :

The project mode is a work and management methodology that encourages collaboration between different teams within a company. Its implementation, management, and the tools to use are all essential steps to reap all the benefits. This guide reveals how to effectively organize your team work and optimize your skills for efficient project management.

IV.2 Definition of project-based work:

Project-based work is a task management approach focused on achieving a specific objective within a defined timeframe. This approach relies on the collaboration of people from various professions or departments who come together to achieve a common project. Project-based work is characterized by a transversal organization that promotes cooperation and fluidity in work management.

IV.2.1 Cross-functional collaboration : teams, often multidisciplinary, work together horizontally, breaking traditional hierarchical silos.

IV.2.2 Goal Management : each task is defined and organized around a common goal, which is clearly defined and shared by all team members.

IV.2.3 Adherence to deadlines : a project schedule is established, with deadlines for each task, allowing for tracking the project's progress and ensuring its timely completion. This methodology allows for maximizing efficiency and productivity, while strengthening team cohesion and employee engagement.

IV.3 The key stages of the project mode : The project mode is structured around several key phases, which allow for the effective structuring and management of the project.

IV.3.1 Initialization: This phase includes the definition of objectives and the creation of a specifications document. These elements serve as the foundation for the project and clearly define the expectations and constraints.

IV.3.2 Planning: It involves organizing the project into tasks, defining a schedule, and allocating resources. The most commonly used tool for this step is the Gantt chart.

IV.3.3 Execution: During this stage, the tasks are carried out according to the established plan. This is a crucial moment where the effectiveness of the planning is put to the test.

IV.3.4 Control and monitoring : This phase aims to ensure the smooth progress of the project. It involves regular monitoring of task progress and heightened vigilance in managing costs and deadlines.

IV.3.5 The closure : This final step marks the end of the project. It allows for drawing lessons from the project and capitalizing on the experience gained.

IV.4 The role of the project manager : The project manager plays a central role in the project mode. He is the catalyst who drives and coordinates the team dynamics. He is responsible for the articulation of the project, ensuring that each step progresses according to the initial plan.

-He plans the work, sets deadlines, and assigns tasks to team members based on their skills.

-He is responsible for managing resources, both material and human, and must ensure their optimal use within the budget constraints.

-He regularly communicates about the project's progress, exchanging information with stakeholders and the team.

-He is responsible for making strategic decisions and must be able to handle any issues that may arise.

It is therefore a role that requires strong managerial skills and great adaptability.

IV.5 How to organize teamwork in project mode ?

-To organize teamwork in project mode, the identification and distribution of tasks is an important prerequisite. Each team member must know precisely their responsibilities and the role they play in the completion of the project.

-The use of project management tools can facilitate this organization. For example, a dashboard can help visualize the project's progress and the remaining tasks. Information sharing and communication tools, such as a collaborative platform, promote exchanges and collective intelligence.

- Another key step is the establishment of a management system. Another key step is the establishment of a management system. This can include regular meetings to take stock, progress updates to adjust the plan if necessary, and evaluations to measure the success of the project.

- Finally, to foster team motivation and engagement, it may be useful to organize moments of sharing and celebrating successes, big or small. Finally, to foster the motivation and engagement of the team, it can be useful to organize moments of sharing and celebrating successes, big or small.

IV.6 The importance of individual and collective skills:

To maximize the benefits of project-based work, highlighting individual and collective skills is crucial. Individual skills, such as

that autonomy, problem-solving ability, and communication skills allow each team member to contribute their part to the project.

At the same time, collective skills, such as teamwork, the ability to collaborate effectively, and information sharing, promote a productive group dynamic. They contribute to the achievement of common goals.

IV.6.1 Individual skills:Autonomy, problem-solving, communication, leadership, adaptability.

IV.6.2 Collective skills: Team spirit, collaboration, information sharing, collective adaptability.

The development of these skills can be facilitated through training, team-building workshops, or regular feedback sessions.

IV.7 Tools and techniques for effective project management:

For effective project management, various tools and techniques can be employed.

IV.7.1 Project management software:Tools like ClickUp, Asana, or Bubble Plan help centralize project information, simplify workflows, and facilitate collaboration between teams.

IV.7.2 Dashboards: They allow for visualizing project progress, tracking key performance indicators (KPIs), and controlling the budget.

IV.7.3 Diagrams:Gantt and PERT charts are visual tools for planning and tracking tasks.

IV.7.4 Communication tools:Collaborative platforms promote the exchange of information and collective intelligence.

In terms of techniques, SWOT analysis can be used to evaluate the strengths and weaknesses of the project. Project management methods like Agile or Scrum promote adaptability and responsiveness. It is advisable to choose the most suitable method based on the nature of the project and the company's culture.

IV.8. Advantages of working in project mode for the company : Working in project mode offers numerous advantages for the company.

IV.8.1 First : this method promotes innovation. By bringing together diverse skills and perspectives, it stimulates creativity and the emergence of new ideas.

IV.8.2 Secondly : it allows for the development of employees' skills. By exposing team members to various situations, the project mode promotes the acquisition of new skills and the improvement of existing ones.

IV.8.3 Thirdly : project-based work enhances employee autonomy. They are empowered and involved in achieving the objectives, which can lead to an increase in motivation and engagement.

IV.8.4 Finally : the project mode improves the company's flexibility. Adaptive by nature, this mode of work allows for better management of unforeseen events and increase responsiveness to changes.

IV.9 Adaptability and flexibility in project mode

IV.9.1 Adaptability and flexibility: are two essential soft skills when working in project mode. These skills enable project stakeholders to effectively manage unforeseen events and changes in direction that may occur during the project.

IV.9.2 The ability to adapt: refers to the ease with which team members can modify their frameworks and mental reference models to deal with new situations or to meet new needs. This may involve modifying work processes, acquiring new skills, or adapting to a new context.

IV.9.3 Flexibility: for its part, is the ability to accept changes, work according to flexible schedules, and effectively balance professional and personal life. It allows team members to better manage their workload and professional uncertainties.

These skills are all the more important in project mode, where teams often have to work remotely or in a constantly evolving environment. To develop these skills, it is recommended to take specific training courses and regularly practice self-reflection and continuous learning.

IV.10 Why adopt project-based work ?

Adopting project-based work presents several significant benefits for an organization. First, this approach brings together various skills towards a common goal, thereby promoting better communication and a judicious distribution of tasks.

Moreover, the project mode is distinguished by its flexibility. It allows teams to work remotely or according to flexible schedules, offering a balance between professional and personal life.

Moreover, the project mode boosts productivity. The collaborators, valued in their missions, are more motivated and engaged. Indeed, working with a clear objective and under a Defined deadlines promote efficiency.

The project mode, by its transversal nature, encourages cooperation and constructive exchange, triggering a positive dynamic within the teams. Finally, the project mode offers the

opportunity to develop employees' skills. They can thus expand their knowledge, improving their adaptability and their ability to innovate.

IV.11 Importance of teamwork in project mode :

Teamwork is a major asset in project mode. It fosters a synergy of skills, where each member brings their added value to the achievement of a common goal.

-It allows for the sharing of tasks and the pooling of efforts, which helps to accelerate the progress of the project.- It allows for sharing tasks and pooling efforts, which helps to accelerate the project's progress.

- Teamwork also optimizes problem-solving. Teamwork also helps optimize problem-solving. By confronting different viewpoints and ideas, the team is better able to find innovative and effective solutions.

- Finally, the exchange and sharing within the team foster a climate of trust and mutual respect, essential for successful collaboration. Finally, exchange and sharing within the team foster a climate of trust and mutual respect, essential for successful collaboration. It is therefore essential to value teamwork in project mode, as it not only improves productivity but also strengthens cohesion and employee engagement.

IV.12 How to continuously improve project-based work?

For continuous improvement in project mode, several strategies can be implemented:

IV.12.1 Regular evaluation: It is essential to conduct periodic project reviews to identify potential problems and opportunities for improvement.

IV.12.2 Feedback: Encourage open communication and the sharing of opinions within the team. This allows for the identification of the strengths and weaknesses of the project.

IV.12.3 Continuous training: Invest in the development of the project team's skills. New skills can help improve efficiency and productivity.

IV.12.4 The adoption of tools and methodologies: Tools like Jira, Trello, or Asana can help manage the project more effectively. The adoption of methodologies like Agile or Lean can also contribute to continuous improvement.

IV.12.5 Risk management: Identify potential risks from the beginning of the project to manage them proactively.

In parallel, it is recommended to adopt a continuous improvement approach, such as the PDCA cycle (Plan, Do, Check, Act), to implement and monitor improvement actions.

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PDCA (Plan, Do, Check, Act) cycle, to implement and monitor improvement actions.

Please provide the text you would like me to translate.

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Overview

This document is intended for students of the 2nd year Bachelor of Civil Engineering of the new LMD system, it groups together some chapters of the module of Expression techniques. The aim of this course is to teach students oral and written communication, both in academic scientific environments and also in social environments outside the university, particularly when looking for a first job and in companies after recruitment. It prepares students for the world of work, which they will join at the end of their studies. If the student is pursuing an academic career as a research teacher, he will have acquired in this module the basic knowledge of writing research articles, making a bibliography, scientific reports, even pedagogical books and oral presentation of work, communication between researchers etc. If the student pursues a career in a company, this module will have enabled him to learn how to present himself at a recruitment competition, how to write a resume and cover letter for the position sought, common pass a job interview etc, those to provide answers and tools.

Keywords :

Researching, analyzing and organizing information, Improve your ability to express yourself, Improving Communication Skills in Interaction Situations, Developing Autonomy, Organizational Skills, and Communication within the framework of a project approach