Communication skills: training proposal for grocery store managers

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ABSTRACT :*This work describes a case of consulting in an organization dedicated to the sale of groceries, which raises the need to improve the skills of managers, since in exit surveys it is reported that the main reason why employees leave the job collaborators are problems with their immediate superiors. The organization presents to the consulting team the need to design a strategy to develop the communication skills of store managers. An intervention is proposed that is designed considering the principles of Organizational Development, promoting change from the participation of those involved. A reference framework is presented to understand the communication process and its application in the different roles that bosses have; Likewise, the different phases followed in the intervention process are described.*

KEYWORDS -*Communication, leadership, training, management skills.*

I.   INTRODUCTION

As a basis for understanding this consulting process, it is important to recognize something that organizations sometimes forget among the excessive daily workloads: the most valuable resource they have is the human resource, since people are the beginning, the middle point and the At the end of the organizations, they found them, mold them, drive them and can lead them to success or failure (Chiavenato, 2011), [1].

In this case, the client organization decides to implement training programs for its bosses, hoping to influence turnover rates, since in exit surveys the relationship with bosses is reported as the main reason for abandonment. Experts say that people don't leave work, they leave their bosses; This leads us to reflect on the influence that people in management positions exert on their collaborators, since they require personal and interpersonal skills and competencies to facilitate management first of themselves and then of the relationship with others (Sánchez, 2012), [2].

Those who are promoted need to develop different kinds of skills, since mastering the technical and therefore performing well is not enough to predict success in the new position (Mondy, 2010)[3] Mastering a position does not ensure the adequate transmission of your knowledge to your subordinates or the effective direction and control of your daily tasks, hence the importance of developing skills to effectively manage different organizational resources.

Mosley, Megginson, and Pietri, (2005)[4] point out that management is the process of working with personnel to achieve company objectives through effective and coordinated decision making of available resources; The duties and responsibilities of the various levels of management vary from organization to organization, but it is generally accepted that management is responsible for supervision and control over the operations of an organizational unit.

There is a vast literature on the categorization of managerial or directive skills. For this project, Mosley, Megginson and Pietri, (2005)[5] is relevant, as they explain that the basic skills needed to manage effectively are: conceptual, human relations, administrative and technical. The authors emphasize that human relations skills are those that allow us to understand other people and serve to interact with them in an effective way. These skills are mainly required to perform the leadership function because they involve communicating with employees, motivating them, directing them, train them, give them authority and help them, as well as establish and strengthen relationships with other people. Regarding communication, they point out that a large number of bosses think that it is just a matter of saying things as they are, without recognizing the complexity of the communication phenomenon.

Rodriguez, J. (2007) [5] proposes a definition of communication that is quite appropriate for the consulting process of this research, as it states that "it is a process through which ideas, plans or information are introduced and exchanged in the mind of a person. and with this a certain behavior is sought in the receiving subject" (p.184). From this definition it is possible for us to understand communication as a process that we carry out daily in organizations but which in reality is extremely complex, since the concepts and perceptions that each individual has constructed from their particular life experience intervene. Rodríguez allows us to dimension communication as the basis of a behavior that can be learned and transmitted by the same organization.

Puchol, L., Martín, M., Núñez, A., Ongallo, C., Puchol, I. and Sánchez, G. (2010) [6] provides and talks about interpersonal communication skills, within the area of internal communication of the company. The author defines internal communication as "those management devices aimed at promoting communication between a company and its own personnel, trying to organize their work relationships or improve internal cohesion and performance." Within the general objectives of this internal communication, the author identifies the following: disseminate and consolidate the values of the company's culture; promote the identification of the worker with the company; collaborate in the consolidation of the Total Quality Guarantee; effectively, efficiently and effectively transmit the messages of the business strategy and policy; tell staff what is happening in the company, not only to inform, but also to motivate; contribute to the growth of commitment and integration of personnel with and in the company project; let each worker know the importance of their work in order to achieve customer satisfaction and the company's final results; know and analyze the opinions, attitudes and expectations of staff; contribute to the improvement of knowledge and interdepartmental relations; enhance the managerial role and leadership capacity of the hierarchical line; combat the spread of rumors that affect the morale of workers and that can cause problems with clients, suppliers, public entities, the media, etc.; and achieve communication from Management without interference. The author proposes an "umbrella" of tools called "Interpersonal Communication Tools" that encompasses common skills that any person needs to master to perform a communicator role with a managerial perspective.

For this purpose, it was agreed with the client organization to develop a series of training videos in communication skills.

For the creation of the training videos, it was chosen to transmit these communication tools to the Managers, since the committee determined that the "tool umbrella" would be ideal to begin the training project through videos. As a working model for the development of communication skills, the following tools and skills were chosen (based on[6]): giving oral commands, active listening and rewarding. As a fourth skill, the one proposed by Carlos Ongallo, cited in [6] called assertiveness, was chosen, and it was decided to conclude with an additional section that addresses the barriers of communication and feedback, taken up by Robbins, S., Decenzo, D. and Coulter, M. (2013) [7] as a strategy to combat and address difficulties in achieving effective communication.

II.   METHOD

The client company is dedicated to the sale and distribution of groceries in the Southeast of the Mexican Republic, has been founded for more than 20 years and has more than 300 branches. Although this company is one of the companies with the greatest growth and presence in the Southeast, it competes with others with an equivalent or similar business at the local level, as well as with national and transnational self-service franchises. Branches have a general manager and 3 to 5 general employees per shift.

The following figure shows the phases of the work, as well as each of the activities they included. It should be noted that this work refers to the intervention phase.

Fig. 1 Diagnosis, intervention and evaluation model
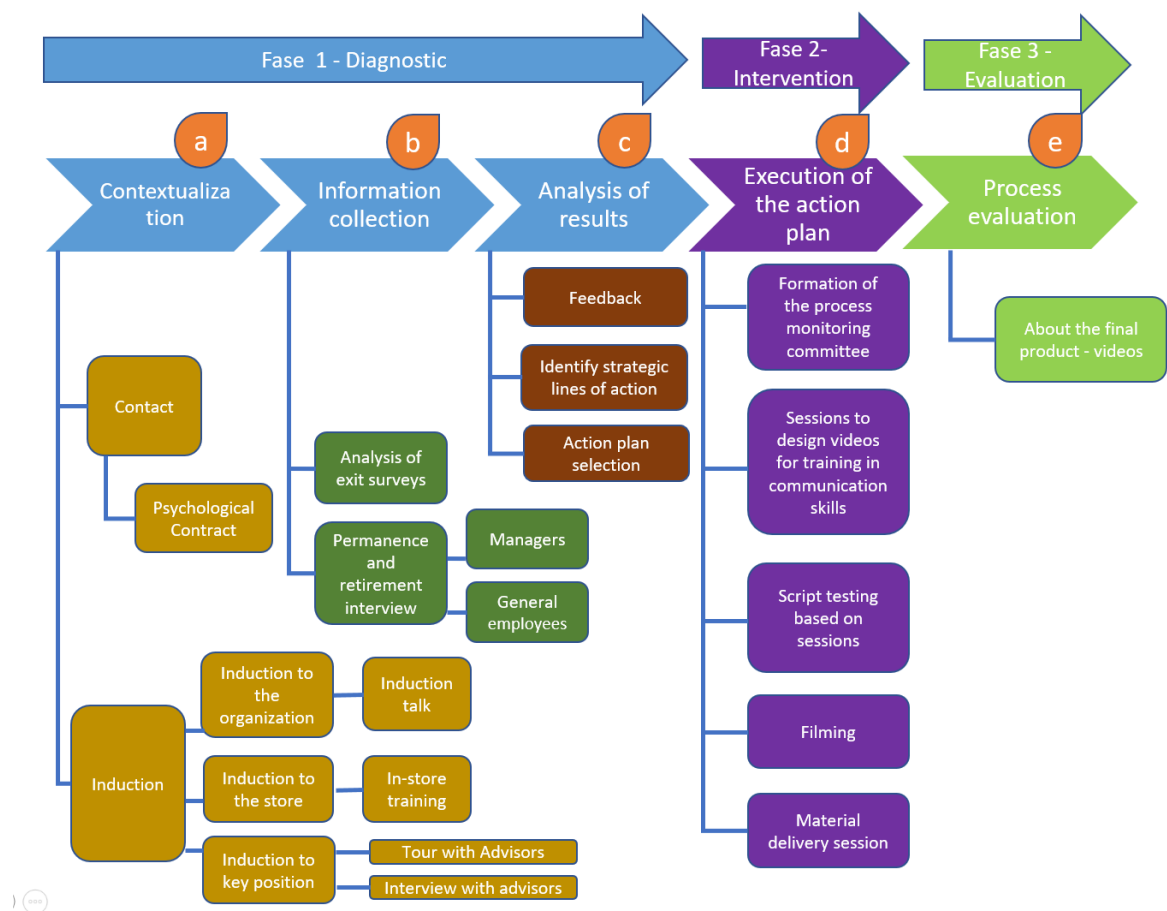
In figure 1 we can locate three phases: diagnosis, intervention and evaluation; as well as its corresponding subphases and activities. Phase (1) Diagnostic with 3 subphases: contextualization, where the company was contacted and a psychological contract was established with the limits and scope of the project, in addition to an observation period of the induction processes they go through. General Employees and Managers upon entering the company; information collection where exit surveys on staff retention and retirement were analyzed. The Consulting Team conducted permanence and retirement interviews with Managers, Assistant Managers and General Employees of 13 stores established together with the organization with a result of 44 interviews with the personnel who were in them; and the results analysis subphase, the results were interpreted and a results confrontation session was organized with the Human Resources Manager and the Head of Training with the intention of selecting an action plan.

In the Intervention Phase, the action plan was designed. The proposal contemplates the formation of a committee to monitor the training, meetings with the committee to design the training material, presentation of script proposals to make the videos and filming.
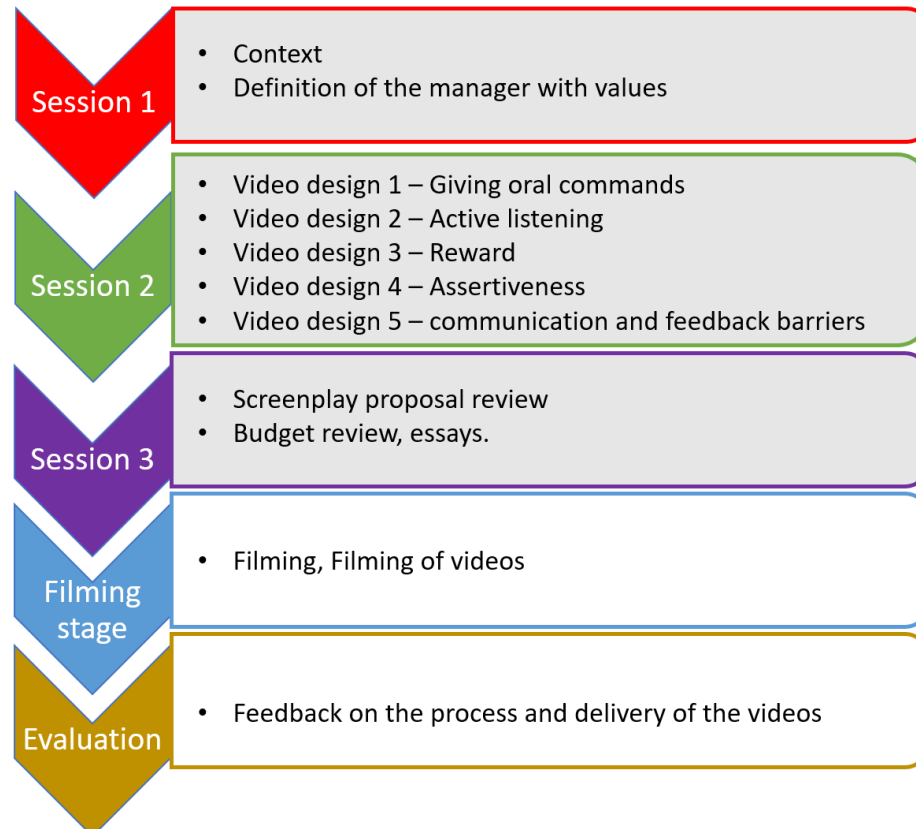
The Evaluation Phase includes the delivery of audiovisual material and the holding of a feedback session with the committee on the work carried out.

III. INTERVENTION

Usually, for the creation of audiovisual products, external services are hired that propose solutions to various communication needs of companies. These rigid proposals do not involve the client organization in depth, however, based on the fact that Organizational Development (O.D.) has a participatory nature, which includes the people of the organization and their experiences to generate change, an intervention model was designed with these principles, which resulted in the formation of a Strategic Committee that could contribute ideas to generate the script of the videos and that they start from a reality closer to the organization. The Committee was made up of an area manager, a commercial advisor, the Training Coordinator, a Store Manager and a General Employee; They were selected by the Human Resources Manager and the Head of Training considering their performance evaluations and experience in the company's processes.

In the work sessions, real cases related to the behavior of Managers were shared, that is, experiences of success or failure of their communication skills. With the information collected, the scripts for the videos were built, which were approved by the Head of Training; They were later filmed. In figure 2 you can see the agenda of the Committee sessions.

Fig.2 Committee Agenda

Session 1
- Context
- Definition of the manager with values

Session 2
- Video design 1 – Giving oral commands
- Video design 2 – Active listening
- Video design 3 – Reward
- Video design 4 – Assertiveness
- Video design 5 – communication and feedback barriers

Session 3
- Screenplay proposal review
- Budget review, essays.

Filming stage
- Filming, Filming of videos

Evaluation
- Feedback on the process and delivery of the videos

The audiovisual material was incorporated into the training of Managers. It is worth clarifying that under the principles of the O.D, the participation of the members of the Committee in the design of these tools is in itself an intervention, since it leads the participants to find inclusive paths to the problem that is intended to be addressed, in addition to During the filming phase they had to live (act) practice communication skills, learn the scripts and be convincing.

For session 1, the Head of Human Resources asked the members of the Committee to attend the first work session. The Consulting Team prepared some slides with the topics to work on to facilitate the order of the session. Before formally starting, an integration activity was carried out. As a first point, the origin of the project and the objective of Session 1 were explained, which is for those present to share ideas to develop a training module for Managers in order to address the high rates of staff turnover in grocery stores. They were told that the project started from a previous diagnostic phase.

As a reference, they were presented with several diagnostic graphs that illustrate the things that bosses would have to do to make people want to stay in the company. They were told that two sessions would be required of them to be able to work on the main topics of communication skills and that they could contribute their experience to the project. It was emphasized that we would work with the Managers because they are the ones who spend the most time with the staff of the Grocery Stores, also because they are the ones who work directly with the staff to achieve objectives.

The topic of management skills was introduced from the vision of Mosley, D., Megginson, L. and Pietri, P. (2005). [4] It was highlighted during the presentation that human relations skills consist of the abilities to understand other people and to interact with them effectively, so that they support the leadership function that a Manager is expected to perform, since it implies " communicate with employees, motivate them, direct them, train them, empower them and help them, as well as establish and strengthen relationships with other people." (p. 16).

Subsequently, they were exposed to the vision of [6] on interpersonal communication skills within internal communication. of the company, which are defined as "those management devices aimed at promoting communication between a company and its own personnel, trying to organize their work relationships or improve their internal cohesion and performance." (p.5).

The members were invited to define together the values that should guide the communication of the Store Managers. In order to speed up the brainstorming, they were presented with the set of values established by the organization. From this basis, the Committee members proposed the specific values that Store Managers are expected to have with their staff in day-to-day communication.

After having carefully read the organization's values, the exercise began. Three colored sheets were provided and the instruction was given to write a value on each sheet that, from their perspective, Store Managers should have when communicating with their staff. A white board was placed in front of the work table so that when everyone finished writing they could stick their papers with the values they proposed. It was explained that if a value was repeated it was not necessary to put it again. The values were as follows: Honesty, Discipline, Sincerity, Honesty, Order, Recognize the work of the staff, Equality, Simplicity, Teamwork and Empathy. After everyone began to place their proposals, they were invited to share the reason why they thought of that value.

After the committee shared the values they considered most relevant, the consulting team invited them to reflect on what was proposed and condense the information. For this, the consulting team invited them to choose only the values that they considered essential to include in future training on communication skills for Managers. In table 1 we can see the final result of the activity.

Table 1. Values proposed by the Committee

Values	Definition proposed by the committee
Teamwork	Include yourself as a store leader in daily activities with your work team, supporting colleagues when the situation requires it.
Passionforservice	Good attitude towards the client. Make a difference so that the customer returns. Be kind and empathetic. Let people do what they have to do out of conviction and not out of obligation.
Equality	Treat staff without preferences, without distinction. Distributetasksfairly.
Honesty	Be honest in work, in intention and in action. Be consistent.
Respect	With the client and employees.
Initiative	That does not need constant supervision to do what is established.

Subsequently, the committee was asked to define and reflect on what the behavior and leadership of a Manager in the organization should be like so that in the future this definition could be included in the training along with the training videos. During the comments, the participants highlighted that the Manager should be a creative person, who must know the other positions (the work carried out by General Employees) to exercise his leadership, serve the client at crucial moments and support his collaborators. The exercise gave way to another brainstorming session that had the objective of defining what, for them, a "Manager with values" in the organization should be.

Session 2 began with recapitulation of the previous work. The adapted model of communication skills was presented, based on the proposal of [7], which is a selection of the 4 skills most related to the situation of the organization: Giving oral orders, Listening techniques-Active listening, Rewarding, Assertiveness and a section on Communication and feedback barriers. At the center of the model were placed the values that the committee expressed that Managers must have to keep them transversal to communication (see figure 3).

Figure 3. Communication Skills Model
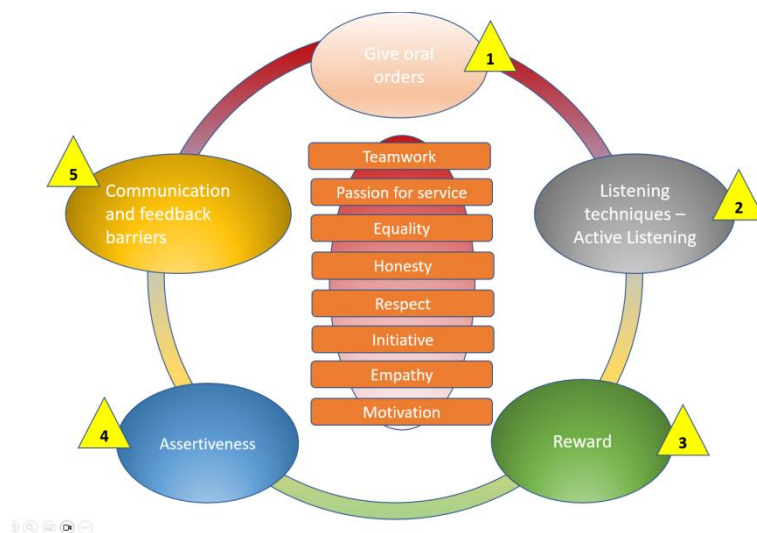
After presenting the general model of the skills, a brainstorming session was carried out with each of the skills and the communication barriers and mechanisms that favor feedback were explained. Subsequently, 5 videos were shown (obtained from YouTube) related to situations in organizations where some conflict between co-workers, boss-employee was visible; The projected videos were intended to give an idea of what the videos that the Consulting Team would create for future training would be; This with the purpose of stimulating the

committee to remember cases or anecdotes that had a connection with the skill to be developed exposed; At all times it was intended that the cases shared by the committee would be reflected in the scripts in a real context of the Managers' work, in addition to being permeated by the values proposed by the same committee in Session 1. They are presented below. table mode the contributions made by the committee on each skill.

Regarding (1) "Giving oral orders", the committee stated that in stores various situations usually happen simultaneously, the customer is served, the groceries on the shelves are replenished, the facilities are cleaned, etc., which brings about Consequently, the Manager has to constantly give or change tasks to the Employees. As main ideas to be captured in the videos, participants shared anecdotes and experiences of success and failure related to giving instructions. It was insisted that a Store Manager should aspire to give an order clearly and maintain an attitude that allows the collaboration of General Employees.

During the exchange of ideas on "Giving oral orders" the committee highlighted the general idea that the Store Manager must have the ability to prioritize the tasks assigned according to the movement that is presented, that is, know what the peak hours and what are the hours in which Employees could carry out activities. Regarding what could appear in the video, the participants commented that the Manager must be very clear when giving orders, have a lot of patience with the new General Employees (since they do not know the internal processes) and treat the staff well so that they do not close to the colaboration. It was suggested that the Manager give an instruction related to arranging products on the shelves, which is something very common in "day-to-day life" in stores.

Regarding (2) "Active listening", the members of the Committee shared experiences and anecdotes that are testimony of how sometimes the Manager tends to listen little to his collaborators, even making them feel bad for the mistakes made, not recognizing their efforts or even, make them feel unhelpful or unworthy. During the session, it was emphasized that Managers should take the initiative to listen to their staff and attend to the daily needs of the stores, since a closed attitude could cause employees to want to leave the workplace.

The committee highlighted that one learning in the stores is that an employee "gives more of himself" when he feels listened to, this agrees with the objective of active listening which proposes that making the person with whom we speak feel comfortable facilitates the processes of communication and understanding between the parties. The committee emphasized that a Manager with an appropriate and empathetic attitude should appear in the training video, since many problems are caused by his immediate refusal to give permission or be flexible in emergency cases where the General Employee needs his support. .

(3) Rewarding was one of the skills most discussed by the Committee during the session, as several of the members recalled personal situations where they felt the need to ask their boss for leave from work or had to thoughtfully apply a solution. human to the problem that a collaborator was facing. In the case of stores, the participants commented that they perceive that sometimes Managers forget to recognize the work of the staff, and said that human beings "need a push that motivates them to do daily work" beyond the remuneration.

During the session, proposals arose that linked "Reward" with actively listening to staff, as it was suggested that one way to thank the staff for their work is to agree to be flexible with the schedule or with special requests in reward for the good work done. However, it was highlighted that many Managers maintain a closed attitude towards the requests of their Employees, which causes a negative effect among the work team. To make the video, the committee advised that the Manager be represented in a way that was empathetic towards the Employee, that he listened to him, that he gave him special permissions when he did his job and that he always kept in mind that he is "a human being" and not a "robot or machine."

Regarding section (4) "Assertiveness", the perspective of [6] was previously shared with the Committee, which explains that "it is the ability to express one's own ideas in an appropriate way, with respect to the interests of others" (p. 137). Subsequently, the brainstorming began and anecdotes related to the behavior of Managers and the importance of being able to communicate a specific message honestly, clearly and directly

began to be expressed. The committee members proposed capturing in the videos a type of Manager who would be capable of handling situations in which General Employees asked for special permissions.

In the session it was evident that on repeated occasions the Managers fail to connect assertively with the special requests of the Employees, which is why there is friction within the store that can end in the dismissal of the General Employee because they consider that they are not empathetic with their needs. Solving problems, improvising on the fly, evaluating extraordinary requests and developing staff are part of the profile of an Assertive Manager, from the committee's point of view. To make the video, it was proposed that the Manager face the special request of an employee due to illness or family emergency.

Regarding section (5) "Communication Barriers and Feedback", the Committee members commented that the Manager very rarely ensures that the Employee has fully understood the instruction given to him. This type of failure in communication results in a factor that impacts the Boss-Employee relationship, since many times the Manager attributes the failure to his interlocutor, and does not assume the position of verifying what he may have omitted or said wrong in his message, which which ends up affecting the relationship and in the most drastic case causing the General Employee to leave. In this sense, this section is important because the design of audiovisuals includes understanding what situations can interfere with communication so that it is clear.

Communication barriers limit understanding between the parties involved in the communicative act, which is why the members of the Committee expressed that the video should show situations that are not favorable for effective communication to occur. In this sense, it was requested that the video show a Manager giving feedback efficiently to his staff, in an appropriate place and that he be clear with the task he assigned. The qualities that the Manager in the video should have include being a good listener, correcting attitudes at an opportune time and in private, and motivating staff so that the work done is valued.

During the weeks following Session 1 and 2, the Consulting Team focused on landing the main ideas that emerged in order to creatively write the scripts that would be the basis for carrying out the filming stage of the videos.

Although the filming of a training video is not the same as film filming, the art of constructing scripts, storyboards, and other support instruments for audiovisual production, finds its roots in Machalskicinema (2009) [8].

At the end of the writing stage, the Head of Training was contacted to evaluate the script proposal. Since the process with an Organizational Development focus, as described in previous paragraphs, contemplated at all times the participation of the organization as an expert in the processes they are experiencing. The 5 scripts were presented to the Training Manager: (1) Give oral orders, (2) Active listening, (3) Reward, (4) Assertiveness and (5) Communication and feedback barriers. The scripts were approved by the Head of Training with the only task of reviewing them again to detect phrases that could sound unrealistic or simplify texts that had complex words, since the videos needed to be simple and dynamic enough for the employees could make the most of the learning they would contain.

On the other hand, a storyboard was also created for the meeting to illustrate a general idea of how the video could be displayed in images. The Head of Training gave his approval to begin the filming stage of the project. Regarding the budget, it was mentioned that the company would provide facilities for filming on location, and the availability of personnel to collaborate. As well as the necessary permits to rehearse before filming. After the entire planning process that this project involved, the days were getting closer to being able to start the filming phase of what was written in the scripts. In the language of audiovisual production, we could call the diagnostic phase of the Consulting, the Committee meetings and the script writing as pre-production, since it involved all of the sustained planning of the video production project. In this sense, at the end of all the

planning, the plan needs to be executed to see the project come to fruition; this is where the production or filming phase comes in.

For Taibo (2011) [9] audiovisual production is "the development and formulation of ideas to generate a cinematographic work, providing economic resources, coordinating personnel (artistic and technical), equipment and facilities, tools and materials necessary for its realization" (p. 17). Although this definition refers to the cinematographic field, most of the media or artistic events today, which use image and sound to transmit ideas (TV, Internet, radio), base their creative processes adopting the concept of production, since it is a term that involves the execution and development of a prior plan often related to the administrative task with a strong link with art. In this way, the process involved a phase of prior rehearsals with the training area personnel who would act in the video, since the Consulting Team together with the Training Manager determined that the involvement of the corporate personnel could be a factor that led to the The Managers who would receive the training would identify even more with the project if they had people they knew as an example.

The selected training staff had the task of acting as General Manager and General Employees to bring to life the cases proposed in the scripts. As the staff had not previously participated in a project like this, the Consulting Team decided to hire a graduate in theater who graduated from the Higher School of Arts to develop the physical, verbal and fluency skills of the participants on stage. Therefore, it was decided to rehearse prior to the filming days so that the participants came out organically in the staging.

When reading the scripts, the Consulting Team realized that some phrases needed to be rewritten to sound more natural, so at the time of rehearsal they made a note to rewrite the necessary details in the script. As Beatriz Novaro (2012) [10] explains, rewriting is making a stop along the way, because many times the writer is already too immersed in the topic and in what he wrote, so in the essays, when reading again without prejudices in the mouth of the actors, with fresh eyes, is allowed to continue a path in the maturation of the story.

During the filming phase, all those involved took roles according to the objective of the project. The Consulting Team became director and producer of the videos, the members of the Training Department served as Actors, the Theater Graduate assumed the role of Stage Director and Makeup Artist to verify the naturalness of each expression of the actors. A Lighting Assistant was also hired for the filming who verified the continuity of each scene.

This phase turned out to be a real challenge for the team formed, as it required finding the union of characters and qualities that would allow harmonious and organized work to achieve the planned audiovisual product. The result was 5 videos with the purpose of promoting the development of communication skills.

IV.   CONCLUSIONS

The intervention model proposed in this research project obeyed the principles of the D.O. Well, he considered listening to the staff before starting to design improvement proposals. Coinciding with the vision of Anderson, D. (2012) [11] who states that "O.D. consultants view clients as the experts, because they are the most knowledgeable about the organization, people, culture, processes, problems, and history of the organization." (p.88). In this sense, the Consulting Team experienced a constant feedback process with the managers and a deep immersion with respect to the situation the organization was going through, since it was always committed to finding the answers in what people said and expressed. Thus, the project consisted of a broad diagnostic phase (data and information collection), an intervention phase, and an evaluation phase, the process of which always shared responsibility with the organization's directors.

During the diagnostic phase, a contextualization subphase was planned where the parameters of the consultancy and its relationship with the company were established, the induction processes were known, and the strategic roles of Commercial Advisor and Store General Manager were analyzed. It could be said that this process was vital for the project, since consulting teams very rarely allocate a large amount of time to deeply understand the needs of the organization.

During the collection of information, the Consulting Team went through the training process that new employees go through in order to experience the reality of the relationship of General Employees in their day-to-day life with their Managers. (Bosses), and observe the type of communication that surrounds them. The O.D. approach applied to this consultancy was fruitful in allowing a detailed analysis of all the findings found in the field.

The position of the diagnostic phase coincides with the vision of Estrada, V. and Barroso, F. (2017) [12] who views leaders not as perfect people, but as people with virtues and areas of opportunity, which they pursue together with their team. of common objective collaborators, it is then that "knowing their defects is of vital importance to work in these areas of opportunity for personal benefit and the Group." (p.254).

On the other hand, the organization already had interviews for retention and retirement of personnel, as it had previously explored the phenomenon of rotation that they presented, however, the Consulting Team added to this existing vision a particular approach, which was to observe and analyze the permanence, that is, the factors that make people stay in the organization. Thus, during the subsequent meetings with the organization's managers (based on the results of the diagnosis) they were provided with relevant information about the current status of their recruitment and selection in order to be able to make adjustments and strengthen their processes before moving to the phase intervention and creation of strategic plans.

It was positive that the managers were willing to take action with respect to the Recruitment and Selection Department because the results of the diagnosis exposed what the people interviewed said about the frequent inconsistencies in that area, so the managers committed to working on it. , adjust their processes and carry them out in a better way to add to the effort of reducing staff turnover in the stores.

In the Intervention stage, together with the Head of Training, it was decided that a Committee of key actors of the organization would be formed, which included a Zone Manager, a Commercial Advisor, the Training Coordinator, a General Manager and a General Employee, all with the willingness to share ideas, experiences and real anecdotes in relation to the communication of Managers with their General Employees, all of this to design audiovisual material that would allow the creation of a future training module for Managers. When this decision was made (based on the previous diagnosis) where findings emerged that pointed towards the development of communication skills), it coincided with the vision of A. Bavels and D. Barret (1961) cited in Rodríguez, J. (2007) [5] who long ago pointed out that "communication is not a secondary or derived aspect of the organization, an auxiliary to other apparently important functions. Rather, it represents the essence of an organized activity and the basic process from which other functions are derived" (p.182).

Thus, this project coincides with Robles, J. and Recio, R. (2010)[13] who say that "personal development also corresponds to the formation of teams as agents of change and the provision of knowledge and training of their skills. When an internal team is developed that acts on the change, the experience becomes formative and at the same time is more critical because operating on their own performance forces them to be in contact with the consequences of said changes." (p.6).

Regarding the creation of audiovisual products in the Intervention phase, it can be said that it is a quite intense and complex process, since it is a great responsibility to capture on video what a group of people said in the diagnosis stage. In a similar study related to the creation of content with ICT for student learning in classrooms through cell phones, Contreras, J., Herrera, A. and Ramírez, M. S. (2009) [14] stated that "the analysis of the production process of said materials in two cases through group sessions, observation and surveys, it has been concluded that the pedagogical objectives determine the materials and their design to generate knowledge.", and agrees with this proposal in that, although it is not immersed in a classroom of classes, if it resumes the experience of a Committee (group sessions) to generate material, the purpose of which is to expand the knowledge of the company's Managers in communication skills and of the new personnel who occupy Management positions in the future.

To create scripts for the audiovisuals, we started from the Committee's proposals and the vision of Puchol (2010) to develop skills such as (1) Giving oral orders, (2) Active listening, (3) Rewarding, (4) Assertiveness, and was added the proposal of Robbins, S., Decenzo, D. and Coulter, M. (2013)[7] who provide that to break the walls that hinder communication it is necessary to be aware of the (5) Communication Barriers and feedback. This type of proposal for the development of communication skills is shared by other authors such as Rodriguez, J. (2011) [14] who offer a similar vision when they propose communication skills such as knowing how to communicate, knowing how to listen, knowing how to ask, knowing how to use silence, knowing how to give orders. oral in the professional field or knowing how to correct a collaborator. Although various authors support various contributions, most agree that these skills are vital to improve relationships within work teams in organizations. Just as they express that to avoid misunderstandings or minimize the problems that may arise due to a poor exchange of communication, there are strategies such as using feedback, simplifying language, actively listening and controlling emotions to overcome them.

At the end of the entire process, when delivering the final videos to the organization, it remains pending that the company implements the plan to train its staff and that the videos are seen by those Managers who were thought of at the beginning of the process, that is, those whose communication skills could improve to generate well-being and synergy among their collaborators.

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