

COMMUNICATION SKILLS FOR EMERGING LEADERS



INSTRUCTOR GUIDE
1/2-DAY COURSE

HRDQ

COMMUNICATION SKILLS FOR EMERGING LEADERS

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PREVIEW

Instructional Design and Learning Philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SMEs)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives provide effective tools for managing, monitoring, and evaluating training
- Meaningful connections between the topic and students' past, present, and future
- Appropriate organization of essential ideas helps students to focus on what they need to know in order to learn
- Modeling techniques demonstrate useful behaviors and problem-solving skills
- Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation
- Consistent instructions and design help students learn and retain new information
- Accelerated learning techniques create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course to appeal to all learning styles and ensure that the ideas and information will be retained.

Instructional Design and Learning Philosophy (cont.)

Customizing Your Program

There are two ways you can customize this program: 1) Customize the content and 2) Customize the format.

Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:

- Changing examples to fit your industry or work environment
- Modifying content to match work rules and procedures
- Adding, deleting or rearranging content to meet training time constraints

The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.

Preparing for the Training

As you know, preparation is the key to conducting an effective training. Here are some issues to consider:

Logistics

- Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.
- Send a confirmation notice before the training reminding participants of the date, time and location.
- Room setup: Ideally, use round tables to facilitate partner and small group interaction.

Equipment and Supplies

In order for the training to go smoothly, have these supplies and equipment on hand:

- Name tags
- Flip chart and markers, tape
- Laptop with projector (for the PowerPoint)
- Blank paper and pens, sticky notes
- Flip chart paper
- Water for yourself and the participants
- Beverages and snacks (optional)
- Timer or watch

Course timing

Chapter 1: Defining communication

	Levels of meaning	15
	The communication process	15
	Levels of communication	15



Reading



Written Exercise

Chapter 2: Communication filters

	Identifying filters	10
	Age	10
	Race and ethnicity	15
	Gender	15








Facilitate



Group Activity

Course timing

Chapter 3: Personality types

Type of Activity	Segment	Time
	Benefits of using the Personal Style Inventory	5
	Interpretation and validation	55
	Type distribution	5
	Team type	15
	The need for opposites	10



Reading



Written Exercise







Facilitate



Group Activity

Chapter 4: Building rapport

	The ways humans connect	10
	Paraphrasing statements	10
	Encouragement	10
	Non-verbal and subtext messages	10

Course timing

Chapter 5: Who are you talking to?

Type of Activity	Segment	Time
	Communicating with your customers	10
	Communicating with your manager	20
	Communicating with your team	10
	Reinforcing and corrective feedback	15



Reading



Written Exercise

Chapter 6: Writing business documents

	What should you include?	5
	What action do you want readers to take?	5
	Putting pen to paper	5
	Use the active voice	5
	Don't let writer's block bog you down	10



Facilitate



Group Activity

Course timing

Chapter 7: Electronic communication

Type of Activity	Segment	Time
	E-mail	10
	Netiquette	10
	The shape of e-mail	10
	Best uses of voicemail	5



Reading



Written Exercise



Facilitate



Group Activity

Chapter 8: Avoiding unnecessary conflict

	Misunderstanding or disagreement	5
	Sources of conflict	10
	Preventing conflict	10
	Handling conflict	10
	Better next time	5

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PREVIEW

Course objectives

Successful completion of this course will increase your knowledge and ability to:

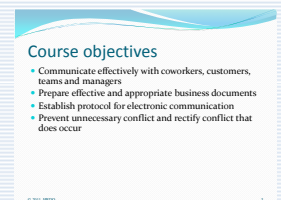
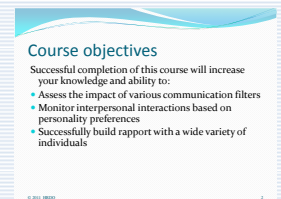
- ◇ Identify strengths and shortcomings of your communication skills.
- ◇ Determine various levels of meaning and identify the subtleties of communication.
- ◇ Assess the impact of various communication filters.
- ◇ Monitor interpersonal interactions based on personality preferences.
- ◇ Successfully build rapport with a wide variety of individuals.
- ◇ Communicate effectively with coworkers, customers, teams, and managers.
- ◇ Prepare effective and appropriate business documents.
- ◇ Establish protocol for electronic communication.
- ◇ Prevent unnecessary conflict and rectify conflict that does occur.

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.



Chapter One



Defining Communication

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- ◇ Determine different levels of meaning
- ◇ Differentiate between various purposes of communication
- ◇ Describe the process of sending, encoding, and decoding communication

PREVIEW

Trainer Notes

Defining Communication: Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- Determine different levels of meaning
- Differentiate between various purposes of communication
- Describe the process of sending, encoding, and decoding communication

Levels of meaning

It is not unusual to hear people say, "We have a communication problem here." This chapter provides techniques to analyze and improve your own communication. We communicate in many ways, including with our words, voice inflection, tone, eyes and body language. These are levels of communication called *subtext*.

If I speak and you do not understand, is it communication?

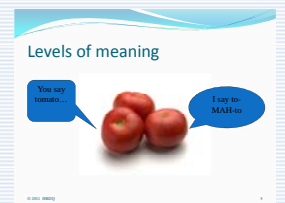
My definition of communication is:

What are the main components of communication?

What is the purpose of communication?

Trainer Notes

Begin a general discussion about why participants are in this class, what they expect, and the successes and challenges of communication for them. Ask them to write their answers to the questions on this page. Then discuss these questions and answers.



There needs to be mutual understanding of the message by both the sender and the receiver for it to be communication.

Definition of communication: A shared understanding of meanings.

The main components of communication are: speaker, receiver, filter, message, feedback, and background noise.

Typical answers for the purpose of communication include: to link, form connections, socialize, hold thoughts in common, generate social exchange, sustain life, develop relationships, facilitate tasks, jobs, families, and knowledge.

Levels of meaning

Frequency of communication purposes

Place a checkmark in the appropriate square below to designate how often you use communication for the following purposes.

Communication purpose	Times per week			
	1	2	3	More
Better understand someone				
Work out an idea				
Establish rapport				
Establish my status				
Show my competence				
Be silent with someone				
Share information				
Give instructions				
Express appreciation				
Make a request				
Discuss the impact someone else has on me				

Trainer Notes

Discuss the many purposes and modes of communication and that it isn't just words



Note also communication through silence. Ask, "Is silence communication?" Yes, silence is a powerful communication tool and can have multiple meanings.

Silence can have many meanings. For instance, it can mean that a person needs some time to think about their response, that they are stalling, that they are ignoring you, or that they believe that no response is required of them

Levels of meaning

Frequency of communication purposes

You will use the following information later in the class to develop your communication plan. Answer each of the questions in the space provided.

My coworkers would say that I frequently use communication to:

My manager would say that I frequently use communication to:

Trainer Notes

Tell participants to spend time considering all the ways they communicate with each party identified here before writing out their answers.

The communication process

Encoding, decoding and sending

The communication process has three simple steps.

Encoding — a message is put together

Sending — the message is sent out

Decoding — the listener receives the message

Communication model flow chart

PREVIEW

"Most of the time we don't communicate, we just take turns talking."

- Anonymous

Trainer Notes

A sample flow chart of the communication process can be found in the Appendix.



As with any process, many things can go awry.

Activity — Have participants work in small groups to draw a communication model in flow chart format. They should include the following components: sender, message, receiver, internal filters, external filters (hindrances to understanding another person), and background interference.

Write each filter item (be specific) on a sticky note and incorporate them into the flow chart.

Facilitate a discussion, asking, "What part of the model represents encoding?" "What part represents decoding?"

Debrief by explaining that the sender is the principal encoder and the receiver is the principal decoder. Model in-person how communication uses this encoding and decoding process, and cycles through thousands of times in a few seconds, with facial expressions, dress, gestures, smells, vocal characteristics, etc.

Levels of communication

Communication is accomplished on different levels, sometimes called text and subtext. The obvious meaning of the words makes up the text: "Step in here."

The subtext is the underlying part of the message that makes you wonder if you're in trouble, going to get a reward, or should hide. What are examples of text and subtext you either use or have heard?

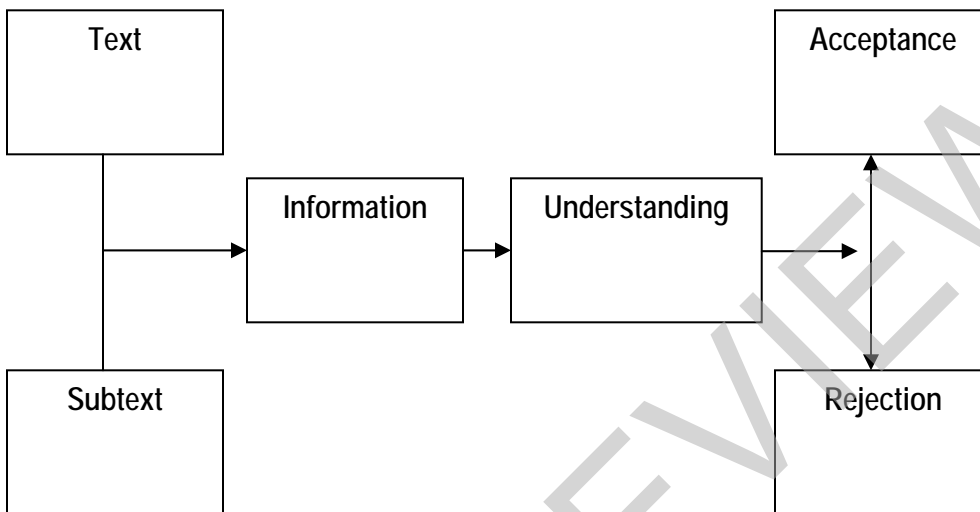
Text	Subtext
Example: "What have you done today?"	Are you wasting time? List what you have done. I don't trust you.

Trainer Notes

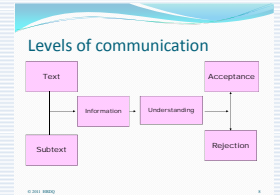
Explain the difference between text and subtext. Provide some examples: "What have you done all day?" Ask what different meanings this question could have.

Levels of communication

Communication is multi-dimensional; it has levels as well as range. The range goes from information through understanding to acceptance or rejection.



Trainer Notes



The text is information similar to the thinking aspect of a message. Frequently the subtext is supplied by non-verbal communication. Feelings or emotional content is usually communicated in the subtext. Threats, appreciation, joking, patience, and eagerness may all be communicated through non-verbal subtext. Sometimes the subtext of a statement is misread because of the listener's underlying assumptions about the speaker of the message.

According to research on how the brain works, brain damaged individuals who still test high on IQ assessments, are unable to make good decisions and work well with others because the feeling functions of the brain have been damaged. Even for "logical" decisions, both thinking and feeling functions must be utilized [Damasio].

Levels of communication

List two ways to determine if your message has been understood:

List two ways to determine if you understand another's message.

PREVIEW

Trainer Notes

Define "understanding" as accurately encoding and decoding to reflect the intention and content of an idea.

Possible answers: watch the listener's behavior, ask the listener to summarize the message.

To determine if you understand another's message: check for understanding by paraphrasing or watch the other's behavior (for instance, do they comply with a request).

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