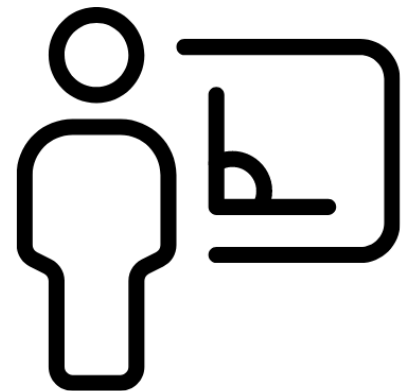


Instructors Guide



On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor for each lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.



The more elaborate our means of communication, the less we communicate.

Joseph Priestley

Module Two: The Big Picture



When we say the word, “communication,” what do you think of? Many people will think of the spoken word. People who are hearing impaired, however, might think of sign language. People who are visually impaired might think of Braille as well as sounds.

In this module, we will explore the different ways in which we communicate.

What is Communication?



The dictionary defines communication as, “the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.”

It is also defined as, “means of sending messages, orders, etc., including telephone, telegraph, radio, and television,” and in biology as an, “activity by one organism that changes or has the potential to change the behavior of other organisms.”

The effectiveness of your communication can have many different effects on your life, including items such as:

- Level of stress
- Relationships with others
- Level of satisfaction with your life
- Productivity
- Ability to meet your goals and achieve your dreams

- Ability to solve problems

Estimated Time	10 minutes
Topic Objective	To understand what communication is.
Topic Summary	The dictionary defines communication as, “the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.” (Random House Dictionary, 2009)
Materials Required	<ul style="list-style-type: none"> • Several sets of markers • Flip chart paper
Planning Checklist	Ensure you have enough sets of materials for several groups.
Recommended Activity	Divide participants into groups of four to six. Ask them to brainstorm things that they think of when they hear the word, “communication.”
Stories to Share	The word “communicate” comes from the Latin word “communicare,” meaning to share, or to make common.
Delivery Tips	If there is time, have each group present some of their ideas. Enhance the definition that we have provided.

How Do We Communicate?

We communicate in three major ways:

- Spoken: There are two components to spoken communication.
 - Verbal: This is what you are saying.
 - Paraverbal: This means how you say it – your tone, speed, pitch, and volume.
- Non-Verbal: These are the gestures and body language that accompany your words. Some examples: arms folded across your chest, tracing circles in the air, tapping your feet, or having a hunched-over posture.
- Written: Communication can also take place via fax, text, e-mail, or written word.



Estimated Time	10 minutes
Topic Objective	To identify some of the main methods of communication.
Topic Summary	We communicate in three major ways: spoken, non-verbal, and written.
Materials Required	<ul style="list-style-type: none"> • Several sets of markers • Flip chart paper
Planning Checklist	Ensure you have enough sets of materials for several groups.
Recommended Activity	<p>Divide participants into groups of three or four. Make sure that there is an even number of groups. Then, assign each group a number, using each number twice. (So, you will have two Group Ones, two Group Twos, etc.)</p> <p>Ask each group to choose an everyday task, like tying your shoelaces or filling out a day planner. It should be a task that can be completed in the room.</p> <p>Then, ask them to write down a series of instructions that they can give to the other group to follow. They have two minutes.</p> <p>After two minutes, have groups exchange instructions. Ask each group to follow the other group's instructions as written, without making any changes. Give participants two minutes, and then debrief.</p> <p>Debriefing questions can include:</p> <ul style="list-style-type: none"> • What methods of communication did you use? (Some groups will mainly use pictures, while others will use words.) • Did you consider having someone from your group present to the other group? How might this have changed things? • How difficult was it to write down instructions? How difficult was it to follow instructions? • How did the time constraint affect the activity?
Delivery Tips	If possible, have some props like neckties or shoelaces handy to spark participants' creativity.
Review Questions	What are the three main methods of communication?

Other Factors in Communication

Other communication factors that we need to consider.

- **Method:** The method in which the communicator shares their message is important as it has an effect on the message itself. Communication methods include person-to-person, telephone, e-mail, text, fax, radio, public presentation, television broadcast, and many more!
- **Mass:** The number of people receiving the message.
- **Audience:** The person or people receiving the message affect the message, too. Their understanding of the topic and the way in which they receive the message can affect how it is interpreted and understood.



Estimated Time	10 minutes
Topic Objective	To understand some of the environmental factors that can affect communication.
Topic Summary	Method, mass, and audience are three key factors.
Recommended Activity	Involve the group in a discussion of how media has changed the course of major world events.
Stories to Share	One good example is how television changed the course of the war in Vietnam.
Delivery Tips	Be sure to keep the discussion focused on aspects of communication, rather than political or religious beliefs.
Review Questions	List the three main factors that were discussed in this topic.

Practical Illustration



Boris and Ling were working on a presentation for an important business meeting the next day. Boris was set to present, but had doubts about his communication skills as lacked confidence in this area. Ling suggested they work on effective communication strategies to better his skills. Boris agreed, and together they discussed and prepared the three methods of communication: verbal, non-verbal and written. By the end of the day, Boris and Ling were confident that their written presentation, non-verbal presentation and verbal skills were on par for the presentation. Boris was overjoyed that he was prepared for the event, and Ling was happy that her suggestion could be of help in the professional situation.

Module Two: Review Questions

1.) Which statement best defines 'communication'?

- a) Means of sending results via the telephone
- b) Activity by one object that changes behavior in another object
- c) The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs
- d) Only the spoken word

The dictionary defines communication as, "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs."

2.) Which of the following areas is affected by communication?

- a) Productivity
- b) Ability to solve problems
- c) Relationships with others
- d) All of the above

The effectiveness of your communication can have many different effects on your life, including items such as: Level of stress - Relationships with others - Level of satisfaction with your life – Productivity - Ability to meet your goals and achieve your dreams - Ability to solve problems

3.) Which two sections is Spoken Communication divided into?

- a) Verbal and Non-verbal
- b) Non-verbal and Written
- c) Verbal and Para-verbal
- d) Para-verbal and Non-verbal

Spoken: There are two components to spoken communication. - Verbal: This is what you are saying. - Paraverbal: This means how you say it – your tone, speed, pitch, and volume.

4.) Which of the following is NOT a factor of communication?

- a) Written
- b) Counselling
- c) Spoken
- d) Non-spoken

Spoken: There are two components to spoken communication. - Verbal: This is what you are saying. - Paraverbal: This means how you say it – your tone, speed, pitch, and volume.

Non-Verbal: These are the gestures and body language that accompany your words. Some examples: arms folded across your chest, tracing circles in the air, tapping your feet, or having a

hunched-over posture. - Written: Communication can also take place via fax, text, e-mail, or written word.

5.) What is 'Audience'?

- a) The people receiving the message
- b) The number of people receiving the message
- c) Relationships with others
- d) The way the communicator shares the message

Audience: The person or people receiving the message affect the message, too. Their understanding of the topic and the way in which they receive the message can affect how it is interpreted and understood.

6.) What is 'Method'?

- a) The number of people receiving the message
- b) The people receiving the message who thereby affect it
- c) The way the communicator shares the message
- d) Relationships with others

Method: The method in which the communicator shares their message is important as it has an effect on the message itself. Communication methods include person-to-person, telephone, e-mail, text, fax, radio, public presentation, television broadcast, and many more!

7.) The following is NOT a method of Written Communication:

- a) Fax
- b) Email
- c) Debate
- d) Text messaging

Method: The method in which the communicator shares their message is important as it has an effect on the message itself. Communication methods include person-to-person, telephone, e-mail, text, fax, radio, public presentation, television broadcast, and many more!

8.) Which of the following statements is FALSE?

- a) Paraverbal communication is what you are saying
- b) Communication affects your levels of stress
- c) Communication is the imparting of thoughts
- d) None of the above

Paraverbal: This means how you say it – your tone, speed, pitch, and volume.

9.) What is Non-verbal Communication?

- a) What you are saying
- b) How you say something
- c) Gestures and body language
- d) Written words

Non-Verbal: These are the gestures and body language that accompany your words. Some examples: arms folded across your chest, tracing circles in the air, tapping your feet, or having a hunched-over posture.

10.)The following is NOT a method of communication:

- a) Braille
- b) PowerPoint Presentations
- c) Text messaging
- d) None of the above

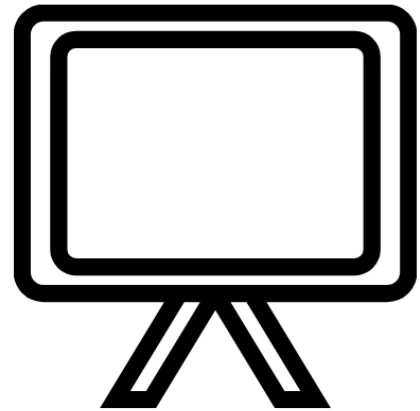
All mentioned are methods of communication

PowerPoint Slides



Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide.

PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.





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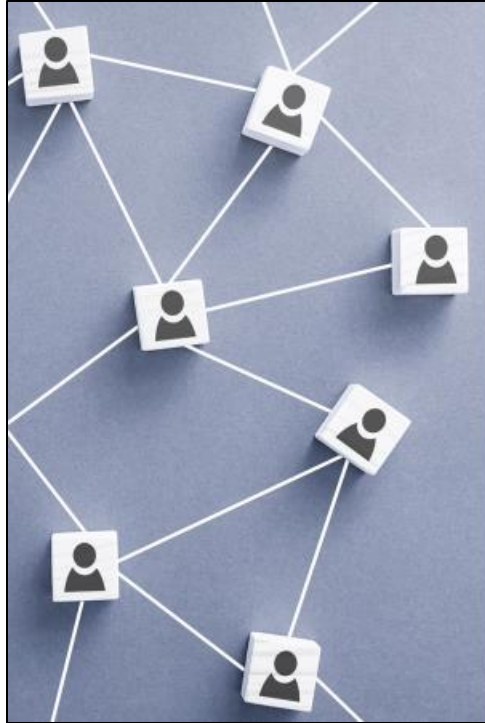
The more elaborate our means of communication, the less we communicate.

Joseph Priestley

MODULE TWO

The Big Picture

Many people will think of the spoken word. People who are hearing impaired, however, might think of sign language. People who are visually impaired might think of Braille.



What is Communication?

“The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs.”

How Do We Communicate?

Spoken

Non verbal

Written





Other Factors in Communication

- Method
- Mass
- Audience

Practical Illustration



- What is Communication?
- How Do We Communicate?
- Other Factors in Communication

Module Two: Review Questions

1. Which statement best defines 'communication'?

A. Means of sending results via the telephone

B. Activity by one object that changes behavior in another object

C. The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs

D. Only the spoken word

Quick Reference Sheets



Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date. They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



Communication Strategies

Quick Reference Sheet



All About Body Language

The way in which our body speaks to others.

THE WAY THAT WE ARE STANDING OR SITTING

Think for a moment about different types of posture and the message that they relay.

- Sitting hunched over typically indicates stress or discomfort.
- Leaning back when standing or sitting indicates a casual and relaxed demeanor.
- Standing ramrod straight typically indicates stiffness and anxiety.

THE POSITION OF OUR ARMS, LEGS, FEET, AND HANDS

- Crossed arms and legs often indicate a closed mind.
- Fidgeting is usually a sign of boredom or nervousness.

FACIAL EXPRESSIONS

- Smiles and frowns speak a million words.
- A raised eyebrow can mean inquisitiveness, curiosity, or disbelief.

Chewing one's lips can indicate thinking, or it can be a sign of boredom, anxiety, or nervousness.

Speaking Like a Star

S = Situation

First, state what the situation is. Try to make this no longer than one sentence. If you are having trouble, ask yourself, "Where?" "Who?" and, "When?"

Example: "On Tuesday, I was in a director's meeting at the main plant."

T = Task

Next, briefly state what your task was. Again, this should be no longer than one sentence. Use the question, "What?" to frame your sentence, and add the "Why?" if appropriate.

Example: "I was asked to present last year's sales figures to the group."

A = Action

Now, state what you did to resolve the problem in one sentence. Use the question, "How?" to frame this part of the statement.

Example: "I pulled out my laptop, fired up PowerPoint, and presented my slide show."

R = Result

Last, state what the result was. This will often use a combination of the six roots.

Example: "Everyone was wowed by my prep work, and by our great figures!"

Sending Good Signals to Others

When we are listening to others speak, there are three kinds of cues that we can give the other person. Using the right kind of cue at the right time is crucial for keeping good communication going.

- **NON-VERBAL:** body language plays an important part in our communications with others. Head nods and an interested facial expression will show the speaker that you are listening.
- **QUASI-VERBAL:** Fillers words like, "uh-huh," and "mm-hmmm," show the speaker that you are awake and interested in the conversation.
- **VERBAL:** Asking open questions using the six roots discussed (who, what, where, when, why, how), paraphrasing, and asking summary questions, are all key tools for active listening.

Seven Ways to Listen Better Today

Listening is the process of looking at the words and the other factors around the words (such as our non-verbal communication), and then interpreting the entire message.

Here are seven things that you can do to start becoming a better listener right now.

1. When you're listening, listen. Don't talk on the phone, text message, clean off your desk, or do anything else.
2. Avoid interruptions. If you think of something that needs to be done, make a mental or written note of it and forget about it until the conversation is over.
3. Aim to spend at least 90% of your time listening and less than 10% of your time talking.
4. When you do talk, make sure it's related to what the other person is saying. Questions to clarify, expand, and probe for more information will be key tools. (We'll look at questioning skills later on in the workshop.)
5. Do not offer advice unless the other person asks you for it. If you are not sure what they want, ask!
6. Make sure the physical environment is conducive to listening. Try to reduce noise and distractions. ("Would you mind stepping into my office where I can hear you better?" is a great line to use.) If possible, be seated comfortably. Be close enough to the person so that you can hear them, but not too close to make them uncomfortable.
7. If it is a conversation where you are required to take notes, try not to let the note-taking disturb the flow of the conversation. If you need a moment to catch up, choose an appropriate moment to ask for a break.

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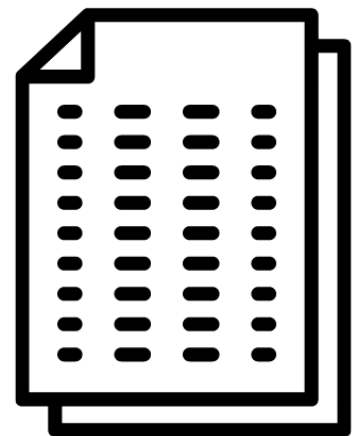
Handouts



Each course is provided with a wide range of worksheets.

Worksheets help check your participants' understanding. If a lesson calls for a worksheet, it will be listed in the Lesson Plan box under Materials Required. All worksheets are customizable and can be found in the Appendix of the Instructor Guide and the Training Manual.

As a trainer, icebreakers give your participants the opportunity to get to know each other better or simply begin the training session on a positive note. Icebreakers promote collaboration, increase engagement, and make your training more light-hearted and fun. Below is an example from the Icebreakers folder.



Icebreaker: On the Spot

PURPOSE

1. To help participants get to know each other.
2. To give participants some practice with communication.

MATERIALS REQUIRED

Ball or soft toy

PREPARATION

Have participants stand in a circle. If you have more than 20 participants, divide the group into two or more.

ACTIVITY

Explain that this exercise is all about getting to know each other. You as the instructor will start by tossing the ball to someone and asking them a question. They will answer the question and then toss the ball to someone else, and ask a different question. (If participants are not familiar with each other, they may want to state their name too.)

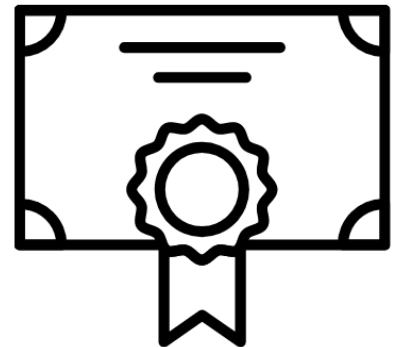
After the game has been going for about a minute, challenge participants to repeat a fact about another participant before they ask someone else a question.

If someone is not comfortable answering a question, they may pass.

Certificate of Completion



Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



CERTIFICATE OF COMPLETION

[Name]

*Has mastered the course
Communication Strategies*

Awarded this _____ day of _____, 20____

Presenter Name and Title
