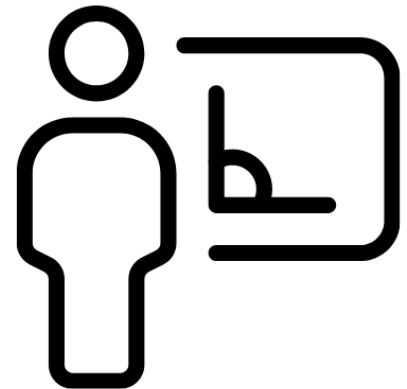


Instructors Guide



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 problem with communication is the illusion that it has been accomplished.

George Bernard Shaw

Module Two: Verbal Communication Skills



Words are powerful tools of communication. Indeed, word choice can easily influence the thoughts, attitudes, and behavior of the people listening to us. Similarly, proper attention to the language of others can give us insight into what it is that they are *really* saying, helping us to respond appropriately and effectively.

In this module, we will discuss important verbal communication skills like the art of listening, asking questions, and communicating with power.

Listening and Hearing: They Aren't the Same Thing



Most people can hear, but few can really listen.

Hearing is simply the process of perceiving sounds within our environment. The best way to illustrate hearing is through the biological processes involved in sensory perception. Specifically: our ears pick up sound waves around us, sends signals to our brain, and our brain in turn tells us what the sound is and where it is coming from.

Listening, on the other hand, goes beyond simply picking up stimuli around us, and identifying what these stimuli are. Listening involves the extra steps of really understanding what we heard, and giving it deliberate attention and thoughtful consideration. It may be said that listening involves a more active participation from a person than simply hearing.

Here is an example to illustrate the difference between hearing and listening:

A secretary entered her boss' office and presented her boss with a copy of the schedule for the next day. The secretary told the boss that she has a packed day for tomorrow, and that she only has an hour of break time for the whole afternoon.

The boss, busy studying a report, merely nodded to the secretary, and motioned for her to place the schedule on her desk. The boss continued to study the report as if there were no interruption. In this

case, the boss simply heard what the secretary said; the boss paid just enough attention to make an appropriate but non-committal reaction.

Had the boss been listening, her reaction would have been different.

She would have set aside the report she was reading and paid 100% attention to what the secretary was saying. She could also have processed the implication of the message. For instance, upon learning that she has a packed day ahead, she could have arranged for her lunch to be delivered, or noted to herself that she needs to get a good night's sleep.

Taking the extra step to move from hearing to listening can enhance a person's interpersonal relationships in many ways. Listening promotes a more accurate and deeper understanding of a person's communication, helping a responder to provide the most appropriate response. But more so, when you're listening to a person, you communicate to them that you value not just what they are saying, but their presence as well.

Estimated Time	10 minutes
Topic Objective	To explain the difference between listening and hearing.
Topic Summary	Hearing is simply the process of perceiving sounds within our environment. The best way to illustrate hearing is through the biological processes involved in sensory perception. Listening, on the other hand, involves the extra steps of understanding what we heard, and giving it deliberate attention and thoughtful consideration.
Materials Required	Flip chart paper and marker.
Planning Checklist	Prepare a flipchart paper that's divided into two columns for the activity.
Recommended Activity	Ask a volunteer from the group to talk about any general subject (e.g. their favorite dish) for one minute in front of everyone. While the volunteer is sharing, advise the participants to listen attentively. After the sharing, ask the participants what message they received from the volunteer. The facilitator can publish all the responses in column one of the flipchart paper. Next, ask the group if there were sounds/ noises/ other conversations during the time the volunteer was speaking that they heard but didn't pay attention to. For example: the hum of the air conditioner. List responses on the second column of the flipchart paper.

	Discuss the difference between listening and hearing using the group's experience in the activity. The first column represents messages received through listening, while the second column represents messages received through hearing.
Delivery Tips	Ask the participants about their own moments of not listening, but merely hearing. Emphasize how listening skills translate to better interpersonal relationships.
Stories to Tell	Listening is important because our brains can process more information than any individual can communicate in a given time. For instance, the average person can speak at 100 to 175 words per minute but they can listen to 600 to 800 words per minute. This implies that we are always vulnerable to getting distracted unless we pay deliberate attention.
Review Questions	Which is more helpful in communication: listening or hearing?

Asking Questions



If communication is the exchange of information between two or more people, then questions are a way to elicit the specific information that you are looking for. But more so, well-crafted questions make for an engaging conversation. It can establish rapport, spark interest, and curiosity in others, break new grounds, and communicate your own sincerity in learning what people around you have to say.

Here are some tips in asking questions effectively:

- **Ask!** First of all, don't be afraid to ask questions! Sometimes shyness, concern over making a faux pas, or fear of being perceived as a busybody, can keep us from asking questions. While some subject matters are not appropriate conversation pieces in the early stages of a conversation (we will discuss this later, in the section on Levels of Conversation), there's nothing wrong in asking questions per se. Start with your inherent curiosity about people, if you're genuinely interested in a person, you won't run out of things to ask.
- **Ask open questions.** There are two kinds of questions based on the scope of the answers they elicit: closed and open questions.

Closed questions are questions answerable by yes or no. Example: "Are you happy with today's presentation?"

Open questions, on the other hand, are questions that require a qualified response. Open questions are usually preceded by who, when, where, what, how, and why. Example: "What is it about today's presentation that you find most engaging?"

Open questions are more effective than closed questions because they evoke thoughtful consideration of the subject, and creative thinking.

- **Ask purposeful questions.** There are different reasons why we ask questions, and it is important that we take note of our purpose in asking a question. Doing so can help us frame our questions better, and keep the questions relevant.

For example, we can ask questions with the goal of making the other person feel at ease. Questions like these should be phrased in a pleasant, non-threatening manner, and involves subjects that the other person is likely to be interested in. Example: *“That’s a lovely blouse! Where did you get it?”*

Some questions are designed to challenge the other person’s thinking, and encourage a lively debate or deliberation. Questions like these should be phrased in a way that is focused and process-oriented. It can also challenge existing assumptions about the subject matter. Example: *“How do you think a leader can better motivate his team?”*

In other times, questions are meant to encourage a person to join an existing discussion. The goal of these questions is to invite participation, as much as gain information. Example: *“I find Matthew’s approach very refreshing. What do you think, Frank?”*

For better effectiveness, think of what you and the person you’re talking to needs in your stage of relationship, and ask them questions that can address that need.

Estimated Time	15 minutes
Topic Objective	To explain why asking questions is an important interpersonal skill. To give tips on how to ask questions effectively.
Topic Summary	Questions are a way to elicit information and engage other people. It can establish rapport, spark interest, and curiosity, break new grounds, and communicate sincerity. Here are some tips in asking questions effectively: 1. Ask! 2. Ask open questions. 3. Ask purposeful questions.
Recommended Activity	Invite the volunteer who shared for a minute in the previous activity. This time, ask the group to raise questions for the volunteer regarding the topic they discussed earlier. Publish 5-10 of the group’s questions on a flipchart

	<p>paper.</p> <p>Discuss with participants what they found easy and what they found difficult in asking questions. The volunteer may also give feedback as to what questions they found most facilitative of a social interaction.</p> <p>If time permits, assess whether the questions are open or closed questions, and translate all closed questions to open ones. The group can also identify what purpose the questions serve in the interaction.</p>
Materials Required	Flip chart paper and marker.
Delivery Tips	Provide examples of social situations facilitated by skillful questioning.
Review Questions	What is the difference between an open and closed question?

Communicating with Power



Power in communication refers to the ability to influence, persuade, or make an impact. Powerful communication is associated with self-confidence, credibility, and effectiveness.

The following are some ways you can communicate with power verbally:

- **Stick to the point.** Powerful communication is not about saying as many things as you can in a given period of time. Rather, it is about sticking to what is relevant to the discussion, and getting your message across in the shortest, but most impact-laden, way possible. Get rid of fillers like “uhm...”, “you know”, or “actually” in your delivery, and avoid off-topic statements. Just provide the bare bones --- the ideas your audience would be most interested in knowing, or the ones that promote your intentions best.
- **Don’t be too casual.** Note that phrasing, appropriate when talking with friends, is not necessarily appropriate for business-related meets. The use of slang, street talk, and poor grammar can detract from your credibility, especially if you’re mingling with potential clients, employers, and business partners. Events that require you to come across as impressive may require the use of industry-specific jargon and a formal tone --- so, adjust accordingly.
- **Emphasize key ideas.** Stress the highlights of your communication. For example, people who are delivering a sales pitch should emphasize the main features of their product or service. Those who are presenting their opinion on an issue should explain the crux of their arguments, and build from there. Even if you’re merely expressing interest or congratulations, make sure the person you’re talking to would remember what you have to say. Emphasis in verbal communication comes in many ways, including repetition of key points, giving specific examples,

accenting particular adjectives or nouns, or even directly saying that “this is really a point I want to emphasize.”

- **Tailor-fit your communication to your audience.** A powerful communication is one that connects with one’s audience. In this case, minding the readiness, attention, age, and educational level of your audience is very important, so that you don’t overwhelm or underwhelm them. Social skills are primarily about flexibility; the better you can adjust to changes in your audience profile, the better off you’ll be.
- **Connect.** Power in communication is sometimes determined by the quality of your rapport with others. You may need to “warm up” your audience, make them comfortable, and show them that you sincerely want to talk with them. The more others see you as “one of them”, the better their reception of anything that you have to say will be.

Your non-verbal communication can be a big help in connecting with others.

Estimated Time	10 minutes
Topic Objective	To give tips on communicating with power.
Topic Summary	<p>Power in communication refers to the ability to influence, persuade, or make an impact. Powerful communication is associated with self-confidence, credibility, and effectiveness.</p> <p>Ways to communicate with power include:</p> <ul style="list-style-type: none"> • Stick to the point. • Don’t be too casual. • Emphasize key ideas. • Tailor-fit your communication with your audience. • Connect.
Materials Required	Flip chart paper and marker.
Recommended Activity	<p>Ask the group to think of the people they know who they consider powerful communicators. They can be individuals that they know personally, or celebrities, speakers, and politicians they’ve seen on television.</p> <p>Ask the group to think about what exactly these people do that make them powerful communicators. Publish responses on a flipchart paper.</p> <p>Afterwards, encourage participants to identify which of the practices listed</p>

	are areas they struggle with.
Delivery Tips	Demonstrate a sample of powerful and non-powerful communication.
Review Questions	Give one tip on communicating with power.

Practical Illustration



Sally was going over a sales report when her secretary, Paul, knocked on her office door. Sally told him to come in, and Paul said, “I have your schedule for the week. I’m going to have a full day tomorrow, too.” Sally, without looking up from the sales report, thanked him and waved him out. When Sally got to the office in the morning, her coffee pot was empty. She had no time to make a pot of coffee before her first meeting. She went to ask Paul why he hadn’t made coffee, but he wasn’t at his desk. That’s when she remembered what he said the day before, and realized she hadn’t listened to Paul fully.

Module Two: Review Questions

- 1) What differentiates listening from hearing?
 - a) Decibels are different
 - b) **Deliberate attention**
 - c) Reduced concentration
 - d) Responding to what's heard

Listening involves the extra steps of really understanding what we heard, and giving it deliberate attention and thoughtful consideration.

- 2) Which is better for your interpersonal skills, hearing or listening?
 - a) Hearing
 - b) **Listening**
 - c) Both are equally good
 - d) It cannot be defined

Taking the extra step to move from hearing to listening can enhance a person's interpersonal relationships in many ways.

- 3) Why is asking questions useful?
 - a) You can get detailed information
 - b) You can become closer with the interlocutor
 - c) **You can get specific information**
 - d) You can make conversation shorter

If communication is the exchange of information between two or more people, then questions are a way to elicit the specific information that you are looking for.

- 4) What are closed questions?
 - a) Questions that imply longer answers
 - b) Questions that cannot be answered wrong
 - c) Questions which give you direct solutions
 - d) **Questions answerable by yes or no**

Closed questions are questions answerable by yes or no. Example: "Are you happy with today's presentation?"

5) Powerful communication implies that in conversation you should:

- a) Not be casual at all
- b) Not be too casual
- c) Be casual
- d) Be very casual, even friendly

Note that phrasing, appropriate when talking with friends, is not necessarily appropriate for business-related meets. So, don't be too casual, address your audience at their level.

6) Which of these techniques doesn't help you connect with your audience?

- a) Warming up the audience
- b) Make fun digressions
- c) Make clear you sincerely want to talk with your audience
- d) All of the above help you connect with your audience

You may need to "warm up" your audience, make them comfortable, and show them that you sincerely want to talk with them. The more others see you as "one of them", the better their reception of anything that you have to say will be.

7) _____ are powerful tools of communication.

- a) Intonations
- b) Accents
- c) Words
- d) None of the above

Words are powerful tools of communication.

8) Word choice can easily influence the _____ of the people listening to us.

- a) Thoughts
- b) Attitude
- c) Behavior
- d) All of the above

Word choice can easily influence the thoughts, attitudes, and behavior of the people listening to us.

9) _____ goes beyond simply picking up stimuli around us.

- a) Conversing
- b) Speaking
- c) Listening
- d) Understanding

Listening goes beyond simply picking up stimuli around us

10) Powerful communication is not about saying as many things as you can in a given period of time.

- a) Speaking
- b) Enunciating
- c) Powerful communication
- d) All of the above

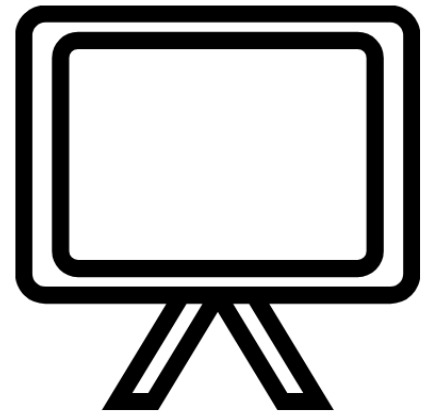
Powerful communication is not about saying as many things as you can in a given period of time. Rather, it is about sticking to what is relevant to the discussion, and getting your message across in the shortest, but most impact-laden, way possible.

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.





“

The problem with communication is the illusion that it has been accomplished.

George Bernard Shaw

MODULE TWO

Verbal Communication Skills

Words are powerful tools of communication. Indeed, word choice can easily influence the thoughts, attitudes, and behavior of the people listening to us



Listening and Hearing: They Aren't the Same Thing

Taking the extra step to move from hearing to listening can enhance a person's interpersonal relationships in many ways.

Asking Questions

- Ask!
- Ask open questions
- Ask purposeful questions





Communicating With Power

Stick to the point

Don't be too casual

Emphasize key ideas

Connect

Practical Illustration



- Listening and Hearing: They Aren't the Same Thing
- Asking Questions
- Communicating With Power

Module Two: Review Questions

1. What differentiates listening from hearing?

A. Decibels are different

B. Deliberate attention

C. Reduced concentration

D. Responding to what's heard

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.



Interpersonal Skills

Quick Reference Sheet



Asking Questions Effectively

1. **Ask!** Don't be afraid to ask questions.
2. **Ask open questions.** Open questions require a qualified response. Open questions are usually preceded by who, when, where, what, how, and why.
3. **Ask purposeful questions.** Ask questions with the goal of making the other person feel at ease. Some questions are designed to challenge the other person's thinking, and encourage a lively debate or deliberation.



Communicate Your Power

1. **Stick to the point.** Powerful communication is not about saying as many things as you can in a given period of time. Rather, it is about sticking to what is relevant to the discussion, and getting your message across in the shortest --- but most impact-laden --- way possible.
2. **Don't be too casual.** The use of paraphrasing, slang, street talk, and bad grammar can detract from your credibility, especially if you're mingling with potential clients, employers, and business partners.
3. **Emphasize key ideas.** Stress the highlights of your communication.
4. **Tailor-fit your communication to your audience.**
5. **Connect.** Power in communication is sometimes determined by the quality of your rapport with others.

Body Language

Body language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.

The following are some tips and techniques you can follow to be able to use body language effectively.

1. Increase your awareness of your body language.
2. Know how certain behaviors are typically interpreted.
3. Practice! Practice! Practice!



Starting a Conversation

The following are some tips in starting a conversation:

1. Understand what holds you back
2. Know what you have to offer
3. Be interested about people
4. Create an arsenal of conversation starters
 - Introduce yourself
 - Comment on something in your immediate surroundings, maybe the location or the event you both are attending
 - Comment on something the other person/people would find interesting
5. Relax



The Four Levels of Conversation

- **Small Talk.** This is commonly referred to as the 'exchange of pleasantries' stage. In this level, you talk only about generic topics, subjects that almost everyone is comfortable discussing.
- **Fact Disclosure.** In this stage, you tell the other person some facts about you, such as your job, your area of residence, and your interests.
- **Viewpoints and Opinions.** In this stage of the conversation, you can offer what you think about various topics like politics, the new business model ---or even the latest blockbuster. It helps then to read and be curious about many things, from politics to entertainment to current events.
- **Personal Feelings.** The fourth stage is disclosure and acknowledgment of personal feelings.

Using Mnemonics

Here are examples of mnemonic devices you can use in name recall:

- **Clustering by Categories** - Group items that you need to remember into categories that can help you remember them better.
- **Visualizing Interactive Images** - Create a scene in their heads where all the items that they have to remember are interacting with each other in some active way.
- **Acronyms** - Devise a word or expression in which each of its letters stand for a name.
- **Acrostics** - This mnemonic device follows the same logic as acronyms except that one forms a sentence rather than a single word to help one remember new words. For example one might remember '*all babies cry loudly*' for Allan, Betty, Chris and Lisa.

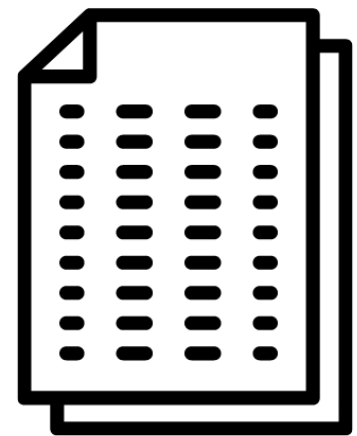
Handouts



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: Five Adjectives

PURPOSE

To help participants get to know each other.

MATERIALS REQUIRED

- 8.5 X 11 sheet of paper
- Pen

PREPARATION

None

ACTIVITY

Divide the meeting participants into groups of three or four (depending on the number of participants). Explain to the groups that each person must write down five adjectives that describe how they view themselves emotionally. Each participant will have a chance to present their adjectives to the group.

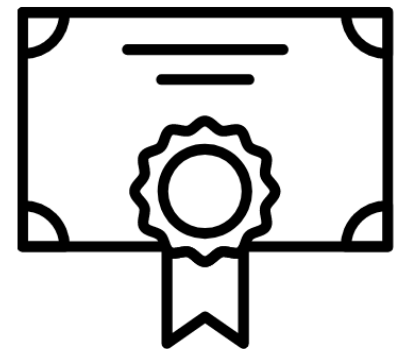
Bring the smaller groups together to form the larger group and ask three or four participants to share their adjectives. Note the similarities and differences between how the participants view themselves.

This teambuilding icebreaker takes 10 – 15 minutes, depending on the number of groups.

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
Interpersonal Skills*

Awarded this _____ day of _____, 20____

Presenter Name and Title
