



*Instructor Guide*

# The Art of Effective Communication

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# Unit Description

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## Overview

The purpose of this course is to provide manufacturing employees with basic skills and techniques for communicating more effectively in the workplace. An instructor in a classroom setting facilitates the course using lecture, PowerPoint slides, activities, and interactive discussions. The participants learn that many problems in the workplace can be avoided when time is taken and effort is made to listen and apply the principles of effective communication. The manner in which they communicate with others affects business relationships and results; therefore, it is important that they understand how to relate to others.

The course focuses on the fundamental elements of communication and listening which serve to create a positive environment for effective interactions with coworkers and other business associates. It includes these topics:

- A communication model
- Barriers to effective communication
- How perceptions are formed
- Listening for facts, beliefs, and feelings
- Effective communication behaviors
- Strategies for active listening
- Positive feedback and questioning techniques



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## Objectives

The information, activities, and practices provided in this course will enable participants to:

1. Effectively guide and control conversations by listening attentively, responding appropriately, and acknowledging feelings making others feel unique and important.
2. Interpret verbal and nonverbal messages and provide feedback and reinforcement to ensure understanding and positive business results.
3. Leave a good lasting impression by using positive phrases and body language, along with a helpful tone, to build rapport and cooperation in the workplace.

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## Materials

1. Participant Guides
2. Projection System
3. (2) Flip chart stands, flip chart paper and markers
4. Prepared Flip Chart: "Items for Introduction Activity"
5. Tape Recorders (enough for each "pair" to have one)
6. Several rolls of masking tape
7. Note Pads and Pens or Pencils
8. (2) Bells or Buzzers
9. (2) Nerf ball (or similar small balls that can be juggled or bounced)
10. Small prizes such as Post-it<sup>™</sup> Notes, pens, pencils, candy, etc.
11. A recent newspaper or magazine article



## **PowerPoint Slides**

1. The Art of Effective Communication
2. Objectives
3. The Communication Process
4. Definition of “Communication”
5. Effective Communication
6. Barriers to Communication
7. How People Communicate
8. How Perceptions are Formed – Face-to-Face Communication
9. How Perceptions are Formed – Over the Telephone
10. Project a Positive P-I-C-T-U-R-E
11. Positive versus Negative Phrases
12. Communication Activities
13. Listening Effectiveness
14. Myth: Listening is Inactive
15. Messages are composed of
16. Active Listening
17. Five Strategies for Active Listening
18. Advancing
19. Repeating
20. Effective Questioning
21. Two Types of Questions
22. Feedback



- 23. Nonverbal and Verbal Feedback
- 24. Constructive Feedback
- 25. The Benefits of Constructive Feedback
- 26. The Principles of Giving Constructive Feedback
- 30. Summary

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## Agenda

Introduction .....	30 Minutes
The Communication Process .....	120 Minutes
How People Communicate .....	60 Minutes
Active Listening .....	60 Minutes
Listening Skills .....	60 Minutes
Feedback .....	80 Minutes
Summary & Closing .....	30 Minutes
Module Assessment .....	40 Minutes
<b>Total .....</b>	<b>8 Hours</b>

**NOTE:** These times do not reflect time for lunch and breaks. The placement of lunch and breaks is at the discretion of the Instructor.





# Introduction



**DISPLAY** the slide titled “The Art of Effective Communication” and introduce the course.

**INTRODUCE** yourself and provide information about your teaching, service, and business background as necessary to build your credibility with the group.

**PROVIDE** information such as:

- Location of rest rooms, break rooms, telephones, etc.
- Breaks and lunch will be determined as the class progresses.



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## Activity: Let Me Introduce You

**ADVISE** that rather than have each person stand and introduce him/herself, the class is going to pair up and introduce each other.

**ADD** that this method of introductions will enable the participants to get acquainted and help them discover common backgrounds and interests.

**INSTRUCT** the participants to pair up with someone they do not know. They are to introduce themselves and find out (and jot down) these five (5) things about the other person:

1. Name
2. Home town
3. The type of job they have at the company
4. What they expect to learn in this class
5. One unusual or unique thing about themselves



**DISPLAY** a prepared flip chart listing the items.

**ALLOW** five minutes for the pairs to talk.

**ASK** each member of a pair to introduce the other person to the class.

**Note to Instructor:** The advantages of this method of introductions are less pressure on participants to think of something to say, a more casual opening few minutes, more focus on the person being introduced, and it avoids those “long-winded” participants who want to tell their life stories.

**COMMENT** on how this class will or will not meet the expectations the participants.



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## Overview



**REFER** participants to “Overview” in their guide.

**STATE** that effective communication skills are critical in today’s business environment. To improve your communication abilities, you must learn how to listen to ensure that you are receiving the intended message. This requires having the will to listen, not only to words but also to nonverbal messages – ignoring distractions, accepting information with an open mind, processing the information as you hear it, and making sure that you understood what you heard.

**CONTINUE** that effective communication is a two-way process. It can be made easier by encouraging others to express their ideas. This requires being and acting pleasant, asking questions, accepting questions, and respecting others. Understanding the importance of everything from voice tone, posture, and tactfulness in dealing with others is key to personal and professional success.

**ADD** that in addition you also need the ability to adjust your communication style so that you are understood. This can be done by studying the other person’s focus, matching it, and behaving in a manner acceptable to the other person.

**ADVISE** that the purpose of this course is to provide you with basic skills and techniques for communicating effectively in the workplace. You learn that many problems of miscommunication in the workplace can be avoided when time is taken and effort is made to listen and apply proven principles of effective communication. The manner in which you communicate with others affects business relationships and results; therefore, it is important that you understand how to relate to others.



The course focuses on the fundamental elements of communication and listening which serve to create a positive environment for effective interactions with coworkers and other business associates. It includes these topics:

- A communication model
- Barriers to effective communication
- How perceptions are formed
- Listening for facts, beliefs, and feelings
- Effective communication behaviors
- Strategies for active listening
- Positive feedback and questioning techniques
- Personal communication styles

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## Objectives



**REFER** participants to “Objectives” in their guide.



**DISPLAY** the slide titled “Objectives.”

**EXPLAIN** that the information, activities, and practices provided in this course will enable participants to:

1. Effectively guide and control conversations by listening attentively, responding appropriately, and acknowledging feelings making others feel unique and important.
2. Interpret verbal and nonverbal messages and provide feedback and reinforcement to ensure understanding and positive business results.
3. Leave a good lasting impression by using positive phrases and body language, along with a helpful tone, to build rapport and cooperation in the workplace.



**EXPLAIN** that the success of the class depends on full participation of everyone. The course is designed to be very interactive so that the participants not only learn from you, the instructor, they also learn from each other.

**STRESS** that it is important to pay close attention and ask questions because there will be an assessment or short written test at the end of class.

**ADD** that it is also important to take notes in the Participant Guide.

**ADVISE** that to improve communications, we must first understand that communication is a process.

**STATE** that in the next section, the participants will learn about the process of communication including communication theory and a communication model.



# The Communication Process

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## Communication Theory and Model



**DIRECT** the participants to “Communication Theory and Model” in the Participant Guide.

**STATE** that the essence of communication is that it is a process – a two-way activity that serves to connect people through space and time.



**DISPLAY** the slide titled “The Communication Process.”

As human beings, we tend to be primarily interested in communication between those of the human species. However, communication is a fundamental, universal process that exists in all living things.

**ASK** rhetorically: How often have you heard statements such as...?

- “If you want to be promoted, you have to improve your communication skills.”
- “One reason we have such a good relationship is that we communicate so well.”
- “He’s really smart, but as a supervisor he just doesn’t communicate very well with his team members.”
- “They say they changed the process according to our suggestions, but it’s not what we asked for. I think there must be a communication problem.”

**ASK:** What is your definition of the word “communication?”

*Anticipated responses:*

*Transmitting information from one person to another*

*The process of conveying information*

*Exchanging ideas by speaking or writing*

**ACKNOWLEDGE** the responses.



**DISPLAY** the slide titled “Definition of Communication” and ask a volunteer to read the slide.

Webster’s New World Dictionary defines “communication” as:

A giving or exchanging of information, signals, or messages by talking, gesturing, or writing. A system of sending and receiving messages.



**DIRECT** the participants to write the definition in the Participant Guide.

**WRITE** on a flip chart that the word “communicate” derives from the Latin word, *communicare* – which means to impart, share, or literally to make common.

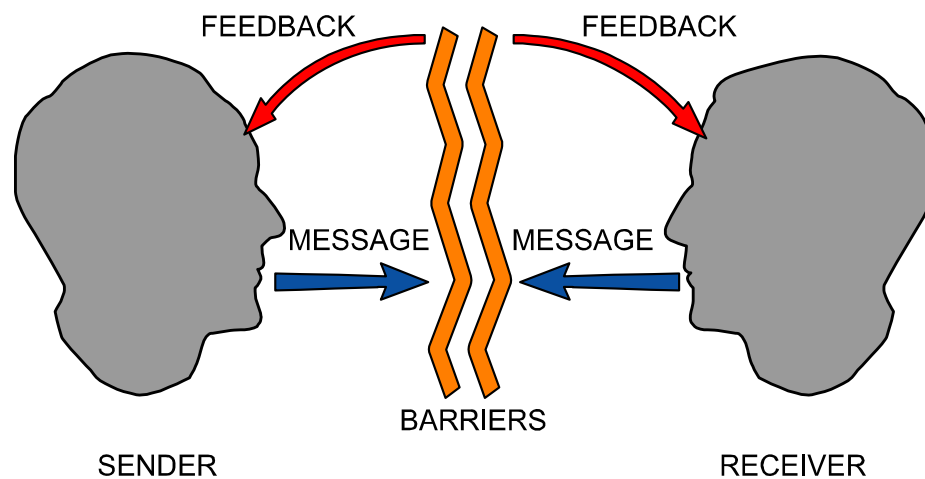
**ADD** that this leads us to the question: What do all studies of communication have in common?

**CONTINUE** by saying that at the basis of all studies of communication is a system or model.

**ADD** that a system or model is typically described as a collection of “parts” which are interconnected or related to each other and which relate to the environment around them.



**REFER** participants to the “Communication Model” in their guide and explain that this is the model or system for “communication.”



*Communication Model*



**EXPLAIN** that the Sender is the origin of communication, and dispatches or transmits a message.

**ADD** that the Sender needs to speak clearly and concisely.

**STATE** that the Receiver receives the incoming communication.

**ADD** that the Receiver needs to listen carefully.

**EXPLAIN** that the wavy lines between the head on the left and the head on the right and indicate the Message.

**STATE** that this Message consists of information, data, or instruction, and should describe behaviors and events.

**EXPLAIN** that the curved line from the Receiver to the Sender is Feedback or the response of the Receiver back to the Sender.

**STATE** that the Receiver provides Feedback to the Sender by paraphrasing and reflecting on the Sender's Message.

**EXPLAIN** that the wavy lines drawn through the message represent the Barriers to Communication.

**STATE** that barriers interfere, inhibit, or block the transmittal of the message.

**POINT OUT** that each of the components of the Communication Model will be discussed in detail throughout the class.

**CONTINUE** by saying that as the participants can see from the Communication Model, this system is dynamic and ever changing. When all parts are working well, there are no problems, but we know that often the system doesn't work the way it should. Many of our everyday work problems are the result of faulty communication that could be avoided if we take the time and make the effort to apply the principles of effective communication.





**ASK** rhetorically: “But what is effective communication?”



**DISPLAY** the slide with the definition of “Effective Communication” and ask a participant to read the definition.

Effective communication occurs when the understanding of the receiver (listener) matches the meaning intended by the sender (speaker).



**INSTRUCT** participants to copy the definition in the Participant Guide.

**ADD** that like many other skills, effective communication skills can be learned and improved upon with time and practice.

**STATE** that in this class, the participants will learn proven skills and techniques of effective communication. These skills will enable the participants to send messages that are understood by the receiver. And when the participants are the receivers, they will learn how to focus on the message being sent and ask appropriate questions to clarify their understanding of the message.

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## Benefits of Effective Communication



**DIRECT** participants to “Benefits of Effective Communication” in the Participant Guide.

**STATE** that it is rare to have a day when we don’t have to communicate with anyone. We even have a term for people who choose not to interact with others – hermits. On a day-to-day basis in our lives, communication skills often make the difference between “distress and defeat” or “satisfaction and success.”

**ADD** that since these skills are so important in our lives, let’s discuss some of the benefits of effective communication.

**ASK:** “What are some of the benefits of effective communication in our busy lives today?”



**ASK** a volunteer to write the benefits on a flip chart.

**Note to Instructor:** If necessary to begin the discussion, provide a benefit, such as: improve teamwork or motivate others to work more productively.



**ADVISE** the participants to record the answers in the Participant Guide.

***Anticipated responses:***

*Get correct information quicker*

*Build credibility with team members and supervision*

*Develop rapport with coworkers and colleagues*

*Assist in problem solving*

*Conduct and participate in more effective meetings*

*Save time and reduce rework with clear instructions and discussions*

*Avoid needless disagreements*

*Reduce hurt feelings and misunderstandings*

*Give more constructive feedback*

*Accept feedback more constructively*

*Win cooperation from others*

*Influence decisions affecting you*

*Handle working more effectively with “difficult” personalities*

*Build personal self-esteem and confidence*

*Listen better so that others feel understood*

*Understand those of other cultures*

*Reduce stress caused by misunderstandings*

*Lead others to mutual benefits and goals*

**CONGRATULATE** the participants on well thought out responses.

**STATE** that in this class, the participants will learn guidelines and techniques to improve their communication skills so that they can realize these benefits of effective communication.

**ASK** if there are any questions.

**TRANSITION** to the next section by saying that to improve communication skills, it is important to first identify and recognize those factors that inhibit effective communication. We will discuss the “barriers” element of the Communication Model in the next section.

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## Barriers to Communication



**DISPLAY** the slide titled “Barriers to Communication.”



*Barriers to Communication*



**DIRECT** the class to the section titled “Barriers to Communication.”

**BEGIN** by explaining that even today, when mankind has developed highly technical and advanced means of communicating using satellites, the Internet, and high-speed connections, people still have difficulty communicating effectively. We can bounce messages off the moon, but we can’t always relate well to each other on a day-to-day basis.

**ADD** that ineffective communication creates problems and difficulties which affect productivity and cost us all in money and time.

**READ** the slide:

Barriers to communication are those things going on in our own minds or around us that distract us from what someone is saying.

**ASK:** “What are some other examples of different things that can be characterized as “barriers to communication?”

**QUICKSTART®**



**CALL ON** a volunteer to write the responses on a flip chart.

*Anticipated responses:*

*background noises or static interference*

*loud voices or conversations*

*bad telephone connection*

*daydreaming; tuning out*

*being preoccupied; Inconsistent focus*

*anger*

*stress*

*negative emotions*

*personal behavioral styles*

*accents*



*body language; nervousness*

*closed mind*

*criticism*

*cultural differences*

*defensiveness*

*hidden agendas*

*hostility; defensiveness*

*prejudice*

*pressure*

*sarcasm*

*stereotyping*

**ACKNOWLEDGE** the responses.

**STATE** that it is important to be aware of the things within ourselves and in our environment that interfere with effective communication. This awareness enables us to overcome these barriers and give our full attention.

**ADD** that from this list we see that barriers exist in many forms, and in the next activity, we will encounter and hopefully overcome some of these barriers.



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## Activity: Round Robin Exercise



**DIRECT** the class to the activity: “Round Robin Exercise.”

**STATE** that the purpose of the activity is to identify some of the communication barriers that occur when communicating a simple message, and to also show that the more a message is repeated, the greater chance the message will be miscommunicated.

**EXPLAIN** that the exercise has three rounds. In each round the instructor whispers a message to a participant who in turn whispers the message to someone else until all participants have heard the message. The last participant states to the class what he/she heard.

**Note to Instructor:** Start each round with a different person, so that the last person will not always be the same.

**ADVISE** participants that in Round One the message can be stated only once. There can be no questions or conversation during this round; however, participants may take notes while listening to the message.



**WRITE** on a flip chart:

<p style="text-align: center;"><b>Round 1</b></p> <ul style="list-style-type: none"><li>• <b>State only once</b></li><li>• <b>No conversation</b></li><li>• <b>May take notes</b></li></ul>
---

**STRESS** that it is important that each person transmit the message without help from others.



**SUGGEST** that participants take notes in the Participant Guide and record the barriers to communication that they observe and experience during the various rounds.

**BEGIN** Round One by whispering this message to the first person:

Some people believe they can force their success by doing all the talking. Actually, the reverse is true. Remember the old Western movies where two cowboys stood in the street? “Draw!” yells the villain. “No, you first!” growls the hero. So the villain reaches for his gun and loses. The same applies in communication. Often the person who speaks first loses.

After everyone has heard the message,  
**ASK** the last person to state what he/she heard.

**READ** the original message to the class.

**CONDUCT** a brief discussion of the barriers identified during this round by asking a few participants to read their notes on the barriers they observed.

***Anticipated responses:***

*Message seemed complex (message not clear)*

*The speaker seemed nervous and unsure of the message*

*The speaker spoke too fast (rate of speech) and I couldn't let him/her know the problem (one-way communication)*

*The speaker spoke too softly and I couldn't understand everything*

*I was distracted knowing that everybody was trying to listen too (stress; defensiveness)*

*I couldn't take notes fast enough to get everything written down (stress; pressure; distractions)*

*Some side conversations were distracting because we are sitting so close together (physical environment; distractions; noise)*



**ACCEPT** all answers but ensure that the barriers that you observed are mentioned.

**ADVISE** that in Round Two the listener has to bounce a nerf balls while listening to the message; therefore, no notes can be taken while listening to the message. Also, the message cannot be repeated, and no questions can be asked.

**NOTE:** If nerf balls (or similar) are not available, “wad up” a couple of sheets of paper to have the listener juggle the “balls.”



**WRITE** on a flip chart:

**Round 2**

- **State only once**
- **No questions or conversation**
- **No notes can be taken**

**BEGIN** Round Two by whispering this message to the first person:

Be pleasant. When you smile you convey acceptance to the speaker. You create trust, which makes the speaker feel safe in sharing his or her ideas. As a result, the speaker will find it easier to express ideas and send information. Most people fear that someone will reject them for making a mistake. When you appear pleasant, you take the first step in assuring others that they are safe.

After everyone has heard the message,  
**ASK** the last person to state what he/she heard.

**READ** the original message to the class.

**CONDUCT** a brief discussion of the barriers identified during this round by asking a few participants to read their notes on the barriers they observed.





***Anticipated responses:***

*Couldn't listen very well while trying to bounce the balls (distractions; mind wandering)*

*The message was too complicated to remember without taking notes (message not clear or complex; one-way communication)*

*The speaker was laughing at me while speaking; difficult to understand what was said (noise; distractions; defensiveness)*

*When I dropped a ball, I missed part of the message (distractions)*

*The laughter in the room made it difficult to concentrate on juggling (or bouncing) and listening (noise; distractions)*

*Side conversations were distracting (noise; hostility)*

**ACCEPT** all answers but ensure that the barriers that you observed are mentioned.

**ADVISE** that in Round Three the message can be repeated between participants and participants can ask questions; however, no notes can be taken while listening to the message.



**WRITE** on a flip chart:

Round 3
<ul style="list-style-type: none"><li>• <b>Can be repeated</b></li><li>• <b>Questions are okay</b></li><li>• <b><u>No</u> notes can be taken</b></li></ul>

**REMIND** the class to take notes in the Participant Guide and record any barriers to communication that they detect.



**BEGIN** Round Three by whispering this message to the first person:

Avoid negative statements such as insults, sarcasm, and ridicule. When such statements are directed toward others, it shows them that you can be punitive, which creates caution. Avoid trick questions such as, “What kind of idiot would do this?” or “Just what were you thinking when you wrote this?” These questions warn the other person that some sort of retribution follows.

After everyone has heard the message,  
**ASK** the last person to state what he/she heard.

**READ** the original message to the class.

**CONDUCT** a brief discussion of the barriers identified during this round by asking a few participants to read their notes on the barriers they observed.

*Anticipated responses:*

*Message was too complex*

*The speaker talked too fast*

*Side conversations were distracting (physical environment)*

**ACCEPT** all answers but ensure that the barriers you observed are mentioned.

**ASK:** “Why were there fewer barriers in the last round?”

*Anticipated responses:*

*We could ask for a clarification (two-way communication; feedback).*

*The message could be repeated.*

*Questions could be asked to get feedback.*

**ACCEPT** all answers and ensure that “*feedback*” is mentioned.

**ADVISE** that the benefits of the Feedback element in the Communication Model will be discussed in detail in a later section.



**CONDUCT** a brief discussion asking these questions:

1. Does anyone have a personal example of a message that was distorted or changed because it was repeated many times along the way?

***Anticipated response:***

*One or two personal examples of miscommunication in the workplace or at home*

**ACCEPT** all answers.

**Note to Instructor:** If no one has a personal example, provide an example of miscommunication from your own personal experience.

For example: A manager explains a new policy to the supervisors. The supervisors explain the policy to employees. By the time the employees get the message, some details are left out and other details are misrepresented.

2. What were some of the barriers to communication in this case(s)?

***Anticipated response:***

*One or two barriers to communication applicable to the example(s)*

**ACCEPT** all answers.

3. What are some of the things we can do to eliminate some of these barriers in our day-to-day communications?

***Anticipated responses:***

*Listen more carefully*

*Be open to the ideas of others*

*Ask questions*

*Don't jump to conclusions*

*Pay closer attention to what is said*

*Read the entire memo-not just certain parts*

*Think before speaking*



**ACCEPT** all answers.

**STATE** that as we learned in the Round Robin activity and from our personal examples, there are many barriers that prevent effective communication.

**CONCLUDE** by emphasizing that when communication barriers exist, some are less obvious than others. However, by utilizing good communication skills as both the sender and receiver, we can overcome or reduce barriers in the communication process.

**ADD** that during this class, the participants will learn proven techniques and strategies for managing and eliminating barriers to communication.

**ASK** if there are any questions.



# How People Communicate



**DIRECT** participants to “How People Communicate” in the Participant Guide.

**DISPLAY** the slide titled “How People Communicate.”



*How People Communicate*

**EXPLAIN** that before we can effectively eliminate “barriers” to communication, it is important that we understand how we are perceived by others. Therefore, “being aware” or “self-awareness” is fundamental to improving communication.

**ADD** that awareness involves recognizing what’s already there and discovering what you’ve never noticed before – in yourself and others.



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## How Perceptions Are Formed

**STATE** that in our environment today, what we see and hear on television greatly influences our expectations and views on so many things. There are statistics that indicate that approximately 75% of all Americans get about 90% of their information on news and current events from television.

**ADD** that since television is the major method of giving and getting information, our standards on how people should communicate are often set by television personalities.

**CONTINUE** saying that a good example is the anchor person who always appears flawless – delivering his/her message without mistakes. Anchors look keenly, directly, and sincerely into the camera lens and “talk” to us. Their voices come across at the perfect pitch and volume, with the appropriate tone and inflection for what they are conveying.

### **QUICKSTART®**

**ADD** that they rarely have to rephrase or try again. It seems seamless, perfect, and effortless. We forget that they are actually reading the news. We tend to feel that everyone should be able to communicate with such ease and finesse.

**STATE** that in real life, most of us have to make deliberate efforts to communicate and speak with poise and confidence. We forget that the news anchors themselves have been trained to be good communicators. So you, too, can learn good communication skills.

**ADD** that in this section, we will discuss factors that influence how we are perceived by others and the vocal qualities needed to make the best impression possible.



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## Words, Tone, and Body Language

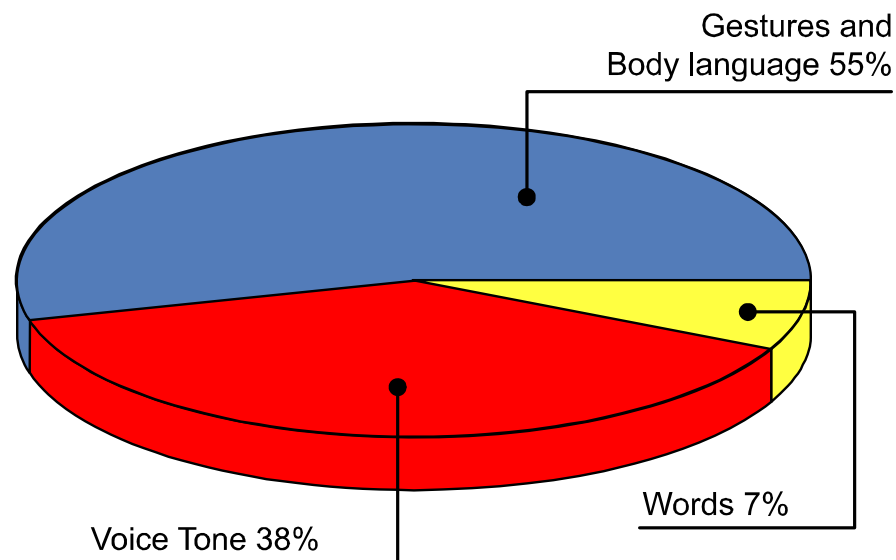
**EXPLAIN** that the three elements of a message – words, tone, and body language – determine how people are perceived by others.



**DIRECT** participants to “How Perceptions Are Formed – Face-to-Face Communication” in the Participant Guide.



**DISPLAY** the slide titled “How Perceptions Are Formed – Face-to-Face Communication.”



*How Perceptions Are Formed – Face-to-Face Communication*

**READ** the percentages shown on the slide for each element:

**EMPHASIZE** that body language accounts for over half of the “information” we use to form perceptions.

words (verbal) 7%

tone of voice (verbal) 38%

body language (nonverbal) 55%



**EXPLAIN** that when we form a perception or an understanding, we are using information we've received from one or more of these three "communication channels."

**EMPHASIZE** that body language accounts for over half of the "information" we use to form perceptions.

**ASK:** "Who can tell me what body language is?"

*Anticipated responses:*

*Posture*

*Gestures*

*Eye contact*

*Mannerisms*

*Body movements*

*Facial expression*

**ACCEPT** all relevant answers.

**STATE** that we will briefly discuss four types of body language: eye contact, gestures/body movements, facial expressions, and appearance.



**ASK** a volunteer to write these items and important points to remember about each one on a flip chart.



**DIRECT** participants to take notes in the Participant Guide.





## Eye Contact

**EXPLAIN** that a vital part of effective communication is good eye contact, but despite this fact, many people have a difficult time maintaining eye contact.

**ASK:** “How do you feel when someone won’t ‘look you in the eye’?”

### *Anticipated responses:*

*You think the person is hiding something.*

*You don’t trust the other person.*

*Poor eye contact sends the message that the person is not interested.*

*You think that the person would rather be someplace else.*

**ACKNOWLEDGE** the responses.

**CONTINUE** by saying that people who are uncomfortable with eye contact can develop the ability to communicate through the eyes. Just being aware of the importance of eye contact helps many people overcome this inhibition.

**ASK:** “What are some of the advantages of good eye contact in face-to-face communication?”

### *Anticipated responses:*

*It shows that you are interested and attentive.*

*It enables you to establish good rapport.*

*You can tell whether the other person understands the message.*

*You can communicate that you are sincere.*

*It indicates that what you are saying is important.*

**ACKNOWLEDGE** all answers but ensure that these points are made.



**EXPLAIN** that eye contact is an excellent source of information. A steady gaze can indicate a calm demeanor and a sense of security and strength. Shifting gazes create feelings of uncertainty and insecurity. When someone avoids eye contact and perhaps looks over your head, they may be “saying” that they have other things to do or that they really don’t want to talk to you.

**STATE** that it is important to maintain good eye contact with the listener, so that you can hold the person’s attention and create a sense of confidence and trust in what you are saying.

### **Gestures/Body Movements**

**STATE** that a person’s posture, gestures, and body movements also speak volumes. The movements of the head, arms, hands, legs, and feet can reveal a person’s feelings, self-image, and energy level.

**ADD** that for instance, a person wanting to end a conversation may stretch his/her legs, bob a foot up and down, close a briefcase, or sit upright in preparation for leaving.

**ASK:** “What are some other gestures and body movements and the messages they convey?”

#### ***Anticipated responses:***

*Folded arms – defensiveness*

*Palms up – acceptance; inviting participation*

*Clicking a pen – impatience; nervousness*

*Tapping a foot - impatience*

*Sweeping hand – inclusiveness*

*Wagging finger – scolding*

*Jumping up and down – joy*

*Wringing hands – anxious or nervous*

*Shaking head up and down – affirmative or positive response*

*Shaking head back and forth – unacceptable or negative response*



**ACKNOWLEDGE** the answers.

**STATE** that these responses show that you can learn about a person's feelings by observing his/her gestures and body movements.

## **Facial Expressions**

**ADVISE** that the participants should always be aware that their facial expressions indicate the mood they are in; therefore, when trying to communicate effectively, they need to maintain positive and upbeat facial expressions.

**ADD** that a deadpan look will not inspire interest or enthusiasm in the other person.

**STATE** that facial expressions should be lively, varied, and appropriate to you and your message. Always think about how you appear to the other person so that you can make the desired impression.

## **Appearance**

**STATE** that last but not least, we will briefly discuss the importance of appearance in communicating effectively.

**ASK:** "Which would make the best impression on others?"

1. Showing up in wrinkled clothing with uncombed hair.

OR

2. Showing up well-groomed wearing neat, comfortable clothing.

*Anticipated response:*

#2



**ASK:** “Why?”

*Anticipated responses:*

*You would appear to care about your appearance and the impression you make.*

*You would project the appropriate image for the workplace.*

*You would project self-confidence.*

**POINT OUT** that when we appear well-groomed, relaxed, and capable of doing whatever the situation calls for, we create a positive impression. We are then far more likely to gain and hold the attention of others in communicating our objectives.

**CONCLUDE** by saying that when we are communicating face-to-face, the nonverbal and somewhat unconscious signals, such as eye contact, gestures, facial expressions, and appearance, send powerful messages.

**ADD** that when they are in sync with the words, they serve to strengthen and underscore meaning, but if body language and words are not in sync, the listener tends to focus on the body language rather than the words of the message.



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## Telephone Communication



**REFER** participants to “Telephone Communication” in their guide.

**STATE** that when body language is not a factor, for example when we are communicating over the telephone, we are faced with completely different issues and challenges.

**ASK:** “What problems or barriers exist when communicating over the telephone instead of face-to-face?”

*Anticipated responses:*

*We can’t see the listener’s body language to help us know how he/she feels.*

*We can’t maintain eye contact.*

*The listener can’t see us smile (facial expressions).*

*The listener can’t see what we are doing (body movements/gestures).*

*The listener can’t see our expression of concern when they describe problems (emotions).*

**ACKNOWLEDGE** the responses.

**POINT OUT** that one of the major barriers when talking on the telephone is the fact that we can’t see or “read” the other person’s body language. This can be a big disadvantage.

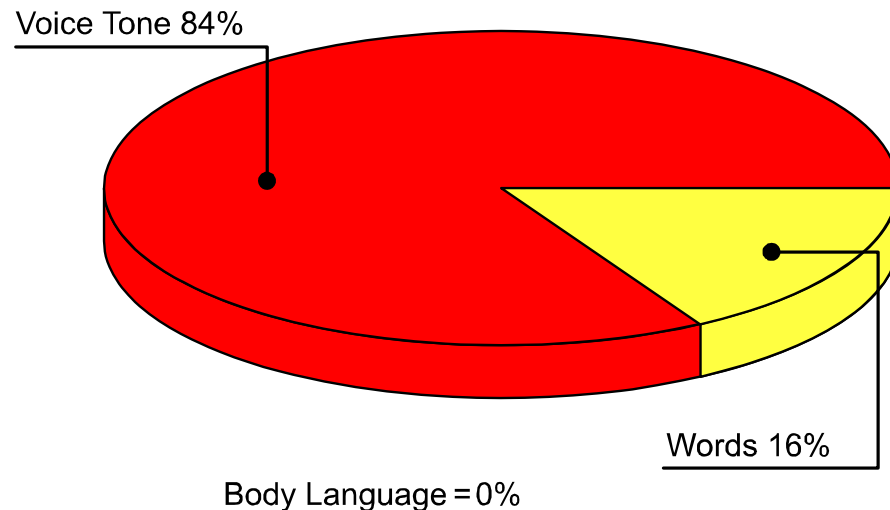
**ASK** rhetorically: “Without body language, what percentage of what we say is communicated through voice tone and how much is communicated through words?”



**DIRECT** participants to “How Perceptions Are Formed - Over the Telephone” in the Participant Guide.



**DISPLAY** the slide titled “How Perceptions Are Formed - Over the Telephone.”



*How Perceptions Are Formed - Over the Telephone*

**READ** the percentages shown on the slide for each element:

words (verbal) 16%

tone of voice (verbal) 84%

body language (nonverbal) 0%

**STATE** that when communicating by telephone, voice tone is extremely important.

**ADD** that next we will learn techniques to improve our image with or without the benefit of body language.



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## Projecting a Positive P-I-C-T-U-R-E



**REFER** participants to “Projecting a Positive P-I-C-T-U-R-E” in the Participant Guide.



**DISPLAY** the slide titled “Project a Positive P-I-C-T-U-R-E.”

Posture, Interest, Courtesy, Tone, Understanding, Rate, Emphasis

**READ** the seven key ingredients of projecting a positive “picture” on the slide.

**STATE** that these key ingredients provide the basis of making the best impression possible when communicating with others.

**FACILITATE** a brief class discussion (approximately 10 minutes) based on the information in the Participant Guide on each of the ingredients and asking questions or providing examples to illustrate the points made.

**ASK:** “Why is **Posture** so important in communicating with others?”

*Anticipated response:*

*You can improve your voice tone and energy level by sitting up straight and looking forward.*

*Slumping, leaning on one elbow, or looking down communicates disinterest.*

**ASK:** “How can you show **Interest**?”

*Anticipated responses:*

*Listen carefully and give the caller your full attention.*

*Tune out internal and external distractions.*

*Provide verbal responses to show that you are listening (“Yes, I see,” etc.).*

*Avoid sounding rushed or impatient which conveys that what the other person wants or says is not important to you.*



**ADVISE** that listening skills are covered in the next section. You will learn how to tune in and concentrate on what the other person is saying.

**ASK:** “What are some ways to demonstrate **Courtesy**?”

*Anticipated responses:*

*Use polite words and phrases such as “please,” “thank you,” and “you’re welcome.”*

*Using the other person’s name demonstrates courtesy and respect. It is an important way to increase rapport.*

**ASK:** “Why is **Tone of Voice** important in communicating effectively?”

*Anticipated responses:*

*Your voice tone reflects sincerity, pleasantness, confidence, and interest.*

*When you speak, if you are smiling, it is reflected in a pleasant voice tone.*

*Energy and enthusiasm are reflected in voice tone, so it is important to avoid speaking too softly or too loudly.*

**ASK:** “What are some ways to improve **Understanding**?”

*Anticipated responses:*

*Clear enunciation and correct pronunciation enhance understanding in communicating with others.*

*Confidence and trust in your abilities are indicated by using correct grammar.*

*Don’t use slang or company lingo that other people may not understand.*

*Ask questions to clarify situations.*

*Repeat or summarize key facts and commitments to increase understanding.*





**SUGGEST** that if participants who would like to improve enunciation, they may want to practice at home. They can record one minute of a favorite radio or television announcer who clearly enunciates words. Listen to the tape carefully and write down what is said. Listen to the tape again, noting how key words are enunciated. Next, practice speaking the same sentences. Finally, record speaking these sentences and compare it to the tape of the announcer. Note differences and continue to practice until you are satisfied with improvements with your speech.

**ASK:** “Why is it important to maintain a moderate **Rate** of speech?”

***Anticipated responses:***

*Adapting your rate of speech to the caller is a good way to enhance rapport.*

*Be aware that speaking too quickly may cause confusion and misunderstanding, while speaking too slowly may provoke impatience or anger.*

**STATE** that there are noted U.S. geographic differences in rate of speech that may cause misperceptions. For example, those who grew up in the South may have a slower rate of speech. This may cause others who are not from the South to perceive them as “lazy” or “uninterested.” Those with a Southern accent may want to increase your rate of speech to match or “pace” of someone who speaks more rapidly.

**ADD** that on the other hand, those who grew up in the North generally have a quicker rate of speech. This may cause those who did not grow up in the North to think that you are “impatient” or “abrupt.” You may want to decrease your rate of speech when speaking to others who have a slower speech rate. Pacing your rate of speech to the other person’s is always a good guideline for developing rapport.



**ASK:** “What role does inflection or **Emphasis** play in the image you project to others?”

***Anticipated responses:***

*An unchanging tone may be perceived as boredom or lack of interest.*

*Varying your inflection makes your voice interesting.*

*The entire meaning of a sentence may change depending on the emphasis placed on certain words.*

**STATE** that pitch and inflection are powerful voice tools.

**ASK:** “Has anyone ever told you to have a nice day, but you could tell that they didn’t really mean it?”

***Anticipated response:***

*Yes, all the time.*



**WRITE** the sentence, “I told you to give the money to Jack.” on a flip chart.

**EXPLAIN** that you will demonstrate the power of pitch and inflection by repeating the sentence five times.

**INSTRUCT** the participants to write down the meaning of the statement each time you repeat the sentence.

**REPEAT** the sentence five times, each time emphasizing different words in the sentence to change the meaning. Suggestions follow. Emphasize the capitalized words in bold and include emphasis as noted with punctuation.



1. I **TOLD** you to **GIVE** the money to **JACK**! (I'm emphasizing that I'm angry and impatient because you haven't followed my original instructions!)
2. I told you to give the money to Jack? (I'm questioning that I am the person who told you to give the money to Jack. Maybe someone else told you to give the money to Jack.)
3. I told you to give the money to **JACK**! (I'm emphasizing that I wanted you to give the money to Jack. Not to Jill or anyone else!)
4. I told you to **GIVE** the money to Jack. (I'm emphasizing that I want you to give the money to Jack. Don't loan it to him. Just give it to him.)
5. I told **YOU** to give the money to Jack. (I didn't want anyone but you to give the money to Jack.)

After you repeat each sentence,  
**ASK** the class to describe the meaning of the sentence.

**DISCUSS** briefly the variances in meaning caused by pitch and inflection.

**CONCLUDE** by saying in the next activity, the participants will have the opportunity practice techniques for each of these ingredients to project a positive "P-I-C-T-U-R-E."

**ASK** if there are any questions.



---

## Activity: Projecting a Positive P-I-C-T-U-R-E



**DIRECT** participants to the activity: “Projecting a Positive P-I-C-T-U-R-E” in the Participant Guide.

**EXPLAIN** that this activity will help the participants evaluate their personal vocal quality and how it may affect how they are perceived in communicating with others.

**ADVISE** the participants that they will be working in pairs with each partner having the opportunity to be the speaker (sender) and the listener (receiver).

**Note to Instructor:** An effective strategy for creating “pairs” is to have everyone draw a slip of paper from a hat or box. The slips are different colors, for example, two blue slips, two red, two orange, etc. The participants “pair up” by color.



**ADVISE** each participant to write a greeting and a short message in the space provided in the Participant Guide. The message should be something business related that he/she might communicate to someone in the workplace. The message should be brief - approximately 3-4 sentences, and it should be something that could be communicated in person or over the telephone.

**ASK** a volunteer to read the “example” greeting and message in the Participant Guide:

Hello, Jack. To answer your question from yesterday... Our team already has the technical skills necessary to achieve the quality standards. What we DON'T have are effective communication skills to work well together as a team. Why don't we set up a meeting with all team members to discuss techniques to improve communication and teamwork?

**ALLOW** about 2 minutes for the participants to write a greeting and a message.



**ADVISE** participants that they will use the tape recorders and take turns reading and recording their greetings and messages.

**GIVE** each pair a tape recorder.

**INSTRUCT** the participants to record their greeting and message one time facing their partners and one time with their backs to their partners as if talking on the telephone. When both partners have recorded their messages twice, they should rewind the tapes.

**INSTRUCT** participants to replay the messages and rate their own vocal quality and their partners' vocal quality by noting the “positive” and “needs improvement” characteristics in the Participant Guide as they listen to the messages.

**ADD** that the partners should discuss and compare how they rated each other.

**ALLOW** approximately ten minutes for the activity.

When everyone has completed the activity,

**RECONVENE** the class.

**CALL** on several participants to describe how they rated themselves when communicating “face-to-face.”



**ASK** their partners if they agreed with the ratings or gave different ratings.

***Anticipated responses:***

*Face-to-Face Communication:*

*Positive Traits*

*pleasant sounding*

*has pitch variations*

*has a normal rate*

*varies in volume*

*has distinct articulation*

*sounds like I am smiling*

*has ample force*

*has proper pausing*

*has energy and enthusiasm*

*Needs Improvement*

*sounds unpleasant or irritating*

*is a monotone*

*is too fast or too slow*

*is too loud or too soft*

*says some words unclearly*

*does not convey a smile*

*is too weak*

*has too many pauses*

*sounds bored or disinterested*

**CALL** on several participants to describe how they rated themselves when communicating with their backs to their partners, as if talking on the telephone.



ASK their partners if they agreed with the ratings or gave different ratings.

*Anticipated responses:*

*Telephone Communication:*

*Positive Traits*

*pleasant sounding*

*has pitch variations*

*has a normal rate*

*varies in volume*

*has distinct articulation*

*sounds like I am smiling*

*has ample force*

*has proper pausing*

*has energy and enthusiasm*

*Needs Improvement*

*sounds unpleasant or irritating*

*is a monotone*

*is too fast or too slow*

*is too loud or too soft*

*says some words unclearly*

*does not convey a smile*

*is too weak*

*has too many pauses*

*sounds bored or disinterested*

ASK several participants to describe the main differences they noticed in their vocal quality when they were talking on-the-telephone versus face-to-face.

*Anticipated responses:*

*I didn't sound as animated when I had my back to my partner as if talking "on-the-telephone."*

*My voice was more monotone when I couldn't see my partner.*

*It was harder to communicate the message when I couldn't use my hands (gestures).*



**ASK:** “From this brief exercise, what role do you think body language has in communicating effectively?”

***Anticipated responses:***

*Body language makes it easier to communicate because you can use gestures.*

*Body language is a tool that supports the words in a nonverbal way.*

*Body language is important because it helps avoid any misunderstandings through signals, posture, and eye contact.*

*Eye contact gives you confidence that you are being listened to and understood.*

**ACKNOWLEDGE** the responses.

**CONCLUDE** by saying that it is important to make an extra effort to project a positive P-I-C-T-U-R-E when talking on the telephone because you don’t have the benefit of body language.

**ASK** if there are any questions.

**STATE** that in the next section we will look at the positive and negative impact of certain words and phrases.

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## Positive versus Negative Phrases



**DIRECT** participants to “Positive versus Negative Phrases” in the Participant Guide.



**DISPLAY** the slide titled “Positive versus Negative Phrases.”

**EXPLAIN** that certain words or phrases have a positive impact, while other words and phrases produce negative reactions. Phrases that trigger negative feelings can cause or increase conflict, but by choosing positive phrases, you can generate positive feelings and even increase rapport.

**STRESS** that choosing positive over negative phrases is especially important when communicating on the telephone, because you do not have the benefit of body language in transmitting the message. When your words sound negative, the other person cannot see that your real intentions may in fact be good.





**REFER** the participants to the lists of positive and negative phrases in the Participant Guide.

**Negative Phrases**

“I / We can’t ....”  
“That’s impossible....”  
“I’ll try....”  
“I don’t know....”  
“It’s not my job....”  
“You can’t....”  
“You have to....”  
“It’s company policy....”  
“You should have....”  
“...as soon as possible.”  
“Your complaint....”  
“Your problem....”  
“This is what we want....”  
“The logical solution is....”

**Positive Phrases**

“I / We can....”  
“Perhaps we can....”  
“I will....”  
“I will find out....”  
“I will assist you....”  
“You can....”  
“If you will....”  
“Normally we....”  
“If you had....”  
“...by 11:00 a.m. Monday.”  
“Your concern....”  
“Your situation....”  
“What would you say to....”  
“Does that make sense to you?”

**ADVISE** that in the next activity, the participants will practice using positive instead of negative phrases.



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## Activity: How Would You Feel?



**REFER** participants to the activity: “How Would You Feel?” in the Participant Guide.

**EXPLAIN** that you will read 10 statements from the back of the room.

**ADVISE** the participants not to look at you.

**STATE** that the purpose of this exercise is for the participants to evaluate how each statement makes them feel: Positive, Neutral, or Annoyed.

**MOVE** to the back of the room or to a spot where it will be difficult for participants to see you.

**READ** each of these statements.

1. I'll try to transfer you to someone who can help.
2. I don't know when your request will be handled.
3. You have to complete a work order before I can help you.
4. I can't call you back until late tomorrow.
5. That is not my job. Call Engineering to discuss this.
6. Your problem is you can't calm down long enough to discuss this.
7. You can't call us back on Sunday. We're closed then.
8. Your complaint was brought to my attention.
9. I will call you back as soon as possible.
10. What can I do about your problem?
11. Your position is ridiculous.
12. You should know better than to try something like that.



**ALLOW** time for participants to circle a response for each statement.

After reading the statements,

**MOVE** back to the front of the class.

**EXPLAIN** that as a class, we will now review each statement and how it made you feel.

**LEAD** a brief review of each statement and how it made the participants feel.

*Anticipated responses:*

*Annoyed or neutral*

**STRESS** that a “neutral” impression is not really desirable. The goal should be to make a positive impression.

**REFER** participants to the list of positive phrases previously discussed.

**INSTRUCT** the participants to change each of the negative/neutral statements to a positive statement.

**ALLOW** enough time for participants to rewrite the statements.

**CALL ON** several volunteers to read their answers.

*Anticipated responses:*

1. *May I transfer you to Ben Johnson who will be able to help you?*
2. *I will find out when your request will be processed.*
3. *If you will complete a work order, I will be able to assist you.*
4. *I will call you back at 5:00 p.m. tomorrow.*
5. *Engineering can help you with this. May I transfer you?*



6. *I understand your concern and I'm willing to work with you...*
7. *We're closed on Sunday, but I will take care of your concern first thing Monday morning.*
8. *Your situation was brought to my attention.*
9. *I will call you back at 3:00 p.m. today.*
10. *What can I do to assist you?*
11. *I'm not sure I understand exactly what you are saying. Can you provide more details?"*
12. *I really don't agree with that approach. Would it be better to...?*

**ENSURE** that appropriate “positive” phraseology is provided for each statement. Provide the “suggested responses” as necessary.

**CONCLUDE** by emphasizing the need to avoid negative phrases at all costs. Selecting positive phrases promotes a positive P-I-C-T-U-R-E.

**TRANSITION** by saying that in the next section we are going to discuss guidelines for communicating effectively that encompass skills that can be used for face-to-face, written, and telephone communications.



# Active Listening

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## Activity: Listen to the Words

Without any introduction,

**ASK** the participants to stand up and stretch for a moment.

**TELL** them to extend their right arms parallel to the floor and ask them to make a circle with their thumbs and forefingers.

**DEMONSTRATE** the movements while you are talking.

**THEN SAY:** “Now very firmly bring your hand to your chin,” but demonstrate by bringing your hand to your cheek – and pause.

**NOTE:** Most of the participants will have brought their hands to their cheeks.

**PAUSE** and say nothing for 5-10 seconds until a few class members begin to realize their error and laughingly move their hands to their chins.

**WAIT** a few more seconds, and more people will realize what has happened and join in the laughter.

**ADVISE** the participants that they can sit back down now.

**STATE** that this exercise points out that even when people listen to and hear the “words” of a message, they are also influenced and distracted by what they see – in this case, gestures and body language.

**ASK** laughingly: “How many of you have heard the old saying, ‘Do as I say, not as I do’?”



**CONDUCT** a brief discussion around these questions:

1. How can we use this knowledge in our jobs to help ensure better understanding?

*Anticipated responses:*

*Explain instructions and procedures by using appropriate examples and demonstrations.*

*Explain the importance of the message before you begin communicating the message.*

*Don't assume that people will follow the written or verbal instructions despite what they see going on around them.*

2. What barriers to effective communication does this exercise demonstrate?



**NOTE:** Refer to the flip charts of “barriers” posted on the wall.

*Anticipated responses:*

*gestures/body language*

*charisma and personal style*

*distractions*

*one-way communication*

## The Value of Listening

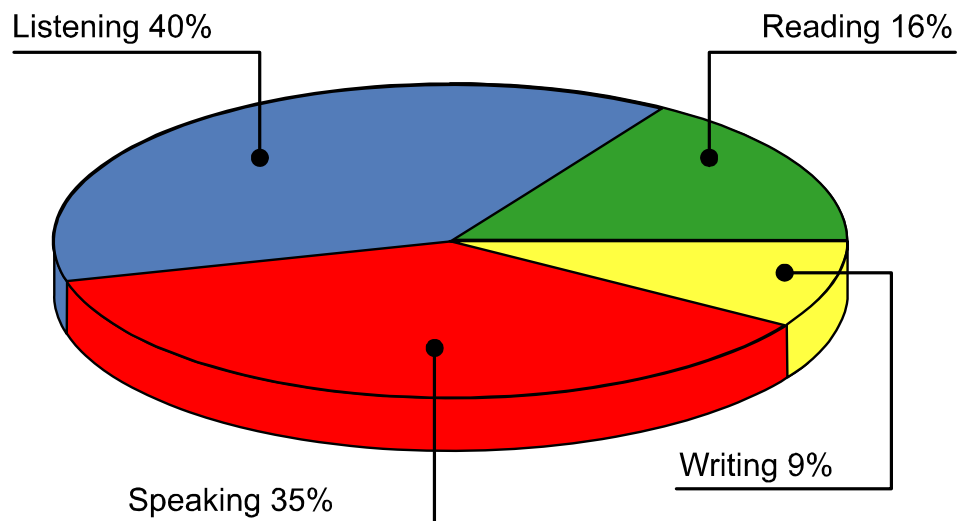


**DIRECT** the participants to “The Value of Listening” in the Participant Guide.

**STATE** that listening is often called the most important communication skill because the average person spends more time listening than performing any other communication activity.



**DISPLAY** the slide titled “Communication Activities” and review the research results of how much the average person spends in various communication activities each day.



*Communication Activities*

**EMPHASIZE** that the most time – 40% - is spent listening than in any other single activity. This is nearly half of our time. And when we are speaking, someone else is listening to us.

**ASK:** “Why do we listen at work?”



**CALL ON** a volunteer to write the responses on a flip chart.

**ENCOURAGE** participants to think of reasons they listen at work.



***Anticipated responses:***

*To learn how to do our job*

*To learn what is expected of us each day*

*To obtain feedback about the job we are doing*

*To learn how to improve product quality*

*To learn how to increase productivity*

*To learn how to solve problems*

*To show coworkers that you think what they say is important*

*To demonstrate respect to others*

*To help us work together better*

*To understand what others need from us*

*To decrease accidents*

*To improve safety*

*To get to know our coworkers better*

*To understand how other feel about us*

**CONCLUDE** that we spend our time at work listening to accomplish all of these things and more. Some of the reasons why we listen at work are practical, like learning to our jobs, solving problems, preventing accidents, and improving product quality. Other reasons why we listen at work are more personal, like getting to know others, to understand how they feel about us, and to improve relationships.

**EXPLAIN** that good listening skills are important to accomplish all of these things at work. And good listening skills are important for practical and personal reasons in our lives away from work, too. Some of you may have wondered why we included training in communication and listening in the Certified Manufacturing Specialist training program. These are the reasons.





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## Listening – The Forgotten Skill



**DIRECT** participants to the section “Listening – The Forgotten Skill” in their guide.

**ASK:** “Do you think you are a good listeners?” After all, you spend a lot of time listening for all of these reasons we’ve just identified. But are you a “good” listener?

*Anticipated responses:*

*Responses will vary (Yes, Maybe, No.)*

**EXPLAIN** that research shows that most people are not as effective at listening as they would hope. One test of listening ability is recall, or how well we remember what has been said to us.



**DISPLAY** the slide titled “Listening Effectiveness.”

Immediately after listening, the average person remembers only 50% of what is said.

Within the next eight hours, the average person’s recall drops to 25% of the original message.

**FACILITATE** a brief discussion about how poor listening and recall affect individual job performance and the business success of a company.

**ASK:** “What might happen if today you receive operating and safety instructions for a new machine that you will be using everyday in your job and tomorrow you can only remember 25% or one-fourth of the instructions?”



**LIST** responses on a flip chart.

*Anticipated responses:*

*Personal injury*

*Injury to others*

*Damaged machinery/equipment*

*Machinery downtime*

*Lost productivity*

*Defective products*

*Dissatisfied customers*

*Reduced sales/declining profits*

*Company stagnates*

*No job advancement opportunities*

*Company goes out of business*

**ACKNOWLEDGE** responses and ensure that these items are mentioned.

**CONCLUDE** that of course the closing of a company is a worst-case scenario. However, if we are content to be “average” listeners, our ability to perform our jobs, improve product quality, and work in a safe environment will be severely reduced. If we are content to be “average” listeners, our ability to work together effectively will be limited, too.

**EXPLAIN** that we do not have to remain “average” in our listening ability.



**ASK** the following questions to illustrate that the reason most people are poor listeners is a lack of training and use of listening skills.

“How many of you received training in listening from your parents before you attended school?” Raise your hands. (No hands will rise.)

“How many of you received training in listening in preschool or grade school?” (Few or no hands will rise.)

“How many of you received training in listening in high school or some other school?” (Few or no hands will rise.)



**DISPLAY** the slide titled “Myth: Listening is Inactive.”

**ASK** rhetorically: “Is this scene familiar?”

**CONCLUDE** that based upon what our teachers told us in school, we mistakenly learned that if we were quiet and still, we would automatically listen. But is this really true? Haven’t we all experienced sitting or standing very quietly while someone talks and not listening at all? I won’t ask for a show of hands about this and embarrass us all.

**STATE** that becoming a good listener requires training. We need to understand how people communicate and how to use listening skills and techniques. Most of us have had very little listening training. In this section, you will learn skills to improve your listening effectiveness.



## Activity: How Well Do I Listen?



**REFER** participants to the activity: “How Well Do I Listen” in their guide.

**ADVISE** the participants that in this activity they have the opportunity to analyze their own personal listening ability and skills.

**READ** the instructions:

Ten key behaviors of effective listening are listed. Review each of these actions and think about your own behavior. When listening, how often do you take each of these actions? Rate your own listening performance. Check the column that best corresponds to how often you take each action when listening.

Behavior	Never	Sometimes	Often
1. I give the speaker my full attention.	_____	_____	_____
2. I listen to the other person’s viewpoint, even if it differs from mine.	_____	_____	_____
3. I don’t assume I know what is being said and stop listening.	_____	_____	_____
4. I encourage the speaker to speak and to express his or her thoughts.	_____	_____	_____
5. I ask questions if I am uncertain about what the speaker is saying.	_____	_____	_____
6. I repeat in my own words what the speaker has said to check my understanding.	_____	_____	_____
7. I concentrate on what the speaker is saying, not how he or she looks.	_____	_____	_____
8. I recognize that words may have slightly different meanings to different people.	_____	_____	_____
9. I listen for feelings and meaning as well as facts.	_____	_____	_____
10. I take notes when necessary to help me remember.	_____	_____	_____



**ALLOW** 3-5 minutes for the activity.

**ASK:** “In this activity, what did you learn about your listening ability?”

***Anticipated responses:***

*I learned that I really don't pay attention when someone is talking to me.*

*I often let my mind wander without really listening*

*I probably don't ask enough questions*

**FACILITATE** as brief discussion on a volunteer basis about any listening strengths or areas that need improvement.

**CONCLUDE** by seeking agreement that the behaviors listed contribute to effective listening but are not always easy to do. These ten actions may be considered the “one-minute listening course.” You can use these ten listening behaviors as a checklist for good listening. We will focus on these skills and techniques in class today.



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## Facts, Beliefs, and Feelings



**DIRECT** the class to “Facts, Beliefs, and Feelings” in the Participant Guide.

**POINT** to “The Message” on the Communication Model and explain that this section deals with listening to the “words” in a message.

**CONTINUE** by saying that when we listen to a message, we need to recognize that what the ideas and comments of the speaker are composed of a mixture of different kinds of information.



**DISPLAY** the slide titled “Messages are composed of:”

Messages are composed of:

- Facts
- Beliefs
- Feelings

or a combination of these three things.



**WRITE** “Facts, Beliefs, Feelings” on a flip chart leaving space between each word to add further information:



**INSTRUCT** the class to record the information that you write on the flip chart in the Participant Guide.

**EXPLAIN** that we need to listen for facts to be able to take decisive action. Beliefs are essential in determining the perspective of the speaker. And often the feelings expressed provide important insight into the context of the message.



## Facts

**ASK:** “What are facts?”



**RECORD** appropriate responses under the “Facts” heading on the flip chart.

*Anticipated responses:*

*Truths*

*Proven*

*Do not change*

*Data*

*Statistics*

**ASK:** “When listening, what type of questions help to get facts?”



**RECORD** the appropriate responses to the right of “truths, proven, and do not change, etc.” on the flip chart.

*Anticipated responses:*

*Who? (names)*

*What? (the event)*

*When? (the time or date)*

*Where? (the location)*

*How much? (quantity)*



## Beliefs

**STATE** again that sometimes the beliefs are essential in understanding the message.

**ASK:** “What are beliefs?”

**RECORD** appropriate responses under the “Beliefs” heading.

*Anticipated responses:*

*Opinions*

*Ideas*

*Convictions*

**ASK:** “What are some examples of beliefs?”



**RECORD** the responses on the flip chart, below and to the right of “ideas.”

*Anticipated responses:*

*Religion*

*Politics*

*Favorite \_\_\_\_\_ (car, movie, flower, etc.)*

**ASK:** “What type of questions help you learn a person’s beliefs?”



**RECORD** the responses on the flip chart, to the right of the previous responses.

*Anticipated responses:*

*How*

*Why*

**STATE** again that listening for feelings provides important insight into the context of the message.





## Feelings

**POINT** to “Feelings” on the flip chart.

**ASK:** “What are feelings?”



**RECORD** response(s) on the flip chart below the “Feelings” heading.

*Anticipated responses:*

*Emotions*

*Sentiments*

**ASK:** “What are some emotions?”



**RECORD** the responses on the flip chart, below and indented to the right of “emotions.”

*Anticipated responses:*

*Anger*

*Joy*

*Fear*

*Sadness*

*Frustration*

*Pride*

**EXPLAIN** that in understanding feelings, it is important to know the source of feelings. For example, it often helps to understand *why* someone else is angry, sad, etc.



**WRITE** the following on the flip chart, to the right of the types of emotions.

Source
Angry because ....
Upset because ....

**STRESS** that by identifying the facts, beliefs, and feelings of a message, it helps us understand the information we hear. In doing this, we should also pay attention to the source of the feeling. Whether you are the speaker or listener, the feeling is real and should not be ignored.

**Note to Instructor:** The completed flip chart should look something like this:

Facts		
truths	Who?	
proven	What?	
do not change	When?	
data	Where?	
statistics	How Much?	
Beliefs		
opinions	religion	How?
ideas	politics	Why?
convictions	favorites	
Feelings		
emotions	anger	Source
sentiments	joy	Angry because ....
	fear	Upset because ....
	sadness	
	frustration	



**EXPLAIN** that the participants should refer to the flip chart or the information they recorded in the Participant Guide during the next activity.

**STATE** that now that the class understands the importance of identifying facts, beliefs, and feelings in a message, they will have the opportunity to identify and differentiate them in messages.

**ADVISE** that before they do the next activity, we will review example situations.

### Identifying Facts: The Delivery Example

**SLOWLY READ** the following:

A team member says:

The new machines needed for the assembly process were finally delivered at 2 p.m. yesterday. The vendor promised to have them here by 9 a.m., so they were late. The deliveryman told me that the delay was beyond his control. His truck broke down on the interstate. He said that if the delay was more than just a minor inconvenience to us - if it caused us a major problem or something - we could ask the vendor to waive the shipping fee.

**ASK:** “What is the central fact?”

*Anticipated response:*

*The new machines were delivered late.*



## Identifying Beliefs: Team Meeting Example

**INFORM** the class that now you will now read the example for identifying beliefs.

**INSTRUCT** the class to listen and identify the central belief.

**SLOWLY READ** the following:

A team member says:

You asked me how we could improve our team meetings. I am not sure. I haven't thought about it much. I guess they're okay. I don't think they're too long or too short. Everyone gets to talk. We always have a topic to discuss or a problem to solve. I would like to continue our meetings just the way they are and I wouldn't suggest that we change how they're run.

**ASK:** "What is the central belief?"

*Anticipated response:*

*The team meetings are okay.*

## Identifying Feelings: The Routine Example

**INFORM** the class that you will now read the example on identifying feelings.

**INSTRUCT** the participants to listen and identify the feeling and the "source of the feeling" in the message.

**SLOWLY READ** the following:

A team member says:

It's just the same thing every day. Come to work, get out product, and on and on. It's all the same, all the time, every single day. I wish something really exciting would happen to break the routine.



**ASK:** “What is the central feeling?”

*Anticipated response:*

*Boredom*

**ASK:** “What is the source of the feeling?”

*Anticipated response:*

*Monotony on the job*

After appropriate answers are discussed for each example,

**ADVISE** the participants that in the next activity they will practice identifying facts, beliefs, and feelings in messages.



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## Activity: Identifying Facts, Beliefs and Feelings



**DIRECT** the participants to the activity: “Identifying the Facts, Beliefs, and Feelings” in the Participant Guide.

**EXPLAIN** that this activity will enable everyone to practice identifying facts, beliefs, and feelings in messages.

**ADD** that when there is a feeling, they must identify the “source” of the feeling.”



**DIVIDE** the class into small groups of 4 people each, and ensure that the groups are different from those of the last group activity.

**Note to Instructor:** An effective strategy for reorganizing groups is to pass out cards from a deck of playing cards. For example, use the jacks, queens, kings, and aces to create four groups of four. Use additional cards to make up additional groups, i.e. the fours, the fives, etc. Shuffle the cards and deal one to each person. Then direct the participants to locate others with similar cards to form a group.

**EXPLAIN** that a different person in each group should read each situation. After each situation is read, the group identifies the fact, belief, or feeling contained in the message.



**INSTRUCT** the participants to use the Participant Guide to take notes and record key information while listening to each situation.

**Note to Instructor:** If time is a concern, assign different situations to different groups.

**WALK** around the room to ensure that the groups understand what to do.

**ALLOW** enough time to complete the activity and review the responses by calling on volunteers to report their responses. If there is disagreement, conduct a brief discussion to get satisfactory answers.



## Identifying Facts

### *Situation 1 – Inaccurate Readings*

Fred says:

I talked to Janet at the beginning of the shift. She stayed over from her shift to talk to me, and wanted to be sure I let you know. Too many things were going wrong on her shift. Just lots of stuff, you know. She really let it all hang out. Anyway, she said that the program monitoring production problems is not giving accurate readings.

When she saw that the readings were outside reasonable allowances, she called technical support and talked to Jim. He has a way of testing the program to identify the source of illogical readings. He told Janet that as far as he could tell, the readings should be consistent with expected outcomes. Then she showed him the printout from her shift, which really showed some highs and lows. He was floored. He's never known this to happen before. Janet says he is working on the problem as a high priority. At this point, we don't know how soon we can rely on the readings again.

**Central Fact:** The program monitoring production problems is not working correctly and Jim in Tech Support is working on it.

### *Situation 2 –Larry & Millie*

Sally says:

Well, I know there's a lot of talk going around about this, but I'll tell you what I know. I was walking by Larry's desk. You know Larry - he's the new Supervisor. He was on the phone telling someone that there is going to be a big announcement tomorrow. He waved at me as I passed by and didn't seem to try to hide what he was saying.

Of course, I couldn't help but think about all the changes that the company is planning to make. It could be that he is beginning to reorganize the departments, which could mean some changes in people's jobs. It really makes me nervous.

Larry seemed to be in a good mood – so I guess his job is secure. Millie works in the same area with Larry. Jane said she saw Millie crying in the restroom. I don't know what's going on! But something is and I don't like it.

**Central Fact:** Sally heard Larry say that there will be a big announcement tomorrow.



## Identifying Beliefs

### *Situation 1 – Storage of Manuals*

Billy says:

It seems to me we have a problem with the storage of our procedures manuals. We have more storage space than we need. With all of those shelves and all of that space, people just dump new manuals wherever they want. This creates confusion, because people just go in there and grab the first one they see. It is possible that we're not using the latest version. I'm not sure about this, but it may be happening. Marcie agrees with me and says it has caused her problems.

**Central Belief:** There may be a problem with how procedures manuals are stored.

### *Situation 2 – Product Processes*

Jamie says:

As you know, the product moves through three processes in our section numbered 1, 2 and 3. There are two employees assigned to each phase. Phase 1 is the hardest job. It's more complex, has more steps to it, and it takes a little longer.

Although some people don't agree with me, I think that the job gets hung up in phase 1, because it's the longest. Others say that I'm wrong, because they never see the people responsible for phases 2 and 3 standing around with nothing to do. I'll admit that they always look busy, but I still think that they're slowing down because of the time needed in Phase 1.

I was going to suggest that a third person be assigned to Phase 1, but I really think we ought to get more facts before we change anything. What do you think we should do about it?

**Central Belief:** The process in our section is taking too long in Phase 1.





## Identifying Feelings

### *Situation 1 – Safety Concern*

Toni says:

Do you remember the safety concern I told you about last week? Well, I've been thinking about it, turning it over in my mind, and suddenly the solution came to me - just like that! I was driving down the highway and it just popped into my mind.

I talked to Frank and Mildred about it and it sounded fine to them. So I tried my idea and it worked like a dream. I've been walking on air for the past few days. I think I'll tell the foreman about the solution in case any other units run into the same situation.

**Central Feeling:** Pride, accomplishment.

**Source of Feeling:** Solved a problem.

### *Situation 2 – Task Force for New Operating Procedures*

Bobbie says:

I don't like working on the task force for the new operating procedures. Every time I start to say something, someone interrupts. I don't know why. I think I have contributions to make, although I may not always say things forcefully. When I do get to speak, my suggestions are usually not written on the flip chart like everyone else's. Whoever is doing the writing just nods and goes on to the next idea. Do you know that there has not even been one time that a suggestion of mine was accepted or put into effect? From now on, I'm not going to open my mouth. What's the use?

**Central Feeling:** Feeling of worthlessness, low self esteem.

**Source of the Feeling:** Rejection of ideas from other team members; not being listened to, not having ideas considered.



## Identifying Facts, Beliefs, and Feelings

### *Situation 1 – Career Seminar*

Dana says:

Eastland Community College advertised a class on career counseling that sounded like just what I need to decide what direction I want to take in my career with the company.

I took the class and found out that it deals with networking and interviewing techniques to get a *new* job – not on how to determine interests and options for advancing in a current job.

Can you believe that? It took a whole day of my time. What a waste! I think I should report them for “false advertising.”

**Fact:** Eastland Community College offers a class on career counseling.

**Belief:** The description of the class is not consistent with what is taught in the class.

**Feeling:** Anger, frustration, and disappointment.

**Source of Feeling:** Being fooled by the class description and wasting time.

### *Situation 2 – Three More Days*

Sydney says:

I need three more days to complete my part of the project because of all the problems I've had from the beginning.

No, I don't have all of the details on all of the problems, because Jim and Susan dealt with some of them. They told me that .....

Yes, I know this is not the first time I've needed extra time, but I can't help it. It's not my fault that things don't always go the way they should.



Well, I was going to say, before you interrupted me, that Jim and Susan said that they are also going to have to ask for more time and ...

How much time? I don't know. They have to speak for themselves. The main thing is that there have been so many problems on this project that everyone needs more time. I think ....

How much time? I said that I still need three days to complete everything, and it will still be hard to ...

Well, if you would just give me a chance to explain. I'll still have to work extra hours, but I think I can get it done in three more days.

Why do you keep asking about Jim and Susan? I've already told you that they will have to speak for themselves. Weren't you paying attention? What does that have to do with me needing more time?

Now I suppose you're going to want to know why I need three days and not five! Or two! Or seven! Yes, I thought so. You always assume that people aren't telling you the truth.

What's the truth, you ask? You see! I'm right! After all I've told you, you still don't get the point. What if I give you a blow-by-blow account of every little thing that has happened since the beginning? Would that change anything?

You don't think I have a right to get upset at you? How many times have you been under so much pressure that you can't think straight? Don't tell me. I don't want to know!

**Facts:**     Sydney needs more time to complete her part of the project.

This is not the first time she has asked for an extension.

There have been a lot of problems from the beginning.



**Beliefs:** She can finish everything in three days.

Jim and Susan have problems, too, and may need more time.

You always want to know details that don't really matter.

You interrupt too much.

**Feelings:** Irritation with the listener.

Stress over the deadline.

**Source of Feelings:** Being constantly interrupted.

Stress created by working long hours and the problems the project is having.

After reviewing “Three More Days,”

**ASK** the class what skill the listener neglected to use.

**Anticipated response:**

*Effective listening*

**ADVISE** that the next section covers techniques for “active” or effective listening.

**CONDUCT** a brief discussion around these questions:

1. From personal experience, what are some of the pitfalls of not identifying the facts, beliefs, and feelings in a message before responding?

**Anticipated responses:**

*You can make a problem worse if you ignore the beliefs and feelings being expressed.*

*You can misread a situation entirely and go off in the wrong direction.*

*You can create hostility and defensiveness if you don't react appropriately to the facts, beliefs and feelings being expressed.*



2. Can anyone cite a personal example when analyzing facts, beliefs, and feelings helped communication?

***Anticipated responses:***

*A coworker takes a lot of pride in how he does his job. I always have to remember how he feels, so that I wouldn't make comments that would hurt his feelings and create a negative and unproductive environment.*

*My supervisor has a roundabout way of explaining things, especially company policies. Recently a policy changed, and I had to listen carefully to identify the true facts, and I had to ask the right questions to be sure I understood what the change was.*

3. Can anyone cite a personal example when communication was hampered by not analyzing facts, beliefs, and feelings before responding?

***Anticipated responses:***

*A team member called a group meeting to explain an important new technique affecting all aspects of our process. I assumed too much and found out that I didn't understand everything I needed to know to do my part of the job.*

*I was working on an order for a new customer from another country. I wasn't aware of some of the cultural differences in the country. In talking to the customer, I made the mistake of using an expression that was offensive to the customer. I should have asked some questions about this customer and his culture before talking to him.*

**EMPHASIZE** that by identifying facts, beliefs, and feelings in a message, you can assess the true meaning. You will be a much better communicator when you make the effort to really listen to understand the messages you receive.

**ASK** if there are any questions.

**ADVISE** that in the next section the participants are going to learn some proven skills for active listening and effective communication.



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## Activity: Listening Exercise

With no introduction in a very low key manner,  
**PULL OUT** a recent newspaper or magazine article about two or three paragraphs long.

**NOTE:** Choose an article that you think most people would not find very interesting.

**STATE** casually that the participants have probably seen the article.

**READ** the article aloud.

**NOTE:** When finished, most of the class will probably appear bored or disinterested.

**TAKE OUT** a dollar bill and say, "Okay, I've got a few questions for you about the article, and whoever gets them all correct wins this dollar."



**INSTRUCT** the participants to write the answers in the Participant Guide.

**READ** 6-8 prepared questions (e.g. about names, dates, places, etc.), allowing enough time between questions for the participants to write their answers.

**CONDUCT** a brief review of the questions and answers to see if anyone answered all questions correctly.

**NOTE:** In all likelihood, no one will be able to answer all of the questions correctly; however, if someone does, give him/her the dollar bill.

**STATE** that the purpose of this exercise is to demonstrate what we said earlier that most adults listen at about a 25 – 50% level of efficiency. This means that we only remember about 25 – 50% of what is said. Also, the exercise points out some of the factors that influence how we listen.



**CONDUCT** a brief discussion using these questions:

1. Why couldn't you remember very much about the article?

***Anticipated responses:***

*It was boring.*

*I got lost in the details and my mind wandered.*

*The instructor didn't explain what the purpose was.*

2. Why didn't you listen? Is this typical?

***Anticipated responses:***

*I couldn't figure out the relevance to this class.*

*I'm a little sleepy at this point in the day.*

*When we don't know why we need to do something, we often don't do it.*

3. If you knew ahead of time that you could win a prize or reward at the end, would you have listened more attentively? Why?

***Anticipated responses:***

*Yes, most people are motivated by winning something.*

*People are competitive in nature. A prize at the end would make them listen carefully.*

**EXPLAIN** that in this section the participants will learn "Five Strategies for Active Listening."



# Listening Skills



**DIRECT** the class to “Listening Skills” in their guide.

**DISPLAY** the slide titled “Active Skills.”

**STATE** that there is an old Turkish proverb that says: *“If speaking is silver; then listening is gold.”*

**EXPLAIN** that everyone has a basic human need to be recognized and acknowledged by others. Listening is one of the most fundamental ways of doing this. When someone actively listens to you, he or she is letting you know that you and what you have to say are important.

**ADD** that to be a good listener, a person must actively participate, not be passive like when watching TV, a movie or listening to the radio.

**EXPLAIN** that on the average, people listen at a rate of 400 to 500 words per minute; however, we only speak at a rate of about 250 words per minute.

**ASK:** “What do you think listeners do with the extra time?” and solicit answers from the class.

*Anticipated responses:*

*Daydream*

*Think about what they are going to say*

*Form judgments*

*Evaluate what is being said*

*Think about other things*

*Try to figure out what the speaker is going to say next*

**ACCEPT** all relevant answers but ensure that these responses are mentioned.





**ADVISE** participants to record these responses in the Participant Guide.

**ACKNOWLEDGE** that these responses are typical and represent the way most people listen. They represent our “self-interest,” our perceptions – sometimes negative - of the speaker, and our reaction to the communication skills – or lack of communication skills – of the speaker.

**STATE** that unfortunately few people are good listeners. How disheartening it is to convey something that you think is very interesting and find out the listener wasn’t listening at all.

**ADD** that listening behavior is acquired over a long period of time. As adults we rarely think about the way we listen. We listen the way we do because we have always listened that way.

**STATE** that in today’s environment, our listening behavior, unfortunately, has been greatly influenced by television. News stories are short and time is compressed. The “talking heads” are given about 30 seconds to convey the message before we see pictures and videos of the action. We become accustomed to hearing only the essence – the bottom line. Television has taught us to listen with half an ear.



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## Five Strategies for Active Listening



**DIRECT** participants to the section “Five Strategies for Active Listening” in the Participant Guide.

**STATE** that listening skills can be improved and we can become effective, active listeners by applying five strategies for active listening.

**ADD** that these strategies reinforce what we have discussed in previous sections.

**EXPLAIN** that as the strategies are reviewed, the participants will see that we need a definite purpose, a specific reason for listening; otherwise, we don’t pay attention and don’t really hear or understand.



**ADVISE** participants to take notes in the Participant Guide.

**DISPLAY** slide titled “Five Strategies for Active Listening.”

### 1. Listen for Main Ideas and Key Points.

**ADVISE** the participants that you are going to read the newspaper article again and they need to listen for main ideas and key points.

**READ** the first paragraph of the newspaper article.

**ASK:** “What is the main idea or key point of this paragraph?”

*Anticipated response:*

*The main idea or key point of the paragraph*

**STATE** that it was easy to answer this question because you knew in advance what you needed to listen for. The previous “barriers to communication,” daydreaming and lack of attention, were eliminated by focusing your attention on the task at hand.



**ADVISE** participants it is important in our business and personal lives to practice being an “active” listener – avoiding poor listening habits, such as tuning out dry subjects or faking attention. We may miss some vital information and end up with “egg on our face.”

**ADD** that listening for main ideas and key points is just as important when communicating face-to-face as it is when talking on the telephone.

## **2. Exhibit Active Interest and Body Position.**

**POINT OUT** that we learned earlier that body language is important in face-to-face communication in understanding the speaker’s intention.

**ADD** that as a listener, it is also important to use body language that assures the speaker that you are interested and attentive.

**ASK** for a volunteer to read the paragraph in the Participant Guide about Norman Rockwell’s experience while painting a portrait of President Eisenhower in the 1950’s.

The general and I didn’t discuss politics or the campaign. Mostly we talked about painting and fishing. But what I remember most about the hour and a half I spent with him was the way he gave me all of his attention. He was listening to me and talking to me, just as if he hadn’t a care in the world, hadn’t been through the trials of a political convention, wasn’t on the brink of a presidential campaign.

**STATE** that President Eisenhower obviously knew the value of exhibiting active interest and positive body language in communicating effectively.

**ASK:** “What are some of the ways you, as a listener, can exhibit active interest through body language or body position when communicating face-to-face?”



***Anticipated responses:***

*Lean slightly forward but not too close*

*Maintain an open position*

*Good eye contact*

*Face the speaker squarely*

*Position yourself at the appropriate distance from the speaker*

**ACCEPT** all answers, but ensure that these points are mentioned.

**STATE** that “Exhibiting Active Interest and Body Position” is one of the most important behaviors we can offer when listening to someone.

**ADD** that later we will discuss methods of “Advancing,” which is a technique used by listeners to encourage a speaker to continue speaking. Body language is an important nonverbal means of Advancing.

### **3. Keep an Open Mind.**

**ADVISE** that when actively listening, it is best to keep an open mind and wait for full understanding before making judgments. Don’t make snap judgments. Be flexible and willing to make concessions when the message is different than you expected or presents new ideas and information.

**ASK:** “Why is it sometimes difficult to keep an open mind when listening?”

***Anticipated responses:***

*We don’t want any surprises; we want to hear what we expect to hear.*

*We all have preconceived ideas and are not always open to new things.*

*We are all busy and don’t like it when faced with new, unexpected challenges.*



**EXPLAIN** that a valuable technique in keeping an open mind is “attentive silence.” Most listeners talk too much. Being silent and listening attentively go hand-in-hand with keeping a mindset that is open to new ideas.

**ADD** that while listening, the objective should be to comprehend each point. After the speaker has finished, the ideas/points can be reviewed and assessed. Attentive listening is not easy. It requires self-control and practice.

#### **4. Listen for Facts, Beliefs, and Feelings.**

**REMINDE** the participants that they practiced analyzing messages for facts, beliefs, and feelings in the last section.

**STATE** that we often feel that trying to analyze what someone is saying just takes up too much time. But in reality, especially in the business world, valuable time can be saved by trying to really understand the message from the other person’s point of view.

**ADD** that when we don’t listen carefully and reflectively, the resulting misunderstandings and alienation will often require far more time to resolve and will adversely affect overall productivity and efficiency.

**EXPLAIN** that by focusing on main ideas and the facts, beliefs, and feelings of a message, you, as the listener, will be able to provide appropriate feedback and responses.

**ADVISE** that in the next section we will discuss “Repeating” as a feedback tool used by effective listeners to clarify meaning and summarize thoughts. By correctly identifying the facts, beliefs, and feelings in a message, you are better able to use “Repeating” as a feedback tool.



## 5. Minimize Distractions and Interruptions.

**STATE** that it is very important as an active listener to reduce and avoid distractions and interruptions whether communicating in person or over the telephone.

**ADD** that you cannot listen effectively if you are preoccupied with something else or are trying to decide what you are going to say. Other issues can be addressed later, after you have given your full and active attention to what is being said.

**ASK:** “In your jobs, what are some of the things you can do to minimize distractions and interruptions when communicating in the workplace?”

### *Anticipated responses:*

*Close the door if you are having a conversation in an office*

*Find a quiet corner to have a discussion*

*Turn off radios or other devices making unnecessary background noise*

*Post a Do Not Disturb sign on the cubicle*

*Close the blinds or curtains on a window*

*Mentally tune out the distractions and focus on what the person is saying*

**ACKNOWLEDGE** the responses.

**STATE** that sometimes finding or creating the right environment for a conversation is difficult, but in most cases, it is not impossible. When you make the effort to minimize distractions and interruptions, you reap the benefits in more effective and productive listening and communicating.



**RECAP** the “Five Strategies for Active Listening” displayed on the slide:

1. Listen for Main Ideas and Key Points.
2. Exhibit Active Interest and Body Position.
3. Keep an Open Mind.
4. Listen for Facts, Beliefs, and Feelings.
5. Minimize Distractions and Interruptions.

**ASK** if there are any questions about the five strategies for active listening.”

**ADVISE** that the participants will now have the opportunity to practice all of the skills and techniques learned so far.



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## Activity: Listen and I Will Tell You About My First Job!



**DIRECT** participants to the activity: “Listen and I Will Tell You About My First Job” in their guide.

**ADVISE** the participants that they will be working in pairs with each partner having the opportunity to be the speaker and the listener.

**EXPLAIN** that the purpose of this activity is for the listeners to practice the “Five Strategies for Active Listening.”

1. Listen for Main Ideas and Key Points.
2. Exhibit Active Interest and Body Position.
3. Keep an Open Mind.
4. Listen for Facts, Beliefs, and Feelings.
5. Minimize Distractions and Interruptions.



**DIVIDE** the class into pairs, and advise that the speakers will tell the listeners about their first job, or they can talk about their current job.

**Note to Instructor:** To ensure that the pairs are different this time, pass the hat or box again, but this time use different colored paper clips, for example, two blue, two white, two green, etc. Then have the participants “pair up” by color.



**INSTRUCT** the participants to make notes in the Participant Guide as they play each role.

**ALLOW** enough time for the first speakers to organize and communicate their messages to the listeners.





**CALL** time and ask a few of the speakers how they could tell that their partners were listening.

***Anticipated responses:***

*Body language (Eye contact, Smiling, Nodding of the head)*

*Verbal responses (Yes, Really, Explain, Tell me more, Uh-huh)*

*Repeating*

*Paraphrasing*

*Questions asked*

**CALL ON** several listeners to give a summary of the sender's first job.

**CONFIRM** with the speakers that the listeners' summaries are correct.

**DIRECT** participants to switch roles and repeat the exercise.

**CALL** time and debrief as before.

**CONDUCT** a brief interactive discussion by calling on various participants to answer these questions:

1. What were some examples of how the listener used the "Five Strategies for Active Listening?"

***Anticipated responses:***

*He/she was very specific about the details of his/her job*

*Effective use of gestures in explaining job duties*

*He/she sat directly in front of me to keep my attention*

*He/she faced away from the group to minimize distractions*

*Had good eye contact while talking to ensure that I was listening*



2. Cite some examples of how the listener did not use the “Five Strategies for Active Listening?”

***Anticipated responses:***

*He/she seemed to be bothered by the noise made by the other pairs*

*He/she didn't ask questions to clarify understanding*

*He/she did not have good posture*

**STRESS** that when you are actively listening to someone, completely and attentively, you are listening not only to the words, but also to the feelings behind what is being conveyed. An active listener listens to all of it, not just part of it.

**STATE** that it is important to use the Five Strategies for Active Listening so that you can communicate as effectively as possible in person and over the telephone.

**ADVISE** that in the next section the participants will learn techniques of advancing, repeating and effective questioning that encourage the speaker and direct the conversation to a positive outcome.



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## Advancing, Repeating, and Effective Questioning



**REFER** participants to “Advancing, Repeating, and Effective Questioning” in the Participant Guide.

**EXPLAIN** that these three important tools will enable you to effectively implement the Five Strategies for Active Listening, greatly improving your listening skills.

**ADVISE** the participants that you will define each of these tools and instruct them to take notes in the Participant Guide.

### Advancing



**DISPLAY** the slide titled “Advancing.”

Advancing is using a variety of verbal and nonverbal means to encourage others to continue talking.



**WRITE** the following typical advancing words and phrases on a flip chart, reading the words and illustrating the appropriate body language.

Yes

Really

Please explain

Uh-huh

Nodding

Smiling

(Silence)

**REMIND** participants that silence along with positive body language is often a very good way to encourage the speaker to continue speaking.



**STATE** that even without the benefit of visual cues, appropriate advancing “words” can be used effectively when speaking on the telephone.

**ADVISE** that in addition to using advancing words, you can also “direct” the conversation by restating key words and phrases spoken by the speaker.



**ASK** a participant to read this paragraph in the Participant Guide.

Jim says:

My team has been testing the new sorting equipment before it is installed in all areas. This way, we can discover any production problems early. Then if the equipment doesn’t meet our standards, a lot of time and money hasn’t been wasted.

**ASK:** “What could you do and say to encourage Jim to continue speaking and direct the conversation toward “production problems?”

*Anticipated response:*

*Nod and say: “Uh-huh, production problems, you say?”*

**ENSURE** that this or a similar response is mentioned.

**CONTINUE** by saying that other key words would direct the conversation in other ways. For example, nodding and saying “new sorting equipment,” “standards,” or “your team” would direct the conversation toward these topics.

**ADD** that these “Advancing” techniques enable you, the listener, to indicate active listening, to encourage the speaker to continue, and to shift the focus to a related topic, if desired.



## Repeating



**DISPLAY** the slide titled “Repeating.”

Repeating is restating the message to allow the speaker to confirm your understanding of the message.

**STATE** that Repeating is a tool used by effective listeners to clarify meaning or summarize the thought that was expressed.

**ASK:** “What are some other words you’ve heard that mean the same thing as Repeating?”



**WRITE** the responses on a flip chart.

*Anticipated responses:*

*Paraphrasing*

*Restating*

*Recapping*

*Confirming or Reconfirming*

**ADD** that it is best not to attach any judgment or observations of your own when repeating. It is best just must to “mirror” what the speaker has said.



**WRITE** these “repeating” expressions on the flip chart:

What I hear you saying is ...

It sounds like you are saying ...

To summarize, you’re saying ...

Your main concerns are ...



**EXPLAIN** that using these phrases is an effective way to paraphrase and summarize the speaker's message. When you are able to reflect the speaker's feelings, too, the speaker is more confident that the message is understood.

**ADD** that when you repeat or summarize a message, it gives the speaker the opportunity to clarify any misunderstanding.

**ASK:** "When you repeat or summarize a message, does it automatically mean that you agree with the speaker's point of view?"

*Anticipated response:*

*No*

**STATE** that this is correct. When you repeat what someone says to verify understanding or to summarize, it does not mean that you agree. It only means that you want to verify what you heard.

**ADD** that this leads us to another way for a listener to verify understanding – "Effective Questioning."

## Effective Questioning



**DISPLAY** the slide titled "Effective Questioning."

Effective questioning is used to obtain more information, to clarify meaning, or to establish a focus for further conversation.

**STATE** that it is important for the listener to ask effective questions to indicate active interest, to form a basis of understanding, and to direct the conversation to a satisfactory conclusion.



## Two Types of Questions



**DISPLAY** the slide titled “Two Types of Questions.”

**EXPLAIN** that the two types of questions are “Open” and “Closed.”

**STATE** that closed questions are used to obtain a “yes” or “no” answer. Closed questions usually begin with “Did,” “Can,” “Do,” “Is” or “Will.”



**REVIEW** the example of a closed question in the guide.

“Did you talk to a particular person about the problem?”

**ASK:** “When would you most likely use closed questions?”

*Anticipated responses:*

*When time is limited*

*When verifying facts*

**ASK:** “Why wouldn’t you want to always ask closed questions?”

*Anticipated response:*

*A person can answer “yes” or “no” and still not be paying attention to the question.*

*A person can answer “yes” or “no” and you won’t have any additional information.*

**ENSURE** that this response is discussed.

**STATE** that this is correct. If you ask questions that can be answered with “yes” or “no” in an attempt to encourage the conversation, it may have the opposite effect and end the conversation.

**STATE** that the second type of question is an open question. Open questions are used to obtain a more lengthy response. Open questions usually begin with “Who?” “What?” “When?” “Where?” “Why?” or “How?” If you remember, these same questions were asked to identify the facts, beliefs, and feelings in a message.



**REVIEW** the example of an open question in the guide.

“What is the nature of the problem you’re experiencing?”

**EXPLAIN** that asking “open” questions is a much better way to get more information and keep the conversation going.

**ASK:** “What are some examples of open questions that would encourage a speaker to continue talking?”



**WRITE** the responses on a flip chart.

**Note to Instructor:** You may want to provide the first answer.

*Anticipated responses:*

*How should we proceed at this point?*

*What do we need to do now?*

*When will this take place?*

*Why do you feel the way you do?*

*How much will it cost?*

**ENSURE** that appropriate responses are provided.



**ASK** a participant to read this paragraph in the Participant Guide.

Jamie says:

I’m writing a short article on the new shipping procedures for the company newsletter. Last week I talked to several load planners about the new weight guidelines for outbound shipments. The comments were favorable, but I couldn’t tell whether they find the new guidelines helpful in handling overweight containers.

**ASK:** “What question would you ask to obtain more information?”





***Anticipated response:***

*Why are the load planners' comments inconclusive?*

*What are you planning to do now?*

*Will you be interviewing their supervisor about this too?*

**ACCEPT** all relevant answers.

**ASK:** "What question would you ask to clarify meaning?"

***Anticipated response:***

*Are you saying that the comments from the load planners are too vague to be helpful in writing the article?*

*Do I hear you saying that you need to do more interviews about the new weight guidelines?*

**ACCEPT** all relevant answers.

**ASK:** "What question would you ask to establish a focus for further conversation?"

***Anticipated response:***

*Why don't you send out a questionnaire to all of the load planners?*

*What are your plans for getting comments from the other load planners?*

**ACCEPT** all relevant answers.

**STATE** that a good listener listens actively and responds appropriately to what the speaker is saying. By using "Advancing, Repeating, and Effective Questioning," you can communicate understanding, acceptance, and interest.

**ASK** if there are any questions on "Advancing, Repeating, and Effective Questioning" as effective tools for the listener.

**EXPLAIN** that in the next activity the participants practice identifying the most appropriate response and determining whether the response is "Advancing, Repeating, or Effective Questioning."



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## Activity: Advancing, Repeating, and Effective Questioning



**DIRECT** the participants to the activity: “Advancing, Repeating, and Effective Questioning” in the Participant Guide.

**RESTATE** that the purpose of this activity is to identify the best response and determine whether the response is an example of “Advancing, Repeating, or Effective Questioning.”

As an example of what to do,

**READ** the first statement and possible answers and ask the class to choose the correct answer.

**INSTRUCT** the participants to individually review each of the other statements, circle the best response, and circle Advancing, Repeating, or Effective Questioning.

**ALLOW** enough time to complete the activity.

1. “I sure hate the new training manual!”
  - a. (Smiling) “It’s a good manual. Why do you always have trouble using new manuals?”
  - b. “I don’t have time to talk now; just do the best you can.”
  - c. *“Oh really? Why is that?”*  
Advancing      Repeating      *Effective Questioning*
2. “I would have had the project completed, but Roger was late getting his stuff to me and that put me off schedule. So I got on his case about playing around and wasting time.”
  - a. “Do you often have trouble working with Roger?”
  - b. *“What I hear you saying is that Roger had difficulty getting his work done for the project.”*
  - c. “Don’t jump on his case unless you are sure that he is at fault.”  
Advancing      *Repeating*      Effective Questioning



3. “I have a great idea that will help reduce waste in the department!”
- a. *“Really. Sounds interesting, tell me more.”*
  - b. “Wouldn’t you agree that reducing waste is not a big problem right now?”
  - c. “I hope this idea is better than the last one that you had.”

*Advancing*      Repeating      Effective Questioning

4. “Communication has improved in the company and my job is a lot easier since the new E-mail system was installed in our area.”
- a. “It’s about time the systems group did something worthwhile.”
  - b. *“It sounds like you are really pleased with the e-mail system.”*
  - c. “I suppose, but isn’t it too early to really tell if there is an improvement?”

*Advancing*      Repeating      Effective Questioning

5. “I could do my job a lot better if I had more cooperation from the Receiving Department. I don’t seem to have the information I need when I need it.”
- a. “Be patient, things will get better.”
  - b. “I was wondering why your performance was falling off.”
  - c. *“Do I understand you to say that Receiving is not giving you timely information to get your job done?”*

*Advancing*      *Repeating*      Effective Questioning

6. “I’m having trouble with the new inventory backup system. I think the retractor assembly should be checked out by maintenance.”
- a. “John was running it earlier today with no trouble.”
  - b. *“Oh really. How do you think the retractor assembly could be causing the problem?”*
  - c. “Oh? I’ll have maintenance check it out later on today.”

*Advancing*      Repeating      *Effective Questioning*



**ASK** for volunteers to discuss their answers and ensure that all correct answers are discussed.

**STATE** that by using the “Five Strategies for Effective Listening” and the tools of “Advancing, Repeating, and Effective Questioning,” you are well on the way to becoming an effective listener.

**ASK** if there are any questions.

**TRANSITION** to the next section by saying that to improve communication skills, it is important to measure whether the message received was the message sent. We can do this by analyzing the “feedback” we give and receive.

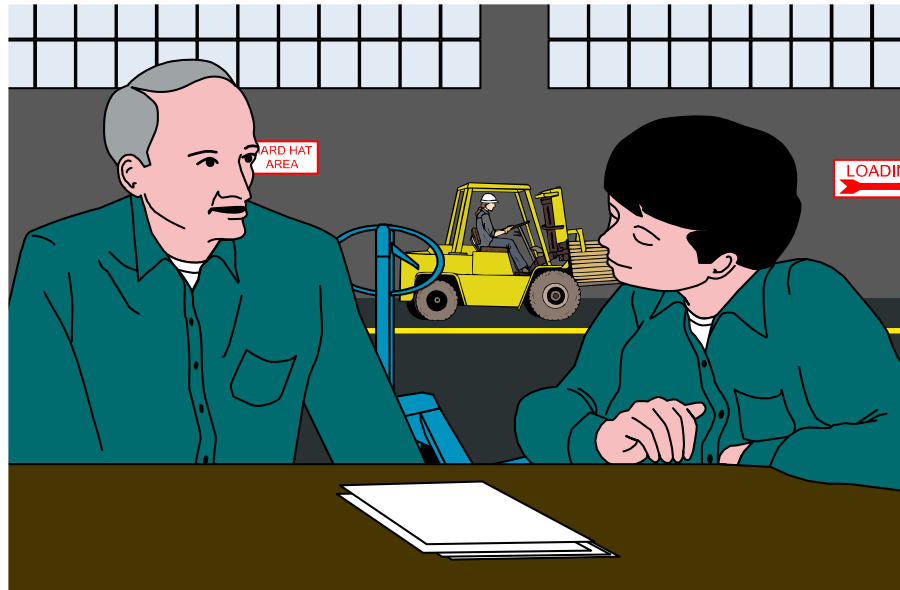


# Feedback



**DIRECT** the participants to “Feedback” in the Participant Guide.

**DISPLAY** the slide titled “Feedback.”



## *Feedback*

**STATE** that most of us shy away from giving “feedback.” From an early age, we are taught, “If you can’t say anything nice, don’t say anything at all.” As adults we learn to be somewhat tactful in our comments, but often real candor is lost along the way. Unfortunately we rarely get lessons on how to effectively give feedback.

**ADD** that since feedback is one of the best ways to measure whether the message received was the message sent, it is essential to the communication process. Without feedback, we cannot gauge the impact or effect of messages, making it very difficult to ensure positive outcomes.

**ADVISE** the participants that in this section we will briefly review verbal and nonverbal forms of feedback and learn how to provide feedback that is positive, constructive, and appropriate for the situation.



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## Nonverbal and Verbal Feedback



**DIRECT** participants to “Nonverbal and Verbal Feedback” in the Participant Guide.



**DISPLAY** the slide titled “Nonverbal and Verbal Feedback.”

Nonverbal feedback consists of gestures, eye contact, or other forms of body language.

**ASK:** “What are some examples of *nonverbal* feedback that we have discussed in previous sections?”

### *Anticipated responses:*

*Leaning into the conversation showing interest*

*Open armed or positive body position indicating openness*

*Smiling or nodding in agreement*

*Good eye contact*

*Gestures such as the high sign or thumbs up*

*Facial expressions*

*Tone of voice*

*Drumming fingers or fidgeting with impatience*

*Crossing arms defensively*

**ACKNOWLEDGE** the responses and ensure that these or similar responses are provided.

Verbal feedback consists of the words spoken in response to the message.



**ASK:** “What are some examples of verbal feedback that we have discussed in precious sections?”

***Anticipated responses:***

*Asking appropriate questions to verify understanding*

*Restating the message to allow the speaker to confirm your understanding of the message.*

*Paraphrase with “What I hear you saying is.. ” or “It sounds like you are saying..”*

*Recapping the highlights by saying: “To summarize, you’re saying..” or “Your main concerns are..”*

*Advancing, Repeating, and Effective Questioning techniques*

**ACKNOWLEDGE** the responses and ensure that Advancing, Repeating, and Questioning techniques are mentioned.



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## Constructive Feedback



**REFER** participants to “Constructive Feedback” in their guide.

**ASK:** “What happens when people don’t get feedback on the job – either positive or negative?”

*Anticipated responses:*

*They don’t know whether they are doing the job correctly*

*They may not even know what they should be doing in the first place*

*There aren’t any standards to build upon*

*They may stop what they are doing altogether*

*Business goals get fuzzy and unclear*

**ACCEPT** all answers but ensure that these points are made.

**STATE** that these responses point out that feedback is very important in terms of performance, goals, morale, and overall productivity.

**ASK:** Thinking about these aspects of feedback, how would you define “constructive” feedback?

*Anticipated responses:*

*Feedback that helps someone do a better job*

*Comments that don’t attack the individual*

*Statements that are objective and motivating*

*Suggestions that let you know what you need to change to do a better job*





**DISPLAY** the slide titled “Constructive Feedback.”

Constructive Feedback consists of honest, direct comments that encourage efficiency, motivation, and responsiveness.

**ADVISE** that in this section, we are going to expand upon the Advancing, Repeating, and Effective Questioning techniques previously discussed and focus on promoting positive business communication using “constructive” feedback.

**ADD** that there are many benefits when the nature of the feedback is positive and constructive. It opens lines of communication for improved dialogue, enhanced performance, and better business outcomes.

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## Giving Constructive Feedback



**DISPLAY** the slide titled “The Benefits of Constructive Feedback.”

**EXPLAIN** that giving constructive feedback consists of:

1. feedback that creates a positive environment for communication.
2. feedback that does not attack or blame a person, even if the message may be interpreted as negative.
3. feedback that reinforces positive behavior and encourages a person.

**ADVISE** that by using the five principles of giving constructive feedback, you can provide feedback that is positive and constructive, as well as truthful and tactful.



## The Principles of Giving Constructive Feedback



**DISPLAY** the slide titled “The Principles of Giving Constructive Feedback.”

1. Introduce the situation, concern or area needing attention
2. Validate the situation using factual information
3. Explain how the situation impacts you, others or the company
4. Ask for ideas to improve the situation and offer suggestions
5. Review and ask for commitment. Thank them.

**EXPLAIN** that you will define each part.



**INSTRUCT** the participants to take notes in the Participant Guide.

1. Introduce the situation, concern or area needing attention.  
  
Introduce the situation or behavior. Let the other person know specifically what you want to discuss.
2. Validate the situation using factual information.  
  
Use facts and/or personal observations to explain the current situation or issue.
3. Explain how the situation impacts you, others or the company.  
  
Explain the effect or concerns caused by the current behavior or situation. Many times individuals may not understand the impact their actions have on others.
4. Ask for ideas to improve the situation and offer suggestions.  
  
Ask the individual for ideas to improve or positively change the situation. Offer your own only after they have an opportunity to respond.
5. Review and ask for commitment. Thank them.  
  
Review ideas or plans for improvement and ask for their help or commitment. Let the individual know that you appreciate their consideration.



**ASK** a volunteer to read the first constructive feedback example in the Participant Guide.

Example:

1. David, I would like to discuss a concern I have with the shop tools.
2. This week I've had to search for several shop tools needed to do my work. It seems that each time I found them where you were working on your last project.
3. Having to look for the tools really takes extra time and makes it hard for me to complete my work on time.
4. Any ideas? Sometimes I forget but I try double check my work area for tools before I leave each project.
5. Thanks for understanding and agreeing to remember to put the tools back in the tool bin after you finish.

**ADD** that it is important to show by the choice of your words or actions that you want to help improve the situation, and not to appear as critical or blaming of the other person for their actions.

**REMIND** the class that in previous lessons we discussed that messages consist of much more than words or ideas. Feelings that are behind the words are often also communicated.

**ASK:** "How could you use the 'Principles of Constructive Feedback' to change the focus of this feedback message, stating in a more constructive manner?"

Tom and the Stocking Issue: Improper use of Feedback

"Tom, you have a bad habit of forgetting to stock the bins with parts for the next shift. This is making everyone angry on the evening shift. They think that you're a dope."



***Anticipated response:***

*Tom and the Stocking Issue: Using the Constructive Feedback Principles*

1. *Tom, I want to talk with you about a stocking problem.*
2. *I've noticed that the parts bins have been empty twice this week when I started my shift.*
3. *Both times I've had to restock them before beginning my work. This takes time away from my assembly work and hurts my productivity.*
4. *I know it's sometimes tough to stop your work early to restock the bins, but it is part of everyone's responsibilities and makes work easier for others. I would really appreciate your help with this. How about it?*
5. *Thanks for agreeing to keep them stocked. I'll make sure you're always set when your shift starts too. Thanks for understanding!*

**ASK** for volunteers to share their answers and discuss the differences in the results by using the constructive feedback principles.

**ASK** if there are any questions on how to use the five principles?

**EXPLAIN** that the participants will have the opportunity to practice preparing and giving constructive feedback.



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## Activity: Giving Constructive Feedback



**DIRECT** the class to the activity: “Giving Constructive Feedback” the Participant Guide.

**EXPLAIN** that now that we understand the principles of giving constructive feedback let’s take a few minutes to develop and practice giving feedback.



**DIVIDE** the class into small groups of 3 people each.

**Note to Instructor:** A quick way of reorganizing the groups is to have everyone count off 1, 2, 3. The “ones” will relocate to form a group, the “twos” will be a group, and so on.

**INSTRUCT** each of the three individual in each group to select a different situation and develop a proper response using the Principles of Constructive Feedback. You can also refer to our earlier example about “Tom and the Stocking Issue” if you need an additional reference.

**INSTRUCT** the groups to begin the activity.

**Situation 1.** Jill, how do you expect me to finish my report on time when you are always late with the information? This is the third week in a row that you’ve made me wait and I’m upset!

**Situation 2.** Bob, the parts I received from you have not been checked for quality. What’s going on? This happens everyday! Now I have to rework the transmissions with the bad parts! Can’t you get it right?

**Situation 3.** Greg, I just found out that our customer phoned in a rush order yesterday to you. Why didn’t you let me know as soon as you received it? Now look what you’ve done!



*Anticipated responses:*

**Note to Instructor:** Feedback will vary depending on the creativity of the participant and personal styles. However, it's important to ensure that the principles are utilized correctly. Ask participants to share the written responses with the class.

**NOTE:** Examples of appropriate answers for each situation follow.

### Situation 1

1. *Jill, I'd like to speak with you about the Friday report*
2. *For the last three weeks I've received the information late from you.*
3. *I know you're busy, but when your information is late to me I have to work over on Friday evenings to get the weekly report to my department supervisor.*
4. *Is there some way we can work together to get your information earlier? I would really appreciate your help. ....If it would help I can call and remind you if I don't have the information by 3:00.*
5. *Thanks for your help. I know you're busy but if I don't have it on Friday's by 3:00 I will call and remind you and you agree to stop what you're doing and bring it to me. Great!*

### Situation 2

1. *Bob I need to speak with you about a quality issue*
2. *Every day this week I've received bad quality parts for my transmission assemblies.*
3. *I have to rework each transmission and replace the bad quality parts. This is starting to backlog my area and causing me unnecessary work. It appears that we are not inspecting each part as required.*
4. *Do you have any ideas? I really need your help in solving this problem.*
5. *Thanks, then it's agreed that you will check 100% of the parts before sending them to assembly. Thanks Bob, I'm sure this will help.*



### Situation 3

1. *Greg, I'd like talk about this rush order from yesterday.*
2. *The work order indicates that it came in by 3:30 p.m. That's plenty of time to get it out to the customer the same day. However I didn't receive the order until this morning?*
3. *We guarantee local delivery on all local orders received by 4:00 p.m. This will mean that the order will be discounted due to late delivery.*
4. *I need your help to prevent this from happening again. Any ideas?*
5. *Great! Then it's agreed that you will personally notify me of any afternoon rush orders. Thanks!*

**ASK** if there are any questions and answer accordingly.

**DIRECT** participants to share their written responses with the members of their group. Ask the groups to look for the use of the five principles.

**SELECT** two or three volunteers for each situation to share their answers with the class.

After all of the situations and answers are discussed,

**ASK:** "What are some advantages to using the principles of constructive feedback as a tool?"

#### *Anticipated responses:*

*creates a positive environment*

*no blaming*

*reinforces positive behavior*

*provides encouragement*



**TRANSITION** by saying that in the next section the participants will learn that there are differences in the communication and behavioral styles of each individual. These differences affect how we communicate with others in developing rapport and positive working relationships.





# Summary



**REFER** participants to the “Summary” in their guide.

**DISPLAY** the slide titled “Summary”

**EXPLAIN** that if the participants truly want to improve their communication and listening skills, it will take commitment, practice, and continued effort.

**ADD** that a person who has mastered the skills of effective communication, but lacks commitment, will find little change in overall results and goals achieved.

**STRESS** that as important as they are, the techniques of effective communication and active listening by themselves are not enough. There must be a commitment and dedication to use them.

**STRONGLY SUGGEST** that each participant make a commitment each week to use a specific number of these skills and techniques. The number is not so important as the commitment to use them.

**ADD** that it is also highly recommended and beneficial to tell the people with whom you will be using the skills that you will be trying some new approaches to communication, why you are doing it, and what you hope to accomplish. These people can be a valuable source of constructive feedback.

**EXPLAIN** that the participants shouldn't be discouraged by occasional failures. When a skill or technique doesn't work well at first, figure out what went wrong, and decide how it can be modified for a more positive result.

**SUMMARIZE** by restating that the benefits of effective communication are attainable only through applying the skills and techniques of effective communication and active listening.



**EXPLAIN** that now that the participants have completed the course, they should be able to:

1. Effectively guide and control conversations by listening attentively, responding appropriately, and acknowledging feelings making others feel unique and important.
2. Interpret verbal and nonverbal messages and provide feedback and reinforcement to ensure understanding and positive business results.
3. Leave a good lasting impression by using positive phrases and body language, along with a helpful tone, to build rapport and cooperation in the workplace.

**ADVISE** that the benefits the participants reap from what they have learned will be governed by their attitudes, because communicating effectively flows out of our attitudes as well as the specific techniques and methods used.

**ASK** if there are any questions before administering the Course Assessment.



**PROVIDE** each participant with the Assessment.

**ADVISE** that the participants may not use the Participant Guide during the Assessment.

**ADVISE** that they will have 40 minutes to complete the Assessment.

**ASK** if there are any questions.

**TAKE UP** the assessment and give the participants a break.

**GRADE** the papers quickly against the answer key.

When the participants return,

**CONGRATULATE** them on a job well done.

If requested by a participant,

**PROVIDE** feedback individually on the assessment results.