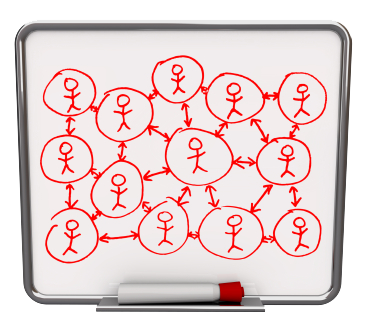
Table of Contents



**Interpersonal Skills**

**Instructor Guide**

**Global Courseware**

[Thank you for choosing Global Courseware! 6](#_Toc114753867)

[How Do I Customize My Course? 6](#_Toc114753868)

[Materials Required 7](#_Toc114753869)

[Maximizing Your Training Power 7](#_Toc114753870)

[Module One: Getting Started 9](#_Toc114753871)

[Housekeeping Items 9](#_Toc114753872)

[The Parking Lot 10](#_Toc114753873)

[Workshop Objectives 10](#_Toc114753874)

[Pre-Assignment 11](#_Toc114753875)

[Pre-Test 12](#_Toc114753876)

[Pre-Test Answers 16](#_Toc114753877)

[Action Plans and Evaluation Forms 21](#_Toc114753878)

[Action Plan 22](#_Toc114753879)

[Evaluation Form 23](#_Toc114753880)

[Module Two: Verbal Communication Skills 24](#_Toc114753881)

[Listening and Hearing: They Aren’t the Same Thing 24](#_Toc114753882)

[Asking Questions 26](#_Toc114753883)

[Communicating with Power 28](#_Toc114753884)

[Practical Illustration 30](#_Toc114753885)

[Module Two: Review Questions 31](#_Toc114753886)

[Module Three: Non-Verbal Communication Skills 34](#_Toc114753887)

[Body Language 34](#_Toc114753888)

[The Signals You Send to Others 37](#_Toc114753889)

[It’s Not What You Say, It’s How You Say It 38](#_Toc114753890)

[Practical Illustration 40](#_Toc114753891)

[Module Three: Review Questions 41](#_Toc114753892)

[Module Four: Making Small Talk and Moving Beyond 44](#_Toc114753893)

[Starting a Conversation 44](#_Toc114753894)

[The Four Levels of Conversation 47](#_Toc114753895)

[Practical Illustration 49](#_Toc114753896)

[Module Four: Review Questions 50](#_Toc114753897)

[Module Five: Moving the Conversation Along 53](#_Toc114753898)

[Asking for Examples 53](#_Toc114753899)

[Using Repetition 55](#_Toc114753900)

[Using Summary Questions 56](#_Toc114753901)

[Asking for Clarity and Completeness 58](#_Toc114753902)

[Practical Illustration 59](#_Toc114753903)

[Module Five: Review Questions 60](#_Toc114753904)

[Module Six: Remembering Names 63](#_Toc114753905)

[Creating a Powerful Introduction 63](#_Toc114753906)

[Using Mnemonics 64](#_Toc114753907)

[Uh-Oh…I’ve Forgotten Your Name 66](#_Toc114753908)

[Practical Illustration 67](#_Toc114753909)

[Module Six: Review Questions 68](#_Toc114753910)

[Module Seven: Influencing Skills 71](#_Toc114753911)

[Seeing the Other Side 71](#_Toc114753912)

[Building a Bridge 73](#_Toc114753913)

[Giving In Without Giving Up 75](#_Toc114753914)

[Practical Illustration 77](#_Toc114753915)

[Module Seven: Review Questions 78](#_Toc114753916)

[Module Eight: Bringing People to Your Side 81](#_Toc114753917)

[A Dash of Emotion 81](#_Toc114753918)

[Plenty of Facts 83](#_Toc114753919)

[Bringing It All Together 85](#_Toc114753920)

[Practical Illustration 86](#_Toc114753921)

[Module Eight: Review Questions 87](#_Toc114753922)

[Module Nine: Sharing Your Opinion 90](#_Toc114753923)

[Using I-Messages 90](#_Toc114753924)

[Disagreeing Constructively 92](#_Toc114753925)

[Building Consensus 93](#_Toc114753926)

[Practical Illustration 94](#_Toc114753927)

[Module Nine: Review Questions 95](#_Toc114753928)

[Module Ten: Negotiation Basics 98](#_Toc114753929)

[Preparation 98](#_Toc114753930)

[Opening 101](#_Toc114753931)

[Bargaining 102](#_Toc114753932)

[Closing 104](#_Toc114753933)

[Practical Illustration 105](#_Toc114753934)

[Module Ten: Review Questions 106](#_Toc114753935)

[Module Eleven: Making an Impact 109](#_Toc114753936)

[Creating a Powerful First Impression 109](#_Toc114753937)

[Assessing a Situation 111](#_Toc114753938)

[Being Zealous without Being Offensive 112](#_Toc114753939)

[Practical Illustration 113](#_Toc114753940)

[Module Eleven: Review Questions 114](#_Toc114753941)

[Module Twelve: Wrapping Up 117](#_Toc114753942)

[Words from the Wise 117](#_Toc114753943)

[Parking Lot 117](#_Toc114753944)

[Lessons Learned 117](#_Toc114753945)

[Action Plans and Evaluation Forms 118](#_Toc114753946)

[Appendix 119](#_Toc114753947)

[Worksheet 1 119](#_Toc114753948)

[Worksheet 2 120](#_Toc114753949)

[Worksheet 3 121](#_Toc114753950)

[Worksheet 4 122](#_Toc114753951)

[Post-Assessment 123](#_Toc114753952)

[Post-Assessment Answers 127](#_Toc114753953)

[Recommended Reading 132](#_Toc114753954)

# Thank you for choosing Global Courseware!

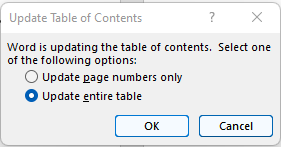
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide instructor guides, training manuals, PowerPoint slides, activities, exercises, quick reference sheets, and more. All you need to do is add your final preparations and deliver your training workshop!

Our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint (most word processing and presentation programs support these formats too). This means that you can customize the content, re-brand with your logo, change the color scheme and fonts and then easily print/e-mail your training materials as needed.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants’ industry, or additional information. You can also use all of your word processor’s other features, including text formatting and editing tools (such as cutting and pasting).

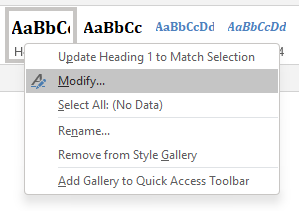
To remove modules, simply select the text and press **Delete** on your keyboard. Then, navigate to the **Table of Contents**, right-click, and click **Update Field**. You may see a dialog box; if so, click **Update entire table** and press **OK**. You will also want to perform this step if you add modules or move them around.



You can format any piece of text any way you want. However, to make it easy, you can use **styles** to update all the text at once.

In Word under the **Home tab**, right-click on your chosen style and click **Modify**. That will then produce the **Modify Style** options window where you can set your preferred style options.

For example, if you wanted to change our Heading 1 style, used for Module Titles, this is what you would do:



Now, you can change the formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to our Word Essentials course.

## Materials Required

All of our courses use a flip chart or whiteboard/chalkboard.

We recommend that each participant have a copy of the training manual and that you review each module before training to ensure you have any special materials required. Worksheets are included within the Appendix and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

* Laptop with projector, for PowerPoint slides
* Quick Reference Sheets for trainees to take with them
* Timer or watch (separate from your laptop)
* Masking tape
* Blank paper

## Maximizing Your Training Power

Our company is built for trainers, by trainers. Here are some of our tips to help you create an engaging and unforgettable experience for your participants.

* **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  + Use examples, case studies, and stories that are relevant to the group.
  + Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  + Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn through group discussions, and others need a hands-on approach. For more information, we suggest *Experiential Learning* by David Kolb.)
* **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of these tips and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
* **Make it relevant**. Participants are much more receptive to learning if they understand why they are learning it and how they can apply it to their work. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to the context of your participants’ jobs or daily lives.
* **Keep an open mind**. Many trainers find that they learn something each time they teach, so encourage two-way communication. Enjoy it, learn from it, and make the most of it in your workshops.

**And now, time for the training!**

# Module One: Getting Started

Welcome to the Interpersonal Skills workshop. We’ve all met that dynamic, charismatic person that just has a way with others, and has a way of being remembered. This workshop will help participants work towards being that unforgettable person by providing communication skills, negotiation techniques, tips on making an impact, and advice on networking and starting conversations.

*Interdependence is and ought to be as much an ideal of man as self-sufficiency. Man is a social being.*

***Mohandas Gandhi***

## Housekeeping Items

Take a few moments to cover basic housekeeping items.

* If you need an opening or a way to introduce the participants to each other, utilize the Icebreakers folder to begin or between breaks during the day.
* Let participants know where they can find washrooms, break facilities, and fire exits.
* Ask participants to turn off their cell phones or at least turn them to vibrate. If they must take a call, request that they do it outside.
* Take this time to encourage the group to ask questions and make this an interactive workshop.
* Write the words Respect, Confidentiality, and Practice on a piece of flip chart paper and tape it to the wall. Explain to participants that in order to get the most out of this workshop, we must all work together, listen to each other, explore new ideas, and make mistakes. After all, that’s how we learn!

## The Parking Lot

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900057299[1].wmfExplain the concept of The Parking Lot to participants.

* The Parking Lot is a visible place where you will “park” ideas that arise which are not on the agenda, may be off topic, or are better addressed outside of the program.
* At the end of the session, we will review parked ideas and follow up, or make suggestions for your own investigation when you are back at work.

Suggestions for the trainer:

1. If you are working with a large group of participants, you may wish to nominate a recorder to park items as you are facilitating.
2. It’s a good idea to note the name of the contributor along with the parked item.
3. Items noted on the parking lot can be useful to you later as you plan future training sessions.

## Workshop Objectives

C:\Users\Kimmi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JVU559D0\MCj02934740000[1].wmfResearch has consistently demonstrated that when clear goals are associated with learning, that the learning occurs more easily and rapidly. With that in mind, let’s review our goals for today.

By the end of this workshop, participants will be able to:

* Understand the difference between hearing and listening
* Know some ways to improve the verbal skills of asking questions and communicating with power.
* Understand what non-verbal communication is and how it can enhance interpersonal relationships.
* Identify the skills needed in starting a conversation, moving a conversation along, and progressing to higher levels of conversation.
* Identify ways of creating a powerful introduction, remembering names, and managing situations when you’ve forgotten someone’s name.
* Understand how seeing the other side, building bridges and giving in without giving up can improve skills in influencing other people.
* Understand how the use of facts and emotions can help bring people to your side.
* Identify ways of sharing one’s opinions constructively.
* Learn tips in preparing for a negotiation, opening a negotiation, bargaining, and closing a negotiation.
* Learn tips in making an impact through powerful first impressions, situation assessment, and being zealous without being offensive.

## Pre-Assignment

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0234131.wmfThe purpose of the Pre-Assignment is to get participants thinking about the Interpersonal Skills they are already practicing and where they need to improve.

As a pre-assignment, we asked participants to think of a social situation that they consider most stressful. This situation can be within an employment, community, family, or recreational setting. Example: introducing one’s self to strangers.

After coming up with the social situation they find most stressful, we asked participants to answer the following questions:

1. What aspect of this situation do you find most stressful? Why?
2. What do you think are the interpersonal skills needed in order to successfully navigate this situation? List down at least three.
3. On a scale of 1 to 5, with 1 being the least effective and 5 being the most, rate your effectiveness in practicing the skills you listed.
4. Looking at your responses, which skills do you practice most effectively? What helps you in practicing these skills well?
5. Which skills do you practice least effectively? What keeps you from practicing these skills well?

## Pre-Test

1. What differentiates listening from hearing?
   1. Decibels are different
   2. Deliberate attention
   3. Reduced concentration
   4. Responding to what’s heard
2. Which is better for your interpersonal skills, hearing or listening?
   1. Hearing
   2. Listening
   3. Both are equally good
   4. It cannot be defined
3. Which of the following is the most significant body language element?
   1. Specific body movements
   2. Posture
   3. Physical contact
   4. Eye contact
4. It is believed that facial expressions for different emotions are:
   1. Completely different for every person
   2. Significantly different for every person
   3. Slightly different for every person
   4. Universal for every person
5. What is the first important factor in developing conversation skills?
   1. Ignoring what holds you back
   2. Distancing from what holds you back
   3. Accepting what holds you back
   4. Understanding what holds you back
6. Creating conversation starters is:
   1. Useful and recommended
   2. Not very effective, since it’s artificial
   3. Alright if you really cannot do anything else
   4. The last thing you should do
7. What is the purpose of asking for examples?
   1. Getting an insight on the particulars of a disclosure
   2. Illustrating principles shared
   3. Personalizing experience
   4. All of the above
8. Repetition is usually used to focus on:
   1. Neglected parts of the conversation
   2. Interesting parts of the conversation
   3. Less clear parts of the conversation
   4. All of the above
9. When you introduce yourself, you should state your:
   1. First name only
   2. Last name only
   3. First and last name
   4. First and last name plus nickname
10. Which of the following is a good way to remember a person’s name?
    1. Asking the person to repeat it
    2. Making a handy joke about the name
    3. Repeating person’s name right after introduction
    4. Any of the above
11. The first step in influencing other people is:
    1. Imposing your attitude
    2. Entering their world
    3. Manipulation
    4. Friendly relationship
12. Answering the question, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, from the other person’s perspective will help you see their side of the issue.
    1. Why are you important?
    2. Why do you want to make an influence on me?
    3. What’s in it for me?
    4. How do you plan to make an influence?
13. Negative emotions are powerful in influencing behavior because they:
    1. Give you superiority
    2. Bring about a sense of dissonance in a person
    3. Make people easy to be manipulated
    4. They’re not powerful in influencing behavior
14. Showing personalized emotions is:
    1. Unprofessional
    2. Unpleasant
    3. Persuasive
    4. Not recommendable
15. I-messages are focused on:
    1. The listener
    2. The speaker
    3. Both listener and speaker
    4. The whole audience
16. Which of the following is a part of I-message?
    1. A suggestion of alternative behavior
    2. Asking for a suggestion for alternative behavior
    3. Criticizing certain behavior
    4. Any of the above
17. Which of the following statements is true?
    1. If you’re well prepared, you don’t need to think about boundaries.
    2. If you’re not prepared, you must find a way to overcome your boundaries.
    3. There are no boundaries in negotiation.
    4. You need to know your boundaries in every scenario.
18. Which of the following is not a part of negotiation preparation?
    1. Mental aspect
    2. Emotional aspect
    3. Physical aspect
    4. All of the above are important
19. Which of the following is not important for the first impression?
    1. Clothing
    2. Attitude
    3. Your goals
    4. Going for the extra mile
20. What kind of hand shaking leaves the best first impression?
    1. Mild
    2. Firm
    3. Lose
    4. Hand shaking is not so important, since it varies from person to person

## Pre-Test Answers

1. What differentiates listening from hearing?
   1. Decibels are different
   2. Deliberate attention
   3. Reduced concentration
   4. Responding to what’s heard

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

1. Which is better for your interpersonal skills, hearing or listening?
   1. Hearing
   2. Listening
   3. Both are equally good
   4. It cannot be defined

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

1. Which of the following is the most significant body language element?
   1. Specific body movements
   2. Posture
   3. Physical contact
   4. Eye contact

Eye contact is considered one of the most important aspects of non-verbal communication.

1. It is believed that facial expressions for different emotions are:
   1. Completely different for every person
   2. Significantly different for every person
   3. Slightly different for every person
   4. Universal for every person

It is believed that there are universal facial expressions for different emotions, most of which have an evolutionary basis.

1. What is the first important factor in developing conversation skills?
   1. Ignoring what holds you back
   2. Distancing from what holds you back
   3. Accepting what holds you back
   4. Understanding what holds you back

The first step in developing conversation skills is to understand what factors --- attitudes, feelings, and assumptions --- interfere in your ability to skillfully handle a conversation.

1. Creating conversation starters is:
   1. Useful and recommended
   2. Not very effective, since it’s artificial
   3. Alright if you really cannot do anything else
   4. The last thing you should do

**Create an arsenal of conversation starters.** For people not used to skillfully handling conversations, the first few tries can feel awkward. While you’re still finding your footing, you can rely on some recommended conversation starters.

1. What is the purpose of asking for examples?
   1. Getting an insight on the particulars of a disclosure
   2. Illustrating principles shared
   3. Personalizing experience
   4. All of the above

Examples make a specific general statement, and give an insight on the particulars of a disclosure. It can also serve to illustrate principles shared, or personalize an experience.

1. Repetition is usually used to focus on:
   1. Neglected parts of the conversation
   2. Interesting parts of the conversation
   3. Less clear parts of the conversation
   4. All of the above

Repetition is also a way of focusing a conversation on an interesting aspect.

1. When you introduce yourself, you should state your:
   1. First name only
   2. Last name only
   3. First and last name
   4. First and last name plus nickname

**State your first name and your last name**. Depending on the situation, you may also state your affiliation and or your position in the company.

1. Which of the following is a good way to remember a person’s name?
   1. Asking the person to repeat it
   2. Making a handy joke about the name
   3. Repeating person’s name right after introduction
   4. Any of the above

**When the other person has given their name, repeat it in acknowledgment.** *“It’s nice to meet you, Mr. Andrews.”* or *“It’s nice to meet you, Joseph.”* Repeating their name is an acknowledgment that you heard their introduction.

1. The first step in influencing other people is:
   1. Imposing your attitude
   2. Entering their world
   3. Manipulation
   4. Friendly relationship

The first step in influencing other people is entering their world.

1. Answering the question, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, from the other person’s perspective will help you see their side of the issue.
   1. Why are you important?
   2. Why do you want to make an influence on me?
   3. What’s in it for me?
   4. How do you plan to make an influence?

You can’t always assume that what’s clear to you is clear to the people you are talking to. In short, you have to be able to answer this question for them: “what’s in it for me?”

1. Negative emotions are powerful in influencing behavior because they:
   1. Give you superiority
   2. Bring about a sense of dissonance in a person
   3. Make people easy to be manipulated
   4. They’re not powerful in influencing behavior

Negative emotions are powerful in influencing behavior because they bring about a sense of dissonance in a person.

1. Showing personalized emotions is:
   1. Unprofessional
   2. Unpleasant
   3. Persuasive
   4. Not recommendable

Emotions have always been a driving force for people’s behavior.

1. I-messages are focused on:
   1. The listener
   2. The speaker
   3. Both listener and speaker
   4. The whole audience

An I-message is a message that is focused on the speaker.

1. Which of the following is a part of I-message?
   1. A suggestion of alternative behavior
   2. Asking for a suggestion for alternative behavior
   3. Criticizing certain behavior
   4. Any of the above

An I-message is composed of the following:A suggestion for alternative behavior.

1. Which of the following statements is true?
   1. If you’re well prepared, you don’t need to think about boundaries.
   2. If you’re not prepared, you must find a way to overcome your boundaries.
   3. There are no boundaries in negotiation.
   4. You need to know your boundaries in every scenario.

Having your boundaries clear in your mind will prevent you from making agreements that you’d regret later. It will also help you make the right amount of allowances for bargaining. Note though: don’t dismiss the possibility that you might change your boundaries in the middle of the negotiation proper.

1. Which of the following is not a part of negotiation preparation?
   1. Mental aspect
   2. Emotional aspect
   3. Physical aspect
   4. All of the above are important

Negotiations can be a taxing endeavor. You need to be alert; in control and unemotional (but not emotionless) while you negotiate, so make sure you’re in the right condition. In some cases, a lot of games and posturing will take place. So before going to the bargaining table, meditate, aim for a clear head, and get a good night’s sleep.

1. Which of the following is not important for the first impression?
   1. Clothing
   2. Attitude
   3. Your goals
   4. Going for the extra mile

Your personal goals are not important, or even obvious, in a first impression.

1. What kind of hand shaking leaves the best first impression?
   1. Mild
   2. Firm
   3. Lose
   4. Hand shaking is not so important, since it varies from person to person

A firm handshake is the best handshake; not too loose, not too tight.

## Action Plans and Evaluation Forms

Participant Action Plans and course Evaluation Forms are located on the following pages and in the Training Manual. Ask participants to fill these out throughout the day as they learn new things and have ideas on how to incorporate the topics discussed into their lives.

The action plan uses the SMART system. This means that your goals must be **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

## Action Plan

| Module | Goal | Specific? | Measurable? | Achievable? | Relevant? | Timed? | Next Steps |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One |  |  |  |  |  |  |  |
| Two |  |  |  |  |  |  |  |
| Three |  |  |  |  |  |  |  |
| Four |  |  |  |  |  |  |  |
| Five |  |  |  |  |  |  |  |
| Six |  |  |  |  |  |  |  |
| Seven |  |  |  |  |  |  |  |
| Eight |  |  |  |  |  |  |  |
| Nine |  |  |  |  |  |  |  |
| Ten |  |  |  |  |  |  |  |
| Eleven |  |  |  |  |  |  |  |
| Twelve |  |  |  |  |  |  |  |

## Evaluation Form

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Workshop Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | Workshop Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | | |  | | | | |  | | | | |
| Please rate the following items on a scale of one to ten, with one being abysmal, five being acceptable, and ten being perfect. | | | | | | | | | | | | |
| Workshop Room | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Workshop Facilities | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Instructor Knowledge | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Interactivity of Workshop | 1 | 2 | | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 |
| Comments: | | | | | | | | | | | | |
| Would you recommend this course to others? Why or why not? | | | | | | | | | | | | |
| Other thoughts you would like to share? | | | | | | | | | | | | |

# Module Two: Verbal Communication Skills

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900280662[1].wmfWords are powerful tools of communication. Indeed, word choice can easily influence the thoughts, attitudes, and behavior of the people listening to us. Similarly, proper attention to the language of others can give us insight into what it is that they are *really* saying, helping us to respond appropriately and effectively.

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

***George Bernard Shaw***

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

## Listening and Hearing: They Aren’t the Same Thing

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900286858[1].wmfMost people can hear, but few can really listen.

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

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

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

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

The boss, busy studying a report, merely nodded to the secretary, and motioned for her to place the schedule on her desk. The boss continued to study the report as if there were no interruption. In this case, the boss simply heard what the secretary said; the boss paid just enough attention to make an appropriate but non-committal reaction.

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

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

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

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To explain the difference between listening and hearing. |
| Topic Summary | Hearing is simply the process of perceiving sounds within our environment. The best way to illustrate hearing is through the biological processes involved in sensory perception.  Listening, on the other hand, involves the extra steps of understanding what we heard, and giving it deliberate attention and thoughtful consideration. |
| Materials Required | Flip chart paper and marker. |
| Planning Checklist | Prepare a flipchart paper that’s divided into two columns for the activity. |
| Recommended Activity | Ask a volunteer from the group to talk about any general subject (e.g. their favorite dish) for one minute in front of everyone. While the volunteer is sharing, advise the participants to listen attentively.  After the sharing, ask the participants what message they received from the volunteer. The facilitator can publish all the responses in column one of the flipchart paper.  Next, ask the group if there were sounds/ noises/ other conversations during the time the volunteer was speaking that they heard but didn’t pay attention to. For example: the hum of the air conditioner. List responses on the second column of the flipchart paper.  Discuss the difference between listening and hearing using the group’s experience in the activity. The first column represents messages received through listening, while the second column represents messages received through hearing. |
| Delivery Tips | Ask the participants about their own moments of not listening, but merely hearing.  Emphasize how listening skills translate to better interpersonal relationships. |
| Stories to Tell | Listening is important because our brains can process more information than any individual can communicate in a given time. For instance, the average person can speak at 100 to 175 words per minute but they can listen to 600 to 800 words per minute. This implies that we are always vulnerable to getting distracted unless we pay deliberate attention. |
| Review Questions | Which is more helpful in communication: listening or hearing? |

## Asking Questions

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900383528[1].wmfIf communication is the exchange of information between two or more people, then questions are a way to elicit the specific information that you are looking for. But more so, well-crafted questions make for an engaging conversation. It can establish rapport, spark interest, and curiosity in others, break new grounds, and communicate your own sincerity in learning what people around you have to say.

Here are some tips in asking questions effectively:

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

Closed questions are questions answerable by yes or no. Example: “Are you happy with today’s presentation?”

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

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

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

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

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

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

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

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain why asking questions is an important interpersonal skill.  To give tips on how to ask questions effectively. |
| Topic Summary | Questions are a way to elicit information and engage other people. It can establish rapport, spark interest, and curiosity, break new grounds, and communicate sincerity.  Here are some tips in asking questions effectively:   1. Ask! 2. Ask open questions. 3. Ask purposeful questions. |
| Recommended Activity | Invite the volunteer who shared for a minute in the previous activity. This time, ask the group to raise questions for the volunteer regarding the topic they discussed earlier. Publish 5-10 of the group’s questions on a flipchart paper.  Discuss with participants what they found easy and what they found difficult in asking questions. The volunteer may also give feedback as to what questions they found most facilitative of a social interaction.  If time permits, assess whether the questions are open or closed questions, and translate all closed questions to open ones. The group can also identify what purpose the questions serve in the interaction. |
| Materials Required | Flip chart paper and marker. |
| Delivery Tips | Provide examples of social situations facilitated by skillful questioning. |
| Review Questions | What is the difference between an open and closed question? |

## Communicating with Power

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900324772[1].wmfPower in communication refers to the ability to influence, persuade, or make an impact. Powerful communication is associated with self-confidence, credibility, and effectiveness.

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

* **Stick to the point.** Powerful communication is not about saying as many things as you can in a given period of time. Rather, it is about sticking to what is relevant to the discussion, and getting your message across in the shortest, but most impact-laden, way possible. Get rid of fillers like *“uhm…”,* *“you know”,* or *“actually”* in your delivery, and avoid off-topic statements. Just provide the bare bones --- the ideas your audience would be most interested in knowing, or the ones that promote your intentions best.
* **Don’t be too casual.** Note that phrasing, appropriate when talking with friends, is not necessarily appropriate for business-related meets. The use of slang, street talk, and poor grammar can detract from your credibility, especially if you’re mingling with potential clients, employers, and business partners. Events that require you to come across as impressive may require the use of industry-specific jargon and a formal tone --- so, adjust accordingly.
* **Emphasize key ideas.** Stress the highlights of your communication. For example, people who are delivering a sales pitch should emphasize the main features of their product or service. Those who are presenting their opinion on an issue should explain the crux of their arguments, and build from there. Even if you’re merely expressing interest or congratulations, make sure the person you’re talking to would remember what you have to say. Emphasis in verbal communication comes in many ways, including repetition of key points, giving specific examples, accenting particular adjectives or nouns, or even directly saying that “this is really a point I want to emphasize.”
* **Tailor-fit your communication to your audience.** A powerful communication is one that connects with one’s audience. In this case, minding the readiness, attention, age, and educational level of your audience is very important, so that you don’t overwhelm or underwhelm them. Social skills are primarily about flexibility; the better you can adjust to changes in your audience profile, the better off you’ll be.
* **Connect.** Power in communication is sometimes determined by the quality of your rapport with others. You may need to “warm up” your audience, make them comfortable, and show them that you sincerely want to talk with them. The more others see you as “one of them”, the better their reception of anything that you have to say will be.

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

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To give tips on communicating with power. |
| Topic Summary | Power in communication refers to the ability to influence, persuade, or make an impact. Powerful communication is associated with self-confidence, credibility, and effectiveness.  Ways to communicate with power include:   * Stick to the point. * Don’t be too casual. * Emphasize key ideas. * Tailor-fit your communication with your audience. * Connect. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the group to think of the people they know who they consider powerful communicators. They can be individuals that they know personally, or celebrities, speakers, and politicians they’ve seen on television.  Ask the group to think about what exactly these people do that make them powerful communicators. Publish responses on a flipchart paper. Afterwards, encourage participants to identify which of the practices listed are areas they struggle with. |
| Delivery Tips | Demonstrate a sample of powerful and non-powerful communication. |
| Review Questions | Give one tip on communicating with power. |

## Practical Illustration

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

## Module Two: Review Questions

1. What differentiates listening from hearing?
   1. Decibels are different
   2. Deliberate attention
   3. Reduced concentration
   4. Responding to what’s heard

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

1. Which is better for your interpersonal skills, hearing or listening?
   1. Hearing
   2. Listening
   3. Both are equally good
   4. It cannot be defined

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

1. Why is asking questions useful?
   1. You can get detailed information
   2. You can become closer with the interlocutor
   3. You can get specific information
   4. You can make conversation shorter

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

1. What are closed questions?
   1. Questions that imply longer answers
   2. Questions that cannot be answered wrong
   3. Questions which give you direct solutions
   4. Questions answerable by yes or no

Closed questions are questions answerable by yes or no. Example: “Are you happy with today’s presentation?”

1. Powerful communication implies that in conversation you should:
   1. Not be casual at all
   2. Not be too casual
   3. Be casual
   4. Be very casual, even friendly

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

1. Which of these techniques doesn’t help you connect with your audience?
   1. Warming up the audience
   2. Make fun digressions
   3. Make clear you sincerely want to talk with your audience
   4. All of the above help you connect with your audience

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

1. \_\_\_\_\_\_\_\_\_\_ are powerful tools of communication.
   1. Intonations
   2. Accents
   3. Words
   4. None of the above

Words are powerful tools of communication.

1. Word choice can easily influence the \_\_\_\_\_\_\_\_\_\_\_\_\_ of the people listening to us.
   1. Thoughts
   2. Attitude
   3. Behavior
   4. All of the above

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

1. \_\_\_\_\_\_\_\_ goes beyond simply picking up stimuli around us.
   1. Conversing
   2. Speaking
   3. Listening
   4. Understanding

Listening goes beyond simply picking up stimuli around us

1. \_\_\_\_\_\_\_\_\_\_\_ is not about saying as many things as you can in a given period of time.
   1. Speaking
   2. Enunciating
   3. Powerful communication
   4. All of the above

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

# Module Three: Non-Verbal Communication Skills

*Fluency in non-verbal communication can be as powerful a tool as masterful negotiating techniques or expert salesmanship.*

***Joe Navarro***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900058899[1].wmfCommunication is not just about what comes out of our mouths. In fact, what we don’t say --- our body language, voice intonation and use of silence ---- often sends a louder message to other people than the words we say. Unless we actively practice non-verbal communication skills, we can’t really be sure if we’re actually sending the message that we want to send.

## Body Language

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900285440[1].wmfBody language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.

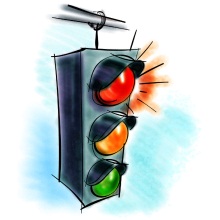
It is believed that a listener pays more attention to body language than verbal messages. This implies that if one’s body language is inconsistent with the verbal message being sent (e.g. frowning while saying you’re happy), the verbal message becomes less credible. In fact, such inconsistency can even nullify the verbal message, and result in the verbal message being perceived as a lie. At the very least, inconsistencies between verbal and non-verbal communication can result in confusion.

The following are some of the components of body language:

* **Eye Contact:** Eye contact is considered one of the most important aspects of non-verbal communication. Steady eye contact often indicates attention to the person one is in conversation with, as well as a willingness and sincerity to connect. The lack of eye connect can be viewed as defensiveness, nervousness and or social withdrawal. Many say that our eyes are the “windows to our soul”, and that one can tell if an individual is happy, sad, or angry simply by looking at their eyes.
* **Facial Expression:** It is believed that there are universal facial expressions for different emotions, most of which have an evolutionary basis. For example, anger is often indicated by sharp stares, crunched eyebrows and the baring of teeth. Sadness, on the other hand, can be denoted by teary eyes and drooping lips. Note though, that the expression and perception of emotions tend to vary from culture to culture.
* **Posture:** The way we sit down, stand up or even walk can also communicate. For example, slumping in a chair is often considered as a sign of inattention and or disrespect. Walking with one’s head and shoulders down can be interpreted as a sign of nervousness or low self-esteem. Withdrawing to a fetal position can also be indicative of fear and or depression. The puffing of one’s chest has been traditionally interpreted as pride.
* **Specific Movements:** There are specific movements that have traditionally been associated with certain messages. For example, nodding is generally a sign of assent or agreement. Raising clenched hands are interpreted as a sign of angry challenge. Stomping our feet can be an indication of frustration.
* **Physical Contact:** The way we physically interact with other people is also a part of body language. Shaking of hands, hugging, slapping, punching are forms of communication. The same can be said about our physical closeness and distance with another person. Standing too close to a person can be considered as an invasion of boundaries, while standing too far from a person can be construed as avoidance.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To define what is body language.  To give examples of body language. |
| Topic Summary | Body language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.  Body language includes:   * Eye Contact * Facial Expression * Posture * Specific Movements * Physical Contact |
| Preparation Checklist | Print Worksheet 1 for everyone. |
| Materials Needed | Flip chart paper and marker.  [Worksheet 1: Body Language and the Signals that it Sends](#_Worksheet_1) |
| Recommended Activity | Ask two volunteers to act out a 2-3 minute conversation in front of everyone. The conversation can be about any general, non-threatening topic (e.g. their favorite vacation spot).  While the two volunteers are speaking, ask the group to take notes regarding each person’s body language during the whole conversation. It is best if they can list observations regarding the five aspects of body language (eye contact, facial expression, posture, specific movements, and physical contact). Instruct the group to stick to behavioral indicators, and not make any interpretations regarding the body language they observed. They may use Worksheet 1 for this activity.  Discuss observations after the role playing. |
| Delivery Tips | Demonstrate common non-verbal communication. You may also present pictures of people with varying facial and bodily expressions to illustrate the power of body language.  For the activity, you have the option of going with a spontaneous conversation that the volunteers come up with, or you can ask them beforehand to role-play a specific situation (example: an angry person being pacified by a co-worker). |
| Stories to Tell | Researchers suggest that the reception of a message is influenced 55% by a communicator’s body language, 37% by tone of voice, and just 7% by language or words. This implies that non-verbal communication accounts for 93% of all messages received! |
| Review Questions | Give an example of body language. |

## The Signals You Send to Others

Generally, our non-verbal communication is something that we do unconsciously. It can be influenced by many things, including past habits, life experiences, personal models, culture and hidden thoughts and feelings. Because body language is often outside of awareness, most have no idea what it is exactly that they are communicating to other people.

To take control of the signals that we send to others, it’s important that we become much more deliberate and purposive in communicating non-verbally.

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

* **Increase your awareness of your body language.** Try to get more information about what you communicate non-verbally, so that you will know what to change and what to retain. Ways you can do this include: watching a videotape of yourself, studying yourself in front of a mirror, and getting feedback from peers and friends.
* **Know how certain behaviors are typically interpreted.** Interpreting body language can be very subjective. There are, however, typical interpretations to specific body language. Increasing awareness of what body language is often associated with what interpretation, can help a person avoid body language incongruent with the message they want to send.
* **Practice! Practice! Practice!** Body language is a skill. Initially, using body language that is congruent with the message that we want to communicate will feel unnatural, but just keep working on it. Soon, it’ll be second nature to you!

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To discuss the dynamics of communicating bodily. |
| Topic Summary | Generally, our non-verbal communication is something that we do unconsciously. It can be influenced by many things, including past habits, life experiences, models, culture and hidden thoughts and feelings.  To take control of the signals that we send to others, it’s important to:   1. Increase your awareness of your body language, 2. Know how certain behaviors are typically interpreted. 3. Practice! Practice! Practice! |
| Materials Required | Flip chart paper and marker.  [Worksheet 1: Body Language and the Signals that it Sends](#_Worksheet_1) |
| Recommended Activity | Ask the participants to go back to the list of non-verbal behaviors they observed during the activity in the previous module (Body Language). Ask the group how they interpret these behaviors. Discuss similarities and differences in the interpretations.  Ask the volunteers who role-played the conversation, how they feel about the interpretations of the group. You may also ask them if they: (a) agree with the interpretations, and (b) are aware of the non-verbal message that they are communicating.  Worksheet 1, partially accomplished in the previous activity, can also be used in this activity. |
| Delivery Tips | Encourage personal reflection on the signals the participants send to other people. One way to do this is to ask the group to think of an instance when they received feedback (positive or negative) regarding their personality that they don’t agree with. Ask the group to consider if they might have been sending signals open to misinterpretation during those times. |
| Review Questions | Give one way we can gain better awareness of the signals that we send to others. |

## It’s Not What You Say, It’s How You Say It

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900048770[1].wmfNon-verbal communication also includes the way we deliver information. A simple change in tone and inflection can change the meaning of statements. It is important then, to be aware of the way we speak, so that we can communicate more effectively.

The following are aspects of “how we say things” that we should take note of:

* **Tone of Voice:** Voice intonation refers to the use of changing pitch in order to convey a message. The same message, for example, can be delivered using a rising intonation, a dipping intonation, or a falling intonation. Changes in tone can help inject emotions into messages; messages can be upbeat or depressing depending on the speaker’s tone. Changes in tone can also help identify what the purpose of a sentence is. There are intonations that better fit a question, and intonations that better fit a declarative sentence.
* **Stress and Emphasis:** Changing which words or syllables you put emphasis on can change its meaning. For example, consider the differences among these three statements below. The italicized word represents where the emphasis is.

You mean *he* disobeyed his mother?

You mean he d*isobeyed* his mother?

You mean he disobeyed *his mother*?

* **Pace and Rhythm:** The speed of speech, as well as the appropriate use of pauses can change the meaning of words spoken, and affect the clarity and effectiveness of communication. For instance, people who speak too fast can be difficult to talk to --- a listener might feel too pressured to catch everything that they have to say! On the other hand, a person who speaks too slowly can bore their listener.
* **Volume:** How softly and how loudly you speak also matters in communication. Ideally, one should generally speak in a moderate volume while in the company of others; a voice that’s too soft can communicate nervousness or lack of assertiveness, while a loud voice can communicate anger and aggression. A person should also be flexible; able to whisper or shout when it’s appropriate to do so.
* **Pronunciation and Enunciation.** How well a message comes across is influenced by pronunciation and enunciation. Pronunciation refers to speaking a word in a way that’s generally accepted or understood, while enunciation is the act of speaking clearly and concisely. Developing one’s skills in pronunciation and enunciation ensures that one is accurately understood. Note that accents can cause varieties in what is considered as acceptable pronunciation.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To explain elements of non-verbal communication related to delivery. |
| Topic Summary | Aspects of “how we say things” that we should take note of:   1. Tone of Voice 2. Stress and Emphasis 3. Pace and Rhythm 4. Volume 5. Pronunciation and Enunciation |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the group to come up with different ways of saying the sentence: “I would never buy in that store again.” Ask the group if the different versions of the sentence have different meanings. Discuss these differences, if any. |
| Delivery Tips | Demonstrate each speech element. |
| Stories to Tell | Poor posture can make your voice less powerful. Slumping, for example, can constrict your rib cage, and cause a loss of control over one’s breathing. Habitually craning one’s neck can create tension in the throat, and restrict the space where the voice can resonate. Therefore, if you want to have that powerful voice, mind your posture! |

## Practical Illustration

John, an ex-army officer, was adjusting to life as a manager at a mid-sized office. One day, he was told by a colleague, George, that his employees felt intimidated by him. George explained that he always seemed very aggressive when he was giving instructions. George suggested that John try to relax when he’s speaking to his employees.

Even though John followed George’s advice, his employees still found John intimidating. When he asked for their own suggestions, they told him that even though his body language was friendly he was still barking out orders like a drill sergeant. John now understood that his body language and tone of voice were equally important parts of communication.

## Module Three: Review Questions

1. Which of the following is the most significant body language element?
   1. Specific body movements
   2. Posture
   3. Physical contact
   4. Eye contact

Eye contact is considered one of the most important aspects of non-verbal communication.

1. It is believed that facial expressions for different emotions are:
   1. Completely different for every person
   2. Significantly different for every person
   3. Slightly different for every person
   4. Universal for every person

It is believed that there are universal facial expressions for different emotions, most of which have an evolutionary basis.

1. What’s the key factor for controlling your body language?
   1. Awareness
   2. Letting it go naturally
   3. Ignoring it and avoiding unpleasant feelings
   4. Accepting it as it is

Because body language is often outside of awareness, most have no idea what it is exactly that they are communicating to other people. To take control of the signals that you send to others.

1. Interpretation of body language is usually:
   1. Objective
   2. Subjective
   3. Unreliable
   4. Misleading

Interpreting body language can be very subjective.

1. Which of the following aspects is not so important when it comes to the way of speaking?
   1. Tone of voice
   2. Volume
   3. Pronunciation
   4. Type of voice

Type of voice was not mentioned.

1. Changing which words or syllables you put emphasis on can change its:
   1. Meaning
   2. Rhythm
   3. Speed
   4. Intelligibility

Changing which words or syllables you put emphasis on can change its meaning.

1. \_\_\_\_\_\_\_\_\_\_ refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.
   1. Conversation
   2. Speech
   3. Body language
   4. None of the above

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

1. Generally, our non-verbal communication is something that we do \_\_\_\_\_\_\_\_\_\_\_\_.
   1. Purposefully
   2. Unconsciously
   3. Unavoidably
   4. To impress people

Generally, our non-verbal communication is something that we do unconsciously.

1. Changing which \_\_\_\_\_\_\_\_ you put emphasis on, can change its meaning.
   1. Words
   2. Syllables
   3. A and B
   4. Neither A nor B

Changing which words or syllables you put emphasis on can change its meaning.

1. The speed of speech, as well as the appropriate use of \_\_\_\_\_\_\_ can change the meaning of words spoken, and affect the clarity and effectiveness of communication.
   1. Words
   2. Phrases
   3. Pauses
   4. Inflection

The speed of speech, as well as the appropriate use of pauses can change the meaning of words spoken, and affect the clarity and effectiveness of communication.

# Module Four: Making Small Talk and Moving Beyond

*Conversation is the fine art of mutual consideration and communication about matters of common interest that basically have some human importance.*

***Ordway Tead***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900363470[2].wmfSmall talk is the “ice-breaking” part of a conversation; it is the way strangers can ease into comfortable rapport with one another. Mastering the art of small talk ---- and how to build from this stage--- can open many personal and professional doors. In this module, we will discuss how to start a conversation, as well as how to skillfully ease our conversation starters into deeper levels of conversation.

## Starting a Conversation

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900360980[1].wmfMany people are interested in initiating friendships and productive business networks, but they don’t know how to start. Indeed, going up to a stranger and making an introduction can be incredibly anxiety-provoking for some people. The same goes with finding something to talk about with someone you already know, but are not familiar with.

The following are some tips in starting a conversation:

* **Understand what holds you back.** The first step in developing conversation skills is to understand what factors --- attitudes, feelings, and assumptions --- interfere in your ability to skillfully handle a conversation. Is it shyness? Fear of rejection? Difficulty in dealing with people in authority? Awareness of what holds you back can help you manage your anxieties better, and give you more control over how you handle yourself during social situations.
* **Know what you have to offer.** In the same way that you have to make an inventory of your weaknesses during social situations, you also have to take stock of your strengths. Confidence in initiating conversations does not begin with knowing what tried-and-tested lines are out there. It starts with a sincere belief that you have something to contribute to a discussion, and that people would find it a pleasant experience to get to know you. If you have this self-assurance, you can be more at ease and more natural around other people.
* **Be interested in people.** Genuine curiosity and openness makes starting a conversation less threatening; it grants incentive to approach people.

Cultivate the attitude that meeting people is an enriching experience. It shouldn’t be that hard; this mantra goes beyond self-talk. Many find that you can actually learn a lot about yourself, about life and about various subject matters, just by simply engaging in constant conversation. And remember: being interested in people doesn’t end after you’ve spent time with them. Even those you’ve spent years with can still tell you something you don’t know!

* **Create an arsenal of conversation starters.** For people not used to skillfully handling conversations, the first few tries can feel awkward. While you’re still finding your footing, you can rely on some recommended conversation starters. Among them are:

Introduce yourself. The most straightforward way to start a conversation is to offer your name and your hand. By making the first move in breaking silence, you’re sending the other person an invitation to conversation. If you can make the introduction with a smile, even better.

Comment on something in your immediate surroundings, maybe the location, or the event you both are attending. Things that you both can relate to are good conversation starters, as it does not alienate anyone. Example: “It’s really crowded tonight, isn’t it?”

Comment on something the other person or people would find interesting. For example, if you’re talking with someone known for their art collection, you may call attention to an art piece within your vicinity, or inform them about an exhibit you heard about. Example: “Hey Bob, I just heard that the National Museum is hosting a Renaissance week.”

And if you have no prior knowledge about the person you want to strike a conversation with, you can take a guess at their interests by subtly checking what they are looking at, or studying their appearance. Example: *“That’s a lovely brooch. It looks like an antique.”*

* **Relax.** *“Be yourself”* is generally good advice for handling social situations. Conversations are more comfortable and engaging if participants simply relax, and let their personalities do the talking. Don’t pressure yourself coming up with something funny, clever, or new. Scripts are okay while you’re still developing your social skills, but make sure you also give conversations your personal touch!

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To present tips on how to start a conversation. |
| Topic Summary | The following are some tips on starting a conversation:   1. Understand what holds you back. 2. Know what you have to offer. 3. Be interested in people. 4. Create an arsenal of conversation starters. 5. Relax. |
| Materials Required | Flip chart paper and marker. |
| Preparation Checklist | Check beforehand if the set-up of the workshop venue is conducive to this type of activity. Ideally, there should be adequate space where the participants can mingle comfortably. If space is limited, at the very least, use movable chairs so that space can be created. |
| Recommended Activity | Ask all participants to stand from their seats, and mingle with other participants for 5 minutes. The goal of the activity is for each participant to be able to start a conversation with at least one other person in the group, preferably one that they do not know personally. Participants are free to use whatever conversation-starter they have in their arsenal.  Afterwards, ask everyone to return to their seats. Discuss then what the experience was like. Surface feelings and attitudes about people or social situations that the participants found helpful/ unhelpful. Create a list of conversation-starters that the group had used, and evaluate their effectiveness. |
| Delivery Tips | Demonstrate some ways to start a conversation with a volunteer.  Provide examples from different social contexts (e.g. a party, a meeting, a stranger on the bus, etc.). |
| Stories to Tell | Practice makes perfect. If you want to master the art of starting a conversation, deliberately strike conversations with at least three strangers every day. The more you do it, the easier it gets! |
| Review Questions | Give one tip in starting a conversation. |

## The Four Levels of Conversation

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900014212[1].wmfThe real art of conversation is not only to say the right thing at the right place, but to leave unsaid the wrong thing at a tempting moment. It requires sensitivity to the stage of a relationship, the context of the conversation and the comfort level of the person you are talking to.

There are 4 levels of conversation based on the degree and amount of personal disclosure. They are:

1. **Small Talk:** This is commonly referred to as the ‘exchange of pleasantries’ stage. In this level, you talk only about generic topics; subjects that almost everyone is comfortable discussing. These subjects include the weather, the location you’re both in and current events.

The small talk stage establishes rapport; it makes a person feel at ease with you. It’s also a safe and neutral avenue for people to subtly ‘size up’ one another, and explore if it’s a conversation or relationship that they’d want to invest in.

If the small talk goes well, you can proceed into the next level: fact disclosure.

1. **Fact Disclosure:** In this stage, you tell the other person some facts about you, such as your job, your area of residence, and your interests.

This is a ‘getting-to-know’ stage, and it aims to see if you have something in common with the other person. It’s also a signal that you are opening up a little bit to the other person while still staying on neutral topics.

If the fact disclosure stage goes well, you can proceed to sharing viewpoints and opinions.

1. **Viewpoints and Opinions:** In this stage of the conversation, you can offer what you think about various topics like politics, the new business model ---or even the latest blockbuster. It helps then to read and be curious about many things, from politics to entertainment to current events.

Sharing viewpoints and opinions require the ‘buffering effect’ of the first two stages for two reasons:

*First*, a person needs rapport with another before they can discuss potentially contentious statements, even if they’re having a healthy debate.

*Second*, sharing viewpoints and opinions opens a person to the scrutiny of another, and this requires that there is some level of safety and trust in a relationship.

The controversial, and therefore potentially offensive, nature of an opinion exists in a range; make sure that you remain within the ‘safe’ zone in the early stages of your relationship.

1. **Personal Feelings:** The fourth stage is disclosure and acknowledgment of personal feelings. For instance you can share your excitement for the new project, or your worry about your son’s upcoming piano recital. Depending on the context and the level of the friendship, you can disclose more personal subjects. This stage requires trust, rapport, and even a genuine friendship, because of the intimate nature of the subject.

Different people have different comfort levels when it comes to disclosing feelings, and there are cases when you’d need several conversations before they would trust enough to open themselves. In some cases, you never get to this stage. Just make sure to be sensitive and test the other person’s readiness before opening an intimate topic.

Listening is vital in all stages of the conversation but especially so in this fourth stage. Listen with empathy and understanding to acknowledge that you heard the feeling that they have shared.

|  |  |
| --- | --- |
| Estimated Time | 20 minutes |
| Topic Objectives | To differentiate among the 4 levels of conversation.  To present examples of conversation in each of the four levels of conversation. |
| Topic Summary | There are four levels of conversation: (1) small talk, (2) fact disclosure, (3) viewpoints and opinions and (4) personal feelings.  Small talk involves exchanging pleasantries and talking superficially about generic topics of interest to everyone.  Fact disclosure is revealing information about yourself to assist in establishing common ground.  Viewpoints and opinions mean sharing your take on an issue.  The last is the most intimate stage, where in you share personal feelings with the other person. |
| Materials Required | Flip chart paper and marker.  A post of the 4 statements to be used in the activity. |
| Planning Checklist | Prepare a post of the 4 statements beforehand. It can be part of a PowerPoint slide or written on a flip chart paper. |
| Recommended Activity | Divide each group into groups of 4-5 members.  Project the following statements on the board:   1. “I work in the Newport branch.” 2. “I’ve always wanted to work in the country. The fast-paced lifestyle here feels like a pressure cooker sometimes.” 3. “I think Beckham made a mistake joining the L.A. Galaxy.” 4. “Hi. Great service here, isn’t it? I’m Marissa.”   Give the groups 2-3 minutes to sort the statements into the right category: small talk, fact disclosure, viewpoints and opinions and personal feelings. The answers are in the Appendix – [Worksheet 2.](#_Answers_to_the) |
| Delivery Tips | Provide plenty of examples. You may even play a short video clip from a popular movie or reality show. |
| Review Questions | True or False: Sharing one’s own feelings is generally appropriate during the small talk stage. |

## Practical Illustration

Karen was attending a crowded art exhibit when she saw Bryan, a local artist, standing away from the crowd. She walked over and said, “Hey, sure is crowded in here.” He agreed, and introduced himself. Karen had recently taken a class on communication skills, and the lesson on the four levels of conversation were still fresh in her mind. She began making small talk about the exhibit, to which Bryan was receptive. They made small talk for a while before Karen asked about Bryan, and they discussed their jobs and interests. After learning a little about each other, they started discussing personal opinions and viewpoints about some of the art on exhibit and the artists.

## Module Four: Review Questions

1. What is the first important factor in developing conversation skills?
   1. Ignoring what holds you back
   2. Distancing from what holds you back
   3. Accepting what holds you back
   4. Understanding what holds you back

The first step in developing conversation skills is to understand what factors --- attitudes, feelings, and assumptions --- interfere in your ability to skillfully handle a conversation.

1. Creating conversation starters is:
   1. Useful and recommended
   2. Not very effective, since it’s artificial
   3. Alright if you really cannot do anything else
   4. The last thing you should do

**Create an arsenal of conversation starters.** For people not used to skillfully handling conversations, the first few tries can feel awkward. While you’re still finding your footing, you can rely on some recommended conversation starters.

1. Which of the following is not recommended in conversations?
   1. Professional, cold attitude
   2. Adding personal touch
   3. Commenting on something in your immediate surroundings
   4. Taking a guess about someone’s interests by studying their appearance

A professional attitude is not recommended.

1. What is the last level of conversation?
   1. Big talk
   2. Fast disclosure
   3. Personal feelings
   4. Viewpoints and opinions

The fourth stage is disclosure and acknowledgment of personal feelings.

1. The small talk stage establishes:
   1. Getting interesting information
   2. Rapport
   3. Close relationship
   4. Non-formal atmosphere

The small talk stage establishes rapport; it makes a person feel at ease with you.

1. Which stage is considered to be the *getting-to-know someone* stage?
   1. Small talk
   2. Fact disclosure
   3. Viewpoints and opinions
   4. Personal feelings

This is a ‘getting-to-know’ stage, and it aims to see if you have something in common with the other person. It’s also a signal that you are opening up a little bit to the other person while still staying on neutral topics.

1. Which part of conversation is considered the ice breaker?
   1. Fact disclosure
   2. Small talk
   3. Viewpoints
   4. Personal feelings

Small talk is the “ice-breaking” part of a conversation

1. Mastering the art of \_\_\_\_ can open many personal and professional doors.
   1. Conversation
   2. Small talk
   3. Understanding what holds you back
   4. Self-awareness

Mastering the art of small talk can open many personal and professional doors.

1. Many people are interested in initiating\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Friendships
   2. Business Networks
   3. A and B
   4. Neither A nor B

Many people are interested in initiating friendships and productive business networks, but they don’t know how to start.

1. A person needs \_\_\_\_\_\_\_\_ another before they can discuss potentially contentious statements, even if they’re having a healthy debate.
   1. Approval from
   2. Rapport with
   3. Information about
   4. Good vibes from

A person needs rapport with another before they can discuss potentially contentious statements, even if they’re having a healthy debate.

# Module Five: Moving the Conversation Along

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900198339[1].wmfInitiating a conversation is one interpersonal skill, maintaining it is another. An engaging and effective conversation is one that “flows” and “goes forward.” To be able to keep a conversation from being stuck, it’s best to know techniques in moving a conversation along. In this module we will discuss techniques like asking for examples, using repetition, using summary questions, and asking for clarity and completeness.

*A man who listens because he has nothing to say can hardly be a source of inspiration. The only listening that counts is that of a talker who alternately absorbs and expresses ideas.*

***Agnes Repplier***

## Asking for Examples

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900360516[1].wmfOne way to get a conversation partner to elaborate on what they are sharing with you is to ask for examples. Examples make a specific general statement, and give an insight on the particulars of a disclosure. It can also serve to illustrate principles shared, or personalize an experience.

The following conversation excerpts illustrate how asking for examples can move a conversation along:

Excerpt 1

**Person A**: C.S. Lewis is one of my all-time favorite writers.

**Person B**: C.S. Lewis? I am not familiar with his work. *Could you give an example of what he has done?*

**Person A**: Well, he wrote the Chronicles of Narnia. It’s a children’s series with seven books. I find it very inspiring.

Excerpt 2

**Person A**: This is a great company to work for. They really care about their employees.

**Person B**: *In what ways do they care for the staff?*

**Person A**: Well, their medical aid program is a good example of how they prioritize health and security. All ABC Company employees are registered with a private insurance firm from their first day of work.

**Person B**: Wow. That’s very generous. *In what other ways are they employee-oriented?*

**Person A**: The staff members are also scheduled for an annual week-long retreat, all expenses paid for by the company.

|  |  |
| --- | --- |
| Estimated Time | 5 minutes |
| Topic Objective | To illustrate how ‘asking for examples’ can help in moving a conversation along. |
| **Topic Summary** | One great way to get a conversation partner to elaborate on what they are sharing with you is to ask for examples. Examples make specific a general statement, and give your insight on the particulars of a disclosure. It can also serve to illustrate principles shared, or personalize an experience. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | This activity is meant for all the sections of this module on “Moving the Conversation Along.” It’s best conducted at the end of the entire module, after the discussion on “Asking for Clarity and Completeness.”  Divide the participants into pairs. Instruct each person to engage in conversation with their partner on any general topic that they like. The pairs would be given 10 minutes for their conversation. It is important that at the end of the 10 minutes, each member of the pair must have used the four suggested techniques of moving a conversation along.  Discuss what the participants’ experience was like after the activity. |
| Delivery Tips | Provide examples of how asking for examples can move a conversation along. |

## Using Repetition

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900059389[1].wmfQuestions are not the only powerful tools that you can use to keep a conversation going. Repeating certain words, phrases, or even statements that a person discloses to you, can also maintain the momentum of your conversation, or push it in a new direction.

In what way can repetition keep a conversation going?

Repetition can be a way of saying *“please go on”* or *“tell me more.”* It is a technique of acknowledging that you have heard what the other person said, and or something about their disclosure has piqued your attention. It is an encouragement for them to elaborate.

Repetition is also a way of focusing a conversation on an interesting aspect. Your choice of what word, phrase, or statement to repeat will signal to the other person what you’d like to hear more about. One way you can use this technique to your advantage is to repeat a word, phrase or statement that you feel has a lot more story to it. You may also zero in on what you think the other person likes to talk about more, or what you yourself find intriguing.

Lastly, repetition can also be a way of communicating your reaction to what the other person said. Varying the intonation and pitch of your voice can inject your repetition with emotions of surprise, shock, excitement, or confusion.

The following conversation excerpts illustrate how repetition can move a conversation along:

Excerpt 1:

**Person A**: Mark and I have been married for 40 years now. We’ll be renewing our vows in April.

**Person B**: *Forty years.*

**Person A**: Yes. Amazing, isn’t it? It wasn’t always easy but we made it through. Very few people who married the same time as us are still together now. I know I am one of the lucky ones.

Excerpt 2:

**Person A**: I can’t believe it! The guys threw me a surprise party.

**Person B**: *The guys threw you a birthday party.*

**Person A**: Yes! It really made my day.

Note that in repetition you don’t necessarily have to repeat the same exact phase. You can make changes necessary to make the repetition more effective.

|  |  |
| --- | --- |
| Estimated Time | 5 minutes |
| Topic Objective | To illustrate how repetition can help in moving a conversation along. |
| **Topic Summary** | Repeating certain words, phrases, or even statements that a sharer discloses to you can help maintain the momentum of your conversation, or push it in a new direction.  Repetition is a way of:   * Saying “please go on” or “tell me more.” * Focusing a conversation on an interesting aspect. * Communicating your reaction to what the other person said. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Refer to the activity presented in the previous section (“Asking for Examples”), which is an activity meant for all sections of this module on “Moving the Conversation Along.” |
| Stories to Tell | Repetition is a conversation technique often used by talk show hosts to encourage their guest to keep talking. |
| Delivery Tips | Provide examples of how repetition can move a conversation along. |
| Review Question | **True** or False. Repeating a word, phrase or statement that your conversation partner said is a way of encouraging them to elaborate. |

## Using Summary Questions

Another way to keep a conversation moving is to summarize what has been discussed, or, every now and then, summarize what you heard from the other person.

A summary can communicate that you are really listening, and that you have taken stock of everything the other person has said. More so, it gives a sense of movement to the conversation, because summaries say that one part of the conversation is over, and that it’s time to move on to another part.

Note that in repetition you don’t necessarily have to repeat the same exact phase. You can make changes necessary to make the repetition more effective.

The following conversation excerpts illustrate how summary questions can move a conversation along:

Excerpt 1:

**Person A**: I’m really geared up for this coming marathon! I changed my diet, hired a trainer, and I’ve been practicing 3-4 hours a day. I’ve never felt more in shape; I feel that I have a real shot at winning this!

**Person B**: *You’re really invested in this marathon; you really think you have a chance to win?*

**Person A**: Yes. Amazing, isn’t it!

Excerpt 2:

**Person A**: I want this project to be one of the most successful for this trimester. We’ve had a run of bad luck the past month, and we need a big break to recoup it all. Judging by the projections the accounting department made, I think we’re right on track!

**Person B**: That’s great! How can I help?

**Person A**: We need a design person. You’re good at art, right? Can you make us a logo?

**Person B**: Sure. Just give me the specs you want and I’m on it.

**Person A**: And a pamphlet as well? One that has all of the company colors in it. Same with the logo!

**Person B**: No problem. *Let me see if I understood you right. You need a pamphlet and a logo with the company colors in it. Is this correct?*

**Person A:** That’s it. Thanks!

|  |  |
| --- | --- |
| Estimated Time | 5 minutes |
| Topic Objective | To illustrate how summary questions can help in moving a conversation along. |
| Topic Summary | Another way to keep a conversation moving is to summarize what has been discussed, or what you heard from the other person.  A summary can communicate that you are really listening, and that you have taken stock of everything the other person has said. More so, it gives a sense of movement to the conversation, because summaries say that one part of the conversation is over, and that it’s time to move on to another part. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Refer to the activity presented in the previous section (“Asking for Examples”), which is an activity meant for all sections of this module on “Moving the Conversation Along.” |
| Delivery Tips | Provide examples of how summary questions can move a conversation along. |
| Review Questions | What is the expected effect of asking a summary question on a conversation partner? |

## Asking for Clarity and Completeness

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900441523[1].wmfHere’s another way of moving a conversation along: asking for clarity and completeness.

It is important to verify your understanding of communication, and see if you have accurate and complete information. Often, a speaker presumes that they have been understood, and therefore tend to miss certain details. They may think that they have the same frame of reference as the other person, and consequently do not expand on the meaning of their statements. At times, intense emotions, like excitement can result in lack of clarity and completeness in communication.

Asking for clarity and completeness can give your conversation depth and richness of idea. It can also communicate your sincere desire to understand what the other person is saying.

The following conversation excerpt illustrates how asking for clarity and completeness can move a conversation along:

Excerpt 1:

**Person A**: My 7-year old daughter wants to become an actress! She’s been begging me to enroll her in this intensive acting community workshop, but I’m afraid it will just spoil her.

**Person B**: *I don’t understand. What do you mean by ‘it will just spoil her’?*

**Person A**: You know…I think it will indulge her too much. I want her to grow up disciplined by school and household chores. I don’t want her to be like many young stars nowadays, who don’t seem to know what’s real and what’s not.

**Person B**: *I think I understand what you mean. Are you saying that she’ll miss the normal demands of everyday that keeps people grounded?*

**Person A**: Exactly!

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To illustrate how asking for clarity and completeness can help in moving a conversation along. |
| Topic Summary | It is important to verify your understanding of a communication, and see if you have accurate and/or complete information. Often, a speaker presumes that he or she is understood, and therefore tends to miss on certain details. They may think that they have the same frame of reference with the other person, and consequently does not need to expand on the meaning of their statements. At times, intense emotions, like excitement can result in lack of clarity and completeness in communication. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Refer to the activity presented in the first section of this module (“Asking for Examples”), which is an activity meant for all sections of this module on “Moving the Conversation Along.” |
| Delivery Tips | Provide examples of statements that are vague and incomplete. |
| Review Questions | Give an example of a statement that asks for clarity and completeness. |

## Practical Illustration

Janet was meeting Cal for an interview at their firm. Janet asked about employee satisfaction and benefits. Cal told her, “This company is great to work for. They really care about their employees.”

Janet responded, “In what ways do they care about their staff?”

“Our medical program is a good example of how they prioritize health and security. Also, all employees are registered with a private insurance firm from their first day at work,” Cal explained.

Janet was impressed. “Wow, that’s very generous. Are there other ways they’re employee-oriented?”

Cal went further, saying, “All staff members are also scheduled an annual week-long retreat, with all expenses paid for by the company.”

## Module Five: Review Questions

1. What is the purpose of asking for examples?
   1. Getting an insight on the particulars of a disclosure
   2. Illustrating principles shared
   3. Personalizing experience
   4. All of the above

Examples make a specific general statement, and give an insight on the particulars of a disclosure. It can also serve to illustrate principles shared, or personalize an experience.

1. Repetition is usually used to focus on:
   1. Neglected parts of the conversation
   2. Interesting parts of the conversation
   3. Less clear parts of the conversation
   4. All of the above

Repetition is also a way of focusing a conversation on an interesting aspect.

1. Repetition can also be a way of communicating your:
   1. Reaction
   2. Disagreement
   3. Superiority
   4. Misunderstanding

Repetition can also be a way of communicating your reaction to what the other person said.

1. A summary usually shows that you are:
   1. Polite
   2. Good listener
   3. Professionally orientated
   4. Uncertain about the topics discussed

A summary can communicate that you are really listening, and that you have taken stock of everything the other person has said.

1. Asking for clarity makes the conversation:
   1. Boring and repetitive
   2. Unpleasant, since it shows that you weren’t paying attention
   3. Pleasant, because it adds depth and richness to it
   4. Less professional

Asking for clarity and completeness can give your conversation depth and richness of idea.

1. Why is asking for clarity recommended?
   1. Because you need to get complete information
   2. By asking for clarity, you’ll show that you care for your interlocutor
   3. You can test your interlocutor by asking for clarity
   4. It’s actually not recommended

At times, intense emotions, like excitement can result in lack of clarity and completeness in communication, so it’s recommended you ask for clarity.

1. Initiating a conversation is considered a/an \_\_\_\_\_\_\_\_\_skill.
   1. Technical
   2. Professional
   3. Personal
   4. Interpersonal

Initiating a conversation is one interpersonal skill, maintaining it is another.

1. One way to get a conversation partner to elaborate on what they are sharing with you is to ask for \_\_\_\_\_\_\_.
   1. Their name
   2. Their role
   3. Examples
   4. Their age

One way to get a conversation partner to elaborate on what they are sharing with you is to ask for examples.

1. Questions are the only tools that you can use to keep a conversation going.
   1. True
   2. False

Repeating certain words, phrases, or even statements that a person discloses to you, can also maintain the momentum of your conversation, or push it in a new direction.

1. When we presume we have been understood, we tend to miss \_\_\_\_\_\_\_\_\_\_.
   1. The point
   2. Details
   3. A and B
   4. Neither A nor B

When a speaker presumes that they have been understood, certain details are likely missed.

# Module Six: Remembering Names

*If names are not correct, language will not be in accordance with the truth of things.*

***Confucius***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900370902[1].wmfWriter and lecturer Dale Carnegie once said that *“a person's name to him or her is the sweetest and most important sound in any language*." When we address people by name, we are telling them that we respect them, consider them important, recognize their individuality, and warmly relate to them. If you want to be able to cultivate functional friendships and working partnerships, you need the ability of remembering names.

## C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900440379[1].pngCreating a Powerful Introduction

Three steps to introducing yourself effectively:

1. **Project warmth and confidence.** Many people size you up even before you say a word, which is why it’s important to mind your body language. When you introduce yourself, stand up straight, relax, and establish eye contact.
2. **State your first name and your last name**. Depending on the situation, you may also state your affiliation and or your position in the company. Example: *“Hello. I’m Jacqueline Smith. I’m the Quality Control Officer.”*
3. **When the other person has given their name, repeat it in acknowledgment.** *“It’s nice to meet you, Mr. Andrews.”* or *“It’s nice to meet you, Joseph.”* Repeating their name is an acknowledgment that you heard their introduction.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To define what makes a powerful introduction.  To provide tips in making a powerful introduction. |
| Topic Summary | When introducing yourself, it is important to (1) project warmth and confidence, (2) state both your first and last name, and (3) repeat the other person’s name when given to you. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Facilitator divides the group into pairs to practice effective introductions. Since this activity is short, participants are recommended to choose their nearest seatmates as their co-triad.  Person A introduces himself to the Person B using the steps shared in the presentation. Encourage them to give feedback to one another |
| Delivery Tips | Demonstrate the skills needed in making a powerful introducing by introducing yourself to the group. |
| Review Questions | Enumerate the three steps in to making a powerful introduction. |

## Using Mnemonics

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900234543[1].wmfOne technique that has been known to work in helping improve recall is the use of mnemonic devices. Mnemonic devices are ways of conceptualizing ideas that aim to organize arbitrary things into meaningful data. Things that seem random are harder to remember; mnemonic devices help organize ideas in our minds.

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

* **Clustering by Categories**: Grouping the items that you need to remember into categories can help you remember them better. For example, to memorize a list of contacts, group them by company or by profession.
* **Visualizing Interactive Images**: Some people memorize better when they create a scene in their heads where all the items that they have to remember are interacting with each other in some active way. For example, if you have to remember Mark, Joseph and Martha, imagine a Biblical Joseph being served tea by Martha Stewart while he’s playing target shooting (the bulls-eye can remind you of the synonym “mark”)
* **Acronyms:** This is a method where you devise a word or expression in which each of its letters stand for a name. An example is SALE for Sally, Andrew, Louise and Ester
* **Acrostics**: This mnemonic device follows the same logic as acronyms except that one forms a sentence rather than a single word to help one remember new words. For example one might remember ‘all babies cry loudly’ for Allan, Betty, Chris and Lisa.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To define mnemonics.  To provide examples of how mnemonics can be used to remember names. |
| Topic Summary | Mnemonic devices are ways of conceptualizing ideas that aim to organize arbitrary things into meaningful data. Things that seem random are harder to remember; mnemonic devices help organize ideas in our minds.  Examples of mnemonic devices that can be used to remember names are:   * 1. Clustering by Categories   2. Visualizing Interactive Images   3. Acronyms   4. Acrostics |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask seven participants to introduce themselves to the group. If the group members already know one another, they can create fake identities. The task of the rest of the participants is to try to remember all the names of the seven volunteers using mnemonic devices.  Ask some participants to recite the seven names. You can even make it a game; give a prize to those who can get everyone right. Afterwards, ask participants what mnemonic devices they used to remember the names. |
| Delivery Tips | The facilitator can share mnemonic devices that worked for them in the past. |
| Review Question | Explain what acronyms are. |

## Uh-Oh…I’ve Forgotten Your Name

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900282912[1].wmfMost of us have been there before: a situation when someone says “hi” to us, but we have absolutely no idea who is talking to us. At best, we’d just feel awkward and embarrassed; at worse, we might end up offending the other person. To better manage situations like this, it is recommended that you:

* Understand why you forget names. Often, forgetting names is not about memory problems --- it’s about attitude problems. Perhaps you don’t think remembering names is important. Maybe you don’t trust your ability to manage a list of names in your head. Or it’s possible that you get easily nervous in social situations; you tend to mentally blank out. Identify what holds you back from remembering people’s name. Exert a deliberate effort to improve your rate of name recall. It is only when you have an open attitude that name recall becomes easy.
* Ask a third party. One way you can avoid showing your memory lapse is to seek a third person’s help, subtly. If you see a face in a crowd that looks familiar, but whose name you can’t recall, ask a friend: “Hey, do you know the woman at the back?” A little research prior to walking up to a person can help you prevent a potentially embarrassing situation.
* Ask for a card. Asking for a calling card can be a way to subtly get the other person’s name. For example, you can say: *“Hey, I don’t think I have your card yet, here’s mine.”*
* Introduce other people to them. If you have people you know around you, why don’t you initiate an introduction? For instance you can say “Hey, have you met my friend Mark? Mark is a PR in this company.” Politeness would typically compel the person to introduce themselves to Mark, and you can catch their name at that point.
* Be honest. And if you really can’t recall who the person is, and the other person appears amiable enough, then perhaps you can come clean. You can say: *“I’m sorry; I know that we’ve met, but I seem to have forgotten your name.”* You may also add some details that you do remember, to ease the effect of your memory loss. *“We met at the company dinner, right, last September? You were with your lovely children.”* Hopefully, the other person can empathize with your distress and re-introduce themselves.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To present tips on what to do if you forgot a person’s name. |
| Topic Summary | The following are some tips you can use to manage situations when you forget someone’s name:   1. Understand why you forget names. 2. Ask a third party. 3. Ask for a card. 4. Introduce other people to them. 5. Be honest. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Before discussing the tips, ask the group what they would do if they find themselves in a situation where they are meeting the CEO of the company they are asking a grant from, and they forgot that CEO’s name. |
| Review Questions | Give one way to manage a situation when you forgot someone’s name. |

## Practical Illustration

Raul was very good at introducing himself. He always projected a feeling of warmth and confidence in his body language and introduced himself with his whole name and position. It seemed that no one had ever forgotten Raul’s name. There was one problem: Raul had trouble remembering anyone’s name. This lead to potentially embarrassing situations but he’d learned some strategies that helped.

When Joseph struck up a conversation with him, Raul couldn’t remember Joseph’s name. Raul continued the conversation regardless. Near the end of the conversation, Raul said, “I don’t think I have your card.” When they exchanged business cards, Raul remembered Joseph’s name and thanked him, avoiding any embarrassment over a forgotten name.

## Module Six: Review Questions

1. When you introduce yourself, you should state your:
   1. First name only
   2. Last name only
   3. First and last name
   4. First and last name plus nickname

**State your first name and your last name**. Depending on the situation, you may also state your affiliation and or your position in the company.

1. Which of the following is a good way to remember a person’s name?
   1. Asking the person to repeat it
   2. Making a handy joke about the name
   3. Repeating person’s name right after introduction
   4. Any of the above

**When the other person has given their name, repeat it in acknowledgment.** *“It’s nice to meet you, Mr. Andrews.”* or *“It’s nice to meet you, Joseph.”* Repeating their name is an acknowledgment that you heard their introduction.

1. Which of the following is a good mnemonics method for remembering a person’s name?
   1. Acronyms
   2. Synonyms
   3. Homonyms
   4. Antonyms

**Acronyms:** This is a method where you devise a word or expression in which each of its letters stand for a name. An example is SALE for Sally, Andrew, Louise and Ester.

1. What are acrostics?
   1. Visualizing names
   2. Devising a word or expression in which each of its letters stand for a name
   3. Clustering by categories
   4. Forming a sentence to help one remember new words

**Acrostics**: This mnemonic device follows the same logic as acronyms except that one forms a sentence rather than a single word to help one remember new words. For example one might remember ‘all babies cry loudly’ for Allan, Betty, Chris and Lisa.

1. Being honest if you don’t remember someone’s name is:
   1. Unprofessional
   2. Underestimating
   3. Legit
   4. Not recommended

It’s ok if you have forgotten someone’s name.

1. Which of the following is a good way to find out the forgotten name of a person?
   1. Asking a third party
   2. Asking for a card
   3. Introducing other people to them
   4. All of the above

All are good options for finding out a forgotten name.

1. When we address people by name, we are telling them \_\_\_\_\_\_\_\_\_\_\_\_.
   1. We respect them
   2. Consider them important
   3. Recognize their individuality
   4. All of the above

When we address people by name, we are telling them that we respect them, consider them important, recognize their individuality, and warmly relate to them.

1. Many people \_\_\_\_\_\_\_ before a word is spoken.
   1. Stare at you
   2. Size you up
   3. A and B
   4. Neither A nor B

Many people size you up even before you say a word.

1. Often, forgetting names is not about \_\_\_\_\_\_\_ problems.
   1. Personal
   2. Attitude
   3. Professional
   4. None of the above

Often, forgetting names is not about memory problems --- it’s about attitude problems.

1. It is only when you have an open attitude that \_\_\_\_\_\_ becomes easy.
   1. Life
   2. Name recall
   3. Work
   4. All of the above

It is only when you have an open attitude that name recall becomes easy.

# Module Seven: Influencing Skills

*It takes tremendous discipline to control the influence, the power you have over other people’s lives.*

***Clint Eastwood***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900361058[1].wmfThe skill of influencing others is a valuable asset to have; it can help us sell products and ideas, convince people and institutions to assist us, and even get the world to change! After all, while we don’t have the power to control other people, we can always do our best to persuade them.

In this module, we will discuss how to improve our influencing skills. Particularly, we will discuss techniques like seeing the other side, building a bridge and giving in without giving up.

## Seeing the Other Side

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900353953[1].wmfThe first step in influencing other people is entering their world. This means setting aside your own point of view, and looking at the situation from another person’s perspective. Remember, each person is unique, and consequently sees the world differently. You can’t always assume that what’s clear to you is clear to the people you are talking to.

In short, you have to be able to answer this question for them: *“what’s in it for me?”*

Seeing the other side involves knowing what is important to the other person(s): their values, interests, and preferences. Do they have strong feelings against what you are pitching to them? What would it take for them to get over their resistance? What are their characteristics, personality traits, social status, or professions that you can use in order to make your point more convincing?

Research, active listening, and keen observation can help you in “seeing the other side.”

**Consider this example:**

How do you convince city-based, working mothers to plant medicinal plants instead of buying factory-made pharmaceuticals?

If you are not practicing the skill of “seeing the other side”, you might be tempted to argue that having medicines readily available in the home is more convenient than having to run to the pharmacy every time someone is sick.

But this argument may not be so convincing if you consider the world city-based working mothers live in. As city-dwellers with full time jobs, working mothers would likely find buying from the pharmacy much more convenient than finding space in an urban home for plants. More so, the demand of having to water the plants and expose them to sunlight every day is too much added responsibility.

On the other hand, mothers would always respond to one prime value ---- their child’s health and welfare. If you can present a case on how pollution in the city and chemical-based food and drugs lower resistance to diseases among children, and that natural medicines are both a way to improve kids’ health and show love, you may be able to build a stronger case for planting medicinal plants at home.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain how “seeing the other side” can improve one’s influencing skills. |
| Topic Summary | “Seeing the other side” means setting aside your own point of view, and looking at the situation from another person’s perspective. Remember, each person is unique, and consequently sees the world differently. You can’t always assume that what’s clear to you is clear to the people you are talking to.  Seeing the other side involves knowing what are important to the other person(s): their values, their interests, and preferences. Do they have strong feelings against what you are pitching to them? What would it take for them to get over their resistance? What are their characteristics --- personality traits, social status, or profession --- that can you exploit in order to make your point more convincing? |
| Materials Required | Flip chart paper and marker.  [Worksheet 3: Seeing the Other Side](#_Worksheet_2) |
| Preparation Checklist | Print out a copy of Worksheet 3 for everyone. |
| Recommended Activity | Divide participants into groups of 3-5 members and ask each group to accomplish the activity in Worksheet Two.  In the Worksheet are instructions to come up with strategies to influence five different groups of people to donate to a homeless shelter. The participants have to “see the other side” in order to come up with influencing strategies that fit the groups of people they are trying to convince. |
| Stories to Share | Advertising companies pay “market researchers” millions each year. These are individuals who gather information about the different characteristics of the buying public. Advertisers use this information in conceptualizing targeted marketing campaigns. |
| Delivery Tips | Ask the group what situations they regularly encounter in their personal and professional life that require influencing skills. Discuss how “seeing the other side” can be used during those times. |
| Review Questions | **True** or False. Each person sees the world in a different way. |

## Building a Bridge

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900354172[1].wmfA second skill that can help you during situations that need persuasion, is bridge building.

Bridge building is the process of increasing rapport and affinity between people. It can involve making the other party feel at ease talking to you, gaining their trust, and identifying common interests.

Bridge building is important in persuasion because people are more likely to agree with someone they like, trust, or see as “one of them.” Aside from bridges improving the over-all communication between two parties, bridges can also serve as negotiating grounds. Bridges translate to common interests, which can be the foundation of win-win scenarios.

The following are some of the ways you can build bridges in your interpersonal relationships:

* **Active Listening.** If you want to gain another person’s trust, you have to communicate that you value their presence, and that you are exerting the effort to understand what they are saying to you. Listening attentively is a way to do this.
* **Use Common Language.** An indirect way of building bridges is showing by your words, manner of speaking, and even through body language, that you are one with the other person. For example, use business language when you’re speaking with the company CEO, but use laymen terms when speaking with blue-collared workers. Pay attention to how the other person phrases their statements; if they’re formal, be formal, and if they’re casual, then follow suit. Similarly, attend to their pace of doing business. Some people like to relax before a deal, others like to go straight to business. Adjust your approach accordingly.
* **Highlight Similarities.** No matter how differently two people appear, they will always have at least one thing in common. If you want to persuade a person, find these areas of similarities and emphasize them. An important similarity to emphasize is common interests --- goals that you both share, that the proposal you’re pitching can address. The previous skill of “seeing the other side” can assist you in this process.
* **Sustained Communication.** Lastly, consistent and sustained communication about matters of interest can help you in influencing other people. If you feel that there is significant resistance to you or to your proposal, or there are marked differences between you and the other person, just persistently meet with the person and open communication lines. Sometimes, your mere visibility in another person’s circle can increase your likeability and credibility.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain how “building a bridge” can improve one’s influencing skills. |
| Topic Summary | Bridge-bridging is the process of increasing rapport and affinity between people. It can involve making the other party feel at ease talking to you, gaining their trust, and identifying common interests.  Bridge-building is important in persuasion because people are more likely to agree with someone they like, trust or see as “one of them.” Aside from bridges improving the over-all communication between two parties, bridges can also serve as negotiating grounds. Bridges translates to common interests, which can be the foundation of win-win scenarios.  Ways of building bridges include:   * Active Listening * Use Common Language * Highlight Similarities * Sustained Communication |
| Materials Required | Flip chart paper and marker. |
| Preparation Checklist | You can change the situation to be role-played to fit the profile of the participants. |
| Recommended Activity | Select two volunteers from the group. Their job is to act out a scene where one character needs to influence the other, and they’re in the bridge building stage.  The facilitator can give the volunteers a scenario to play out, or they can just ask the volunteers or the group to come up with a scenario themselves. A sample scenario can be an employee needing to influence a company manager to consider them for an opening, or a customer convincing a restaurant owner to give them a corporate discount. |
| Delivery Tips | Ask the group for tips and techniques in building bridges that they have found effective in the past. |
| Review Questions | Give one example of a way to build bridges between the people you want to influence. |

## Giving In Without Giving Up

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900059041[1].wmfIssues are rarely black and white. In most cases, there are areas within a contention that you can compromise on. If you want to improve your chances of influencing other people, be willing to make some concessions ---- even if it’s just at the levels of simply agreeing to differ, agreeing that the other person has a right to their opinion, or agreeing that the other person has made a reasonable argument.

The skill of giving in is important because people generally don’t want to deal with individuals whose intention is to win at all points, or be declared “right” for the sake of being right. This makes the relationship confrontational rather than collaborative. The discussion becomes an argument, and the atmosphere turns tense. If you want to enhance your chances of winning someone over, be willing to consider, and even agree on, reasonable requests. You may even volunteer to take losses in areas you can afford to give up, as long as you don’t lose sight of the main goal.

A person who is willing to “give in” from time to time comes across as sensible and realistic. Moreover, concessions communicate a sincere desire to do what is best for another person. At the very least, it can promote a culture of “quid pro quo”; I will give you something, if you give me something in return.

The trick lies in choosing what you will concede. Understandably, you don’t want to “give up” and concede the very thing you are selling. Keep sight of the main goal and judge what you can sacrifice based on this main goal. If you can create a win-win compromise between what you want and what the other person likes, all the better.

**Consider this example:**

How can you convince your boss to allow you to take freelance work outside your company --- something that you initially agreed not to do?

What if your boss tells you that you signed a contract that you will work exclusively for them, and that you taking freelance work outside the company will just result in a conflict of interest?

If you start opposing what your boss just said, for example: you argue that they have never given you a single raise since you started five years ago and the economy has since changed, chances are you’d just make your boss upset and defensive, decreasing your chances of influencing them.

However, if you concede that you did sign a contract (which you did!), and that yes, you can see how such a move can create a conflict of interest, then you may be able to “mellow” the situation.

This doesn’t mean you’ve given up, however. You can follow your concession by presenting an alternative win-win proposal. How about a change in contract that states that you can’t take freelance work from the company’s main competitors, and that you’re obliged to refer to the company any deal worth $5000 and above? The arrangement can give you the extra income you want, without the conflict of interest.

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain how “giving in without giving up” can improve one’s influencing skills. |
| Topic Summary | If you want to improve your chances of influencing other people, be willing to make some concessions ---- even if it’s just at the levels of simply agreeing to differ, agreeing that the other person has a right to their opinion, or agreeing that the other person has made a reasonable argument.  The skill of giving in is important because people generally don’t want to deal with individuals whose intention is to win at all points, or be declared “right” for the sake of being right.  A person who is willing to “give in” from time to time comes across as sensible and realistic. Moreover, concessions communicate a sincere desire to do what is best for another person. At the very least, it can promote a culture of “quid pro quo” ---- I will give you something, if you give me something in return. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the participants to recall the role playing activity for the previous topic (Building Bridges). Discuss how the characters in the role playing activity can “give up without giving in.” |
| Delivery Tips | Ask participants for examples of occasions when they “gave in without giving up’ from their own experiences. Ask doing so worked/ did not work for them.  You can also discuss personality traits that can make a person unlikely to make concessions e.g. the need to be always right, fear of losing, etc. Ask the group to reflect if they have these personality traits and if it has interfered in their interpersonal relationships in the past. |
| Review Questions | Explain what is meant by “giving up without giving in.” |

## Practical Illustration

Dave often felt frustrated when people didn’t see eye to eye with him, because he felt their ideas were flawed. He had strong feelings and ideas, and wanted to know how to convince others to see things as he saw them. Dave, fed up with not getting things done his way, signed up for a course on influencing people. When Dave arrived at the course, the first lesson took him by surprise. The instructor, Chelsea, told him that to be more influential, you had to understand the other person’s perspective. “In short,” Chelsea said at the end of the lesson, “You need to be able to answer this question for the other person: What’s in it for me?”

## Module Seven: Review Questions

1. The first step in influencing other people is:
   1. Imposing your attitude
   2. Entering their world
   3. Manipulation
   4. Friendly relationship

The first step in influencing other people is entering their world.

1. Answering the question, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, from the other person’s perspective will help you see their side of the issue.
   1. Why are you important?
   2. Why do you want to make an influence on me?
   3. What’s in it for me?
   4. How do you plan to make an influence?

You can’t always assume that what’s clear to you is clear to the people you are talking to. In short, you have to be able to answer this question for them: “what’s in it for me?”

1. Building a bridge usually increases:
   1. Tension between people
   2. Differences between people
   3. Affinity between people
   4. Misunderstanding between people

Bridge building is the process of increasing rapport and affinity between people.

1. Which of the following is not a technique for building a bridge?
   1. Active listening
   2. Repetition
   3. Using common language
   4. Sustaining communication

Repetition is not mentioned as a technique for bridge building.

1. What’s the usual consequence of not giving in and making compromises?
   1. You get what you want
   2. You stay true to yourself and people appreciate it
   3. You argue with your interlocutor
   4. You give up your goals

The usual consequence of not giving in and making compromises is likely arguing.

1. Which Latin proverb illustrates ‘giving in without giving up’?
   1. Quid pro quo
   2. Qui bono
   3. Quod scripsi, scripsi
   4. Quod capita, tot sensus

“Quid pro quo”; I will give you something, if you give me something in return.

1. The skill of influencing others can help us \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Sell products and ideas
   2. Convince people and institutions to assist us
   3. Get the world to change
   4. All of the above

The skill of influencing others is a valuable asset to have; it can help us sell products and ideas, convince people and institutions to assist us, and even get the world to change!

1. Seeing the other side involves knowing \_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. What is important to the other person
   2. What their values are
   3. A and B
   4. Neither A and B

Seeing the other side involves knowing what is important to the other person(s): their values, interests, and preferences.

1. Bridges can also serve as negotiating grounds.
   1. True
   2. False

Aside from bridges improving the over-all communication between two parties, bridges can also serve as negotiating grounds.

1. A person who is willing to “give in” from time to time comes across as \_\_\_\_\_\_.
   1. Sensible
   2. Realistic
   3. A and B
   4. Neither A nor B

A person who is willing to “give in” from time to time comes across as sensible and realistic.

# Module Eight: Bringing People to Your Side

*The most important persuasion tool you have in your arsenal is your integrity.*

***Zig Ziglar***

**C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900283365[1].wmf**In the previous module, we discussed the different ways you can increase your influence over other people, and set the stage for persuasion. We will continue on that thread in this module, and discuss the ways you can bring people to your side. Particularly, we will discuss the persuasive techniques of appealing to a person’s emotions and reason.

## A Dash of Emotion

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900056484[1].wmfEmotions have always been a driving force for people’s behavior. Advertisers appeal to emotions all the time; they tell you that so-and-so beauty product can make you feel confident around the opposite sex, while so-and-so theme park can make you forget all your worries. There are those who begin a relationship based solely on how the other person made them feel. More so, advocacies, political campaigns, and even wars are waged, based on a collective sense of anger, contempt, or injustice.

Thus, you can never underestimate emotions as a way of influencing and persuading other people.

Why are emotions powerful? For one, emotions heavily influence a person’s sense of comfort and general state of well-being. Positive emotions make us feel good, while negative emotions drive us to do something to make us feel good. But more so, emotions connect all of us to the “human” side of ourselves --- almost all emotions are universal and can cross race, religion, age, and social status.

How can you add a “dash of emotion” to your communication?

* Focus on positive emotions as benefits. If you want to bring a person to your side, tell them how good the proposal will make them feel. For example: if you want to convince your spouse to take you on that dream vacation, describe how relaxing a day you’ll have. If they can picture it in their mind, then you’ve succeeded.
* Focus on a negative emotion, and then add a call to action. Negative emotions are powerful in influencing behavior because they bring about a sense of dissonance in a person. All people want to feel good, which is why anger, sadness, shock, or indignation doesn’t sit well with most. An example of using a negative emotion to bring people to your side is describing the horror of an accident in order to convince people to wear their seat belts.
* Show that it’s personal. Instead of focusing on the other person’s emotions, you can focus on communicating your own. An effective way to persuade others is to show that your conviction is borne of a personal experience, and that you are emotionally attached to an idea. For example, showing your excitement verbally and non-verbally while explaining an ideal can show that you really believe in what you are pitching.

To be able to communicate emotion in your communication, you must use one of the influencing skills discussed earlier: seeing the other side. If you know how the other person looks at the situation, you will know what emotions will appeal to them.

Emotions can be communicated through body language (e.g. raising a fist to show that you are angry), variations in voice pitch, intonation and emphasis, directly saying what you feel or what you want the other person to feel, and painting a picture of situations where an emotional response is expected.

And don’t forget: to use emotions effectively, use the appropriate amount. Less can be more, so don’t overdo it!

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain how appealing to emotions can help persuade other people to your side. |
| Topic Summary | You can never underestimate emotions as a way of influencing and persuading other people. Emotions heavily influence a person’s sense of comfort and general state of well-being. More so, emotions connect all of us to the “human” side of ourselves --- almost all emotions are universal and can cross race, religion, age, and social status.  How can you add a “dash of emotion” to your communication?   * 1. Focus on positive emotions as benefit.   2. Focus on a negative emotion, and then add a call to action.   3. Show that it’s personal. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Brainstorm with the group all the different emotions that they know. Don’t just stick with the basics --- happiness, sadness, and anger. List also the different shades and layers of these basic emotions, example excitement, relief, shock, and ambivalence.  Once you have a sizable list, ask the group to pick one and give an example how that emotion can be used to persuade a person. They may use an example from personal experience if they want. |
| Delivery Tips | Give an example of a situation where one can use an appeal to emotion.  You can also present to the group different ads, advocacies and other communication that illustrate “a dash of emotion.” |
| Review Questions | Why are emotions a powerful influence of people’s behavior? |

## Plenty of Facts

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900441521[1].wmfWhile emotions are a powerful influence to people’s behavior, we all know that people are not just a bundle of emotions. Some situations require an appeal to the mind instead of the heart. Effective communication must make sense. More so, it must have basis in facts.

Facts create persuasive arguments because there is no way to dispute facts. If something is true, real, or verified by research, it has to be accepted. More so, presenting facts in communication shows the extent that you have studied a subject, which in turn shows that you are serious in what you are saying.

There are two skills that can help in the use of facts during communication:

* The first skill is the ability to separate fact from opinion. Facts are objective data, and can be verified by credible procedures such as empirical research or expert opinion. It is considered true on the basis of actual evidence. An opinion, however, is a subjective statement that may be based on personal interpretation.
* The second skill is the ability to create logical arguments from facts. Facts can’t be disputed, but you also have to use them properly in order to give them impact. Arguments from facts have to follow the rules of deductive or inductive reasoning. For example, from the research finding that watching TV increases attention deficiency among toddlers, “we should reduce TV time for toddlers” is a more valid conclusion than “attention deficiency doesn’t exist in adults.”

The following is an example of a communication that uses facts *“I believe I deserve this promotion because I was able to increase the department’s productivity by 12% since I held office last year.”*

|  |  |
| --- | --- |
| Estimated Time | 15 minutes |
| Topic Objective | To explain how the use of rational arguments can help persuade other people to your side. |
| Topic Summary | Facts create persuasive arguments because there is no way to dispute facts. If something is true, real, or verified by research, it has to be accepted. More so, presenting facts in communication show the extent that you have studied a subject, which in turn shows that you are serious in what you are saying. |
| Materials Required | Flip chart paper and marker.  [Worksheet 4: Use Plenty of Facts](#_Worksheet_3) |
| Planning Checklist | Print Worksheet 3 for everyone, or prepare ahead of the time a flipchart paper or PowerPoint slide where these statements are written. |
| Recommended Activity | Present the two statements below to the group. You can distribute Worksheet Three for this purpose, or just post the statements in a flip chart paper, or PowerPoint.   1. I prefer this venue because it has a capacity of 300, enough to house everyone comfortably. It has a pool, a billiards room, and a gym complete with equipment. It’s also just 10 minutes away from the nearest restaurant, beach, and bus station. It received 5 stars last week from the national review board--- and will cost us 10% less than our venue from last year. 2. I prefer this venue I’ve seen the picture from the net --- and it seems big and spacious. It’s located in Santa Monica too ----aren’t there many beaches there. I don’t know it just seems like the right choice.   Discuss the following questions:   * 1. Which of these two communications used plenty of facts?   2. Which of the two do you think would be more effective in getting people to your side?   3. What makes it more effective? |
| Delivery Tips | Ask participants for situations they’ve encountered when presenting facts in a communication resulted into a stronger influence. |
| Review Questions | What is the difference between a fact and an opinion? |

## Bringing It All Together

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900055297[1].wmfFor best results, use both emotion and facts to influence people. After all, people use both their heart and mind in their daily lives, and addressing both is a more holistic approach to take.

The key is in being consistent, so that there isn’t a dissonance between the emotional and the rational side of your communication. Done correctly, appeals to emotion can balance the coldness of reason, and facts can temper strong emotions.

Here is an example of emotions and facts communicated together:

*“You should get that wedding dress! It makes you look like a princess --- think of how well it will flow when you walk down the aisle, the lights behind you. Plus, it’s on sale --- 30% off. It fits your budget perfectly, leaving you with some extra cash to spend on accessories.”*

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To discuss how emotions plus facts can help in persuading people to your side. |
| Topic Summary | For best results, use both emotion and facts to influence people. After all, people use both their heart and mind in their daily lives, and addressing both is a more holistic approach to take.  The key is in being consistent, so that there isn’t a dissonance between the emotional and the rational side of your communication. Done correctly, appeals to emotion can balance the coldness of reason, and facts can temper strong emotions. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | As a plenary, brainstorm of ways to convince parents to take their kids to an acting workshop. Make sure that each way that’s presented is a combination of both emotions and facts. |
| Delivery Tips | Present examples of famous speeches that have both facts and emotions. |

## Practical Illustration

Leo was attempting to convince his manager, Conrad that the office needed to make some changes. Leo had been with Conrad’s company for a few years, having recently switched from a similar job he had been at for close to ten years. He was explaining to Conrad that his old office was more efficient due to several easy-to-make changes. He continued, showing Conrad a chart that showed the changes would increase productivity by 20%. Conrad was still unconvinced, so Leo tried an emotional appeal; He told Conrad that he would be more relaxed if the office ran smoother, and he would have less hassle to deal with in his daily routine. This helped Conrad get on board with Leo’s plan.

## Module Eight: Review Questions

1. Negative emotions are powerful in influencing behavior because they:
   1. Give you superiority
   2. Bring about a sense of dissonance in a person
   3. Make people easy to be manipulated
   4. They’re not powerful in influencing behavior

Negative emotions are powerful in influencing behavior because they bring about a sense of dissonance in a person.

1. Showing personalized emotions is:
   1. Unprofessional
   2. Unpleasant
   3. Persuasive
   4. Not recommendable

Emotions have always been a driving force for people’s behavior.

1. Facts are:
   1. Uncertain
   2. Subjective
   3. Undeniable
   4. Illusive

Facts create persuasive arguments because there is no way to dispute facts.

1. Facts should be separated from:
   1. Explanations
   2. Unnecessary proving
   3. Criticizing
   4. Opinions

The first skill is the ability to separate fact from opinion.

1. Which of the following statements is true?
   1. Emotions should be primary in influencing other people.
   2. Facts should be primary in influencing other people.
   3. Both emotions and facts should be equally used in influencing other people.
   4. It cannot be defined what’s more important.

Both emotions and facts should be equally used in influencing other people.

1. What’s the key for avoiding dissonance between the emotional and the rational side of your communication?
   1. Consistence
   2. Confidence
   3. Attitude
   4. Manipulative techniques

The key is in being consistent, so that there isn’t a dissonance between the emotional and the rational side of your communication.

1. \_\_\_\_\_\_\_ appeal to emotions all the time.
   1. Parents
   2. Educators
   3. Advertisers
   4. None of the above

Advertisers appeal to emotions all the time.

1. \_\_\_\_\_\_\_ connect all of us to the “human” side of ourselves.
   1. Facts
   2. Emotion
   3. A and B
   4. Neither A nor B

Emotions connect all of us to the “human” side of ourselves.

1. Emotions heavily influence a person’s sense of \_\_\_\_\_\_\_\_.
   1. Relief
   2. Comfort
   3. Stability
   4. Self

Emotions heavily influence a person’s sense of comfort and general state of well-being.

1. Never underestimate emotions as a way of \_\_\_\_\_\_\_\_\_\_ other people.
   1. Influencing
   2. Persuading
   3. A and B
   4. Neither A nor B

Never underestimate emotions as a way of influencing and persuading other people.

# Module Nine: Sharing Your Opinion

In any social situation, you are expected to contribute. Sharing opinions is a way to present your personality to the world, and a way to create the image that you want to project. It is also an invitation for the other person to share their opinion, setting the stage for an engaging discussion or debate. In this module, we will discuss the skills you can use in sharing your opinion. Particularly, we will discuss how to use I-messages, disagree constructively, and build consensus.

*To speak and to speak well are two things. A fool may speak talk, but a wise man speaks.*

***Ben Jonson***

## Using I-Messages

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900204018[1].wmfAn I-message is a message that is focused on the speaker. When you use I-messages, you take responsibility for your own feelings instead of accusing the other person of making you feel a certain way. The opposite of an I-message is a You-message.

An I-message is composed of the following:

* **A description of the problem or issue**.

Describe the person’s behavior you are reacting to in an objective, non-blameful, and non-judgmental manner.

“When ... “

Describe the concrete or tangible effects of that behavior.

“The effects are ... “

* **A suggestion for alternative behavior.**

“I’d prefer ... “

Here is an example of an I-message:

*“When I have to wait outside the office an extra hour because you didn’t inform me that you’d be late (problem/issue), I become agitated (effect). I prefer for you to send me a message if you will not be able to make it (alternative behavior).”*

The most important feature of I-messages is that they are neutral. There is no effort to threaten, argue, or blame in these statements. You avoid making the other person defensive, as the essence of an I-message is "I have a problem" instead of "You have a problem". The speaker simply makes statements and takes full responsibility for their feelings.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To explain what an I-message is.  To list the components of an I-message. |
| Topic Summary | An I-message is a message that is focused on the speaker. When you use an I-message, you take responsibility for your feelings.  An I-message is composed of:   * A description of the problem or issue * Its effect on you or the organization * A suggestion for alternative behavior |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Divide the participants into two groups. One group comes up with a You-Message, and the second group has to transform it to an I-Message. Afterwards, they change task; the second group now comes up with a You-Message, the first group transforms it to an I-Message. You can have several rounds of this as time permits or per need of the group. |
| Delivery Tips | Present two versions of the same message: one is an I-message while the other is a You-message. Ask the group their impressions of each version.  The activity in can be done individually, in small groups or as a plenary. |
| Review Questions | What are the three components of an I-message? |

## Disagreeing Constructively

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900370196[1].wmfThere is nothing wrong with disagreement. No two people are completely similar, therefore it’s inevitable that they would disagree on at least one issue. There’s also nothing wrong in having a position and defending it.

To make the most of a disagreement, you have to keep it constructive. The following are some of the elements of a constructive disagreement:

* **Solution-focus.** The disagreement aims to find a workable compromise at the end of the discussion.
* **Mutual Respect.** Even if the two parties do not agree with one another, courtesy is always a priority.
* **Win-Win Solution.** Constructive disagreement is not geared towards getting the “one-up” on the other person. The premium is always on finding a solution that has benefits for both parties.
* **Reasonable Concessions.** More often than not, a win-win solution means you won’t get your way completely. Some degree of sacrifice is necessary to meet the other person halfway. In constructive disagreement, parties are open to making reasonable concessions for the negotiation to move forward.
* **Learning-Focused.** Parties in constructive disagreement see conflicts as opportunities to get feedback on how well a system works, so that necessary changes can be made. They also see it as a challenge to be flexible and creative in coming up with solutions for everyone’s gain.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To enumerate the elements of a constructive disagreement. |
| Topic Summary | The following are the elements of a constructive disagreement:   * solution-focus * mutual respect * win-win solution * reasonable concessions * learning-focused |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Prepare flipchart paper that’s divided into two columns. Label one column as “constructive disagreement”, the other “destructive disagreement”. |
| Discussion Tip | Ask the group to list as many characteristics as they can of a constructive and a destructive disagreement. Encourage the group to recall personal experiences. Participants can use [Worksheet 4](#_Worksheet_4) as a guide in this activity.  Publish responses in the flipchart paper.  Ask the group which of the two kinds of disagreement characterize most of the disagreements they engaged in. |
| Review Questions | Give one characteristic of a constructive disagreement. |

## Building Consensus

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900055273[1].wmfConsensus means unanimous agreement on an area of contention. Arriving at a consensus is the ideal resolution of bargaining. If both parties can find a solution that is agreeable to both of them, then anger can be prevented or reduced.

The following are some tips on how to arrive at a consensus:

* **Focus on interests rather than positions.** Surface the underlying value that makes people take the position they do. For example, the interest behind a request for a salary increase may be financial security. If you can communicate to the other party that you acknowledge this need, and will only offer a position that takes financial security into consideration, then a consensus is more likely to happen.
* **Explore options together.** Consensus is more likely if both parties are actively involved in the solution-making process. This ensures that there is increased communication about each party’s positions. It also ensures that resistances are addressed.
* **Increase sameness and reduce differentiation.** A consensus is more likely if you can emphasize all the things that you and the other party have in common, and minimize all the things that make you different. An increased empathy can make finding common interests easier. It may also reduce psychological barriers to compromising. An example of increasing sameness and reducing differences is an employer and employee temporarily setting aside their position disparity and looking at the problem as two stakeholders in the same organization.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To present tips on how to build consensus. |
| Topic Summary | The following are some tips on building consensus:   1. Focus on interests rather than positions. 2. Explore options together. 3. Increase sameness and reduce differentiation. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the group to recall a situation where they managed to arrive at a consensus with another person/ party. The situation can be at home, work or in one’s social life. Surface the practices that help encourage consensus-building and publish them on a flipchart paper. |
| Review Question | Why is it important to increase sameness and reduce differentiation during consensus building? |

## Practical Illustration

Jonas was never sure how to voice his opinion without feeling like he was imposing on others. He asked his friend, Neil, for some advice on how to feel more comfortable with sharing his disagreements with his coworkers. Neil asked Jonas to try phrasing his complaints as issues he has; “Try saying I have a problem, rather than you have a problem,” Neil explained. He also suggested that Jonas use tactics such as approaching problems with a focus on finding a solution, and to build a consensus with everyone involved to find a win-win solution. Jonas thanked his friend, and when he started putting his advice into practice he found himself much more productive at office meetings.

## Module Nine: Review Questions

1. I-messages are focused on:
   1. The listener
   2. The speaker
   3. Both listener and speaker
   4. The whole audience

An I-message is a message that is focused on the speaker.

1. Which of the following is a part of I-message?
   1. A suggestion of alternative behavior
   2. Asking for a suggestion for alternative behavior
   3. Criticizing certain behavior
   4. Any of the above

An I-message is composed of the following:A suggestion for alternative behavior.

1. Constructive disagreement doesn’t imply:
   1. Focusing on the solution
   2. Focusing on learning
   3. Win-Win solution
   4. Authoritative approach

Constructive disagreement - Solution-focus. Mutual Respect. Reasonable Concessions. Win-Win Solution.

1. What’s the priority for successful constructive disagreement?
   1. Staying true to yourself
   2. Defending your opinion
   3. Maintaining courtesy
   4. Persuading your opponent

Even if the two parties do not agree with one another, courtesy is always a priority.

1. When it comes to building consensus, you need to focus on:
   1. Positions
   2. Attitudes
   3. Arguments
   4. Interests

Focus on interests rather than positions.

1. Consensus implies that:
   1. Both sides contribute
   2. One side accepts the other side’s opinion
   3. Both sides agree to choose a readymade solution
   4. Any of the above

Consensus means: a general agreement about something**:** an idea or opinion that is shared by all the people in a group.

1. Sharing \_\_\_\_\_\_ is a way to present your personality to the world.
   1. Ideas
   2. Opinions
   3. Jobs
   4. None of the above

Sharing opinions is a way to present your personality to the world.

1. When you use I-messages, you take responsibility for \_\_\_\_\_\_\_\_.
   1. The other person’s feelings
   2. Your own feelings
   3. Everyone’s feelings
   4. No one’s feelings

When you use I-messages, you take responsibility for your own feelings instead of accusing the other person of making you feel a certain way.

1. There is nothing wrong with \_\_\_\_\_\_\_\_.
   1. Arguments
   2. Disagreement
   3. Telling people that they’re wrong
   4. None of the above

There is nothing wrong with disagreement.

1. A consensus is more likely if you can emphasize all the things that you and the other party\_\_\_\_\_\_.
   1. Disagree about
   2. Have in common
   3. A and B
   4. Neither A nor B

A consensus is more likely if you can emphasize all the things that you and the other party have in common.

# Module Ten: Negotiation Basics

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900070875[1].wmfWe can do our best to persuade others to our side --- but what if the other party is as assertive? Then it’s time for some bargaining! In this module we will discuss some basic negotiating skills that can help you in both getting the best deal for yourself, and engaging the other person into an amicable discussion. We will discuss negotiation in its four stages: preparation, opening, bargaining, and closing.

*He who has learned to disagree without being disagreeable has discovered the most valuable secret of being a diplomat.*

***Robert Estabrook***

## Preparation

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900055019[1].wmfHalf the battle of negotiations is won during the preparation stage. Think of it as similar to strategizing before a war. You have to know ahead of time what the other side’s strengths and weaknesses are, as well as your own. This will provide you with the knowledge on which approach to use.

The following are some tips in preparing for a negotiation:

* **Research what is standard for the area.** To make sure that you don’t get shortchanged, know the going rate for what you are offering or buying. For example, know what the standard salary is for a person with your background in a particular industry before going to a salary negotiation.

This advice may seem basic, but you’d be surprised at how many people actually forget to look in their backyards before a negotiation. Look for the strengths of your position and capitalize on them. Similarly, identify your weaknesses so that you can anticipate possible attacks.

* **Know your boundaries.** This advice is related to the first one. As you study your interests and position, it is important to reflect ahead of time how much you are willing to concede, and what’s non-negotiable for you. Having your boundaries clear in your mind will prevent you from making agreements that you’d regret later. It will also help you make the right amount of allowances for bargaining. Note though: don’t dismiss the possibility that you might change your boundaries in the middle of the negotiation proper.
* **Step into their shoes**. You know the best way to prepare a bargaining stance? Pretend to be the other party. Ask yourself: if you were the other side, what do you want to see or hear in order to give in?

If you can do extensive research about the players of the other party, as well as their position, all the better. Are you going to be dealing with people who are known to be difficult? Well, what makes them difficult? Do they have strong feelings about you? You can use information like these to help you plan your strategy.

* **Identify areas of bargaining.** Now that you have studied your position, as well as the other side’s position, it’s now time to identify the common ground you can work on. A way to do this is to look for mutual interests. If you can emphasize that a move stands to benefit both parties in a satisfactory way, then you are more likely to get an agreement.
* **Prepare yourself mentally, emotionally and physically.** Negotiations can be a taxing endeavor. You need to be alert; in control and unemotional (but not emotionless) while you negotiate, so make sure you’re in the right condition. In some cases, a lot of games and posturing will take place. So before going to the bargaining table, meditate, aim for a clear head, and get a good night’s sleep.
* **Set up the time and venue for the negotiations**. A significant element of negotiations is context. You have to make sure that the negotiation will be at a place and time when all parties feel at ease, as uncomfortable people are less likely to make concessions. This means you have to check even the tiny details of room temperature and space before you start a negotiation.

Moreover, you have to ensure that the seating arrangement is conducive to a friendly discussion. Two parties seating themselves across from one another may seem confrontational. Sitting too far away from each other can send the message that you’re not interested in finding common ground. Using dissimilar chairs can communicate a power play.

|  |  |
| --- | --- |
| Estimated Time | 20 minutes |
| Topic Objective | To present some tips in preparing for a negotiation. |
| Topic Summary | The following are some tips in preparing for a negotiation:   1. Research standards. 2. Critique your position. 3. Know your boundaries. 4. Step into their shoes. 5. Identify areas of bargaining. 6. Prepare yourself mentally, emotionally and physically. 7. Set up the time and venue for negotiations. |
| Preparation Checklist | Prepare large pieces of paper (flipchart paper or manila paper will do) that you can distribute to each group. Prepare markers as well. There should be as many paper and markers as there would be groups.  Designate an area in the workshop venue for posting of each group’s accomplished flip chart paper (in reference to the activity below). |
| Materials Needed | Flip chart or manila paper and a marker. Masking Tape. |
| Recommended Activity | Divide the participants into groups of 3-5 members each. Provide each group with a large sheet of paper labeled “Preparation Checklist”  The task of the groups is to come up with checklist of things to remember when preparing for a negotiation process. They can draw upon their previous experiences for answers, or apply some critical thinking.  After everyone is done, they should post their work in place where everyone can see it. The facilitator can constantly refer to these accomplished checklists throughout their discussion. They may also highlight good tips and techniques that the group came up which are not included in this discussion in this module. |
| Delivery Tips | It’s recommended that the activity is conducted before any presentation takes place. This way, the group will have to make their own analysis first, before they are given examples of negotiation tips and techniques that they should use.  If the number of groups is small, and time permits it, have a representative of each group report about their checklist.  The activity may be conducted in small groups or as a plenary. |
| Review Questions | Give one tip on preparing for a negotiation. |

## Opening

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900367818[1].wmfThe way that you open a negotiation can set the tone for the whole bargaining session. It is important then that you pay attention to how you or the other party open the negotiation.

The following are tips and techniques on opening a negotiation:

* **Express respect for the other party, and openness to the negotiation process.** Negotiations have traditionally been perceived as a combative endeavor, but this need not be the case. In fact, simple courtesy can break the ice between two negotiating parties, and promote a reasonable discussion. So invest in pleasantries and small talk. Smile. At the end of the day, you are both just people with interests to pursue, and you can accomplish this without having to put anyone down.
* **Ask for more or higher than what you really want**. Always assume that the other party will want to haggle with you, so ask for something greater than what you would be willing to accept. The excess is your bargaining allowance. Remember too, that the other party might just be willing to give you more than what you think you deserve, so there’s nothing wrong with starting immodestly.
* **Don’t accept the first offer**. Keep in mind: the other party would expect you to haggle too! Chances are, you’d receive an initial offer lower than what a person or company is willing to give --- so invest in time convincing them you’re worthy of more.
* **Put your strengths on the table.** Here’s a cardinal rule in negotiation: always negotiate from a position of strength. Don’t beg or defend your weak points. Instead, illustrate from the onset the best about what you have to offer, and send the message that you’re worth your asking

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To present some tips in opening a negotiation. |
| Topic Summary | The following are some tips in opening a negotiation:   1. Express respect for the other party, and openness to the negotiation process. 2. Ask for more/ higher than what you really want. 3. Don’t accept the first offer. 4. Put your strengths on the table. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask for two volunteers to role play a negotiation process in front of everyone for 3 minutes. The issue for negotiation can be something trivial like one party has apples to sell, and the other party is looking for apples to buy.  After the role-playing, discuss how the opening for the negotiation was conducted. Surface what the negotiators did that helped and did not help the process. |
| Delivery Tips | The activity may be conducted in small groups or as a plenary. |
| Review Questions | What is the reason why you shouldn’t accept the first offer? |

## Bargaining

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900361058[1].wmfThe heart of a negotiation process is the actual bargaining. There are times when bargaining is easy, especially if the meeting point of two positions does not require much sacrifice from either party. But there are also occasions when bargaining can be quite tedious. Negotiators can hold on to their stances stubbornly, either because they really don’t think they can afford a concession, or they want you to be the one to yield.

The following are some tips to bargain more effectively:

* **Listen.** Beginner negotiators are often so focused on what they want to say that they forget an important element of the process: listening. Take time to carefully listen to what the other party is saying to you; they can give you clues as to what is of value to them, and what counter-offer can make them give in. Similarly, note their non-verbal behavior to get clues regarding your pacing and demeanor.
* **Concede to get concessions.** In the previous section, we discussed the skill of “giving in without giving up.” You can use this skill too during negotiations. Your concessions can be a way to sweeten the pot, or communicate to the other party that you also have their best interests at heart. For example: you can concede to lower the price of the goods you’re selling, if they agree to buy a higher volume.
* **Anchor your position on objective data.** This tip is related to the skill of using facts to bring people to your side. If you want to strengthen your bargaining position, make references to objective standards. For example, stating that you are offering a lower amount than the standard retail price of a good or service can strengthen your bargaining position.
* **Present options.** Everyone likes to have a choice; it’s empowering and keeps a person from feeling trapped. If you can afford it, create packages that the other party can choose from. You can win more if you have a “there’s something for everyone approach.”
* **Mind your phrasing.** If you want something, make sure that it’s phrased in such a way that is positive, and a benefit to the other party. For example, don’t say that you want a higher salary because you have a graduate degree. Instead, say that your graduate degree can contribute positively to their bottom line. If you can show how your position furthers the other party’s interest, then negotiations can proceed much more smoothly.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To present some tips in bargaining during a negotiation. |
| Topic Summary | The following are some tips in bargaining:   1. Listen 2. Concede to get concessions. 3. Anchor your position on objective data. 4. Present options. 5. Mind your phrasing. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Recall the role playing activity in the previous section on opening negotiations. Ask the group how the tips on bargaining discussed can be used in that situation. |
| Review Questions | How can the skill of listening help you during negotiations? |

## Closing

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900388898[1].wmfHow you close a negotiation is as important as how you open one. You want to make sure that you leave the bargaining table with a satisfactory agreement for both sides. You also want to ensure that you end positively. After all, a settled deal means the possible start of a new relationship.

The following are some tips in closing the deal:

* **Be sensitive to signals that it’s time to close.** Always be sensitive to changes in the dynamics of the discussion, so that you will have fair warning that it’s time to close. For example, the lessening of objections and counter arguments from the other party can be a sign that they have all the information that they need to make a decision. Similarly, requesting a contract is often a signal that a decision has been made; all that’s needed is to formalize it.
* **Here is some advice to consider before making a final offer.** Haggling back and forth can take a while, but if you took the advice on setting boundaries before a negotiation, you’d know when you’ve reached your boundaries. If you sense that you are at that point of giving your final offer, and the other party seems to be as well, then issue a gentle but firm warning. For example, you can directly say “this is my final offer” or “I think I’ve reached a decision.” The advice is a signal to the other party to give their final offer as well.
* **Increase the pressure**. If the other party still seems hesitant, and you are ready to close the deal, then perhaps it’s time to put pressure on them. Common ways to do this is to give a deadline to the offer (“This offer will expire by 2PM.”), or show that you have other options to consider (“I also have a proposal from XYZ company.”)
* **Summarize.** Another way to close a negotiation is to present a summary of what has been achieved so far, highlighting both the issues that have been resolved as well as what actions are expected of the participants so far. For instance you can say “we seem to agree on so-and-so details of the deal; we look forward to signing the contract tomorrow.”

A summary is a positive way of ending a negotiation because it makes everyone feel that the time was well-spent. This is true even if the negotiation did not result in a mutually-agreed upon resolution. By emphasizing the idea that you moved forward despite lingering issues, you set the stage for further discussions.

* **Seal the commitment.** Follow the ceremony that indicates a deal is formalized. Often this means signing the contract. In more informal settings, this can be a handshake. While they may seem like meaningless rituals, they are a sign of commitment to what has been agreed upon, and must be embraced warmly.
* **Thank.** Lastly, end your negotiation with gratitude. Aside from observing the ethics of relationships, it shows your appreciation for the other party’s time and consideration.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To present some tips in closing a negotiation. |
| Topic Summary | The following are some tips in closing the deal:   1. Be sensitive to signals that it’s time to close. 2. Advice before making a final offer. 3. Increase the pressure. 4. Summarize. 5. Seal the commitment. 6. Thank. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the participants if they have any experience of negotiations that ended well and negotiations the ended badly. Discuss what went well for the successful negotiation, and what could have been improved in the negotiations that did not go well. Surface Do’s and Don’ts. Publish responses in a flip chart paper. |
| Discussion Tips | Conduct the activity before the tips in this section. |
| Review Questions | Give one signal that a negotiation has reached its closing stage. |

## Practical Illustration

Drew was invited to an interview for a new position as a bank manager. Before going in, Dave researched about the bank, learning about its financial situation, regional strengths and weaknesses, and overall company ethos. He also researched what kind of salary and benefits were standard for someone of his background entering the position. When he had a good idea of what he should expect, he looked at himself and his own strengths and weaknesses. He thought about areas where he could improve, and skills he had that made him stand out. When he finally went in for the interview, he was confident in his knowledge and negotiated terms that were better than what he expected.

## Module Ten: Review Questions

1. Which of the following statements is true?
   1. If you’re well prepared, you don’t need to think about boundaries.
   2. If you’re not prepared, you must find a way to overcome your boundaries.
   3. There are no boundaries in negotiation.
   4. You need to know your boundaries in every scenario.

Having your boundaries clear in your mind will prevent you from making agreements that you’d regret later. It will also help you make the right amount of allowances for bargaining. Note though: don’t dismiss the possibility that you might change your boundaries in the middle of the negotiation proper.

1. Which of the following is not a part of negotiation preparation?
   1. Mental aspect
   2. Emotional aspect
   3. Physical aspect
   4. All of the above are important

Negotiations can be a taxing endeavor. You need to be alert; in control and unemotional (but not emotionless) while you negotiate, so make sure you’re in the right condition. In some cases, a lot of games and posturing will take place. So before going to the bargaining table, meditate, aim for a clear head, and get a good night’s sleep.

1. Which of the following is true when it comes to negotiation?
   1. You should always ask for exactly what you want.
   2. You should ask for lower than what you really want.
   3. You should always ask for higher than what you really want.
   4. You choose whether you’ll ask for higher or lower than what you really want.

Always assume that the other party will want to haggle with you, so ask for something greater than what you would be willing to accept. The excess is your bargaining allowance.

1. What’s the key attitude for a good negotiation?
   1. Imposing your opinions
   2. Respect
   3. Quick reactions
   4. Putting yourself above the other party

Negotiations have traditionally been perceived as a combative endeavor, but this need not be the case. In fact, simple courtesy can break the ice between two negotiating parties, and promote a reasonable discussion.

1. What illustrates ‘giving in without giving in’ principle?
   1. Conceding to get consensus
   2. Presenting options
   3. Minding your phrasing
   4. Anchor your position on objective data

Concede to get concessions:The skill of “giving in without giving up.” You can use this skill too during negotiations. Your concessions can be a way to sweeten the pot, or communicate to the other party that you also have their best interests at heart.

1. Beginner negotiators are often more focused on what they:
   1. Listen to
   2. Want to say
   3. Want to achieve
   4. Can learn

Beginner negotiators are often so focused on what they want to say that they forget an important element of the process: listening.

1. What are the stages of negotiation?
   1. Bargaining, preparation, opening, closing
   2. Preparation, opening, bargaining, and closing
   3. Opening, preparation, closing, bargaining
   4. Preparation, bargaining, opening, closing

Negotiation in its four stages: preparation, opening, bargaining, and closing.

1. To make sure that you don’t get \_\_\_\_\_\_\_\_, know the going rate for what you are offering or buying.
   1. Off track
   2. Shortchanged
   3. Defeated
   4. Distracted

To make sure that you don’t get shortchanged, know the going rate for what you are offering or buying.

1. At the end of the day, you are both just people with \_\_\_\_\_\_\_\_\_.
   1. A battle to wage
   2. The same ideas
   3. Interests to pursue
   4. Similar goals

Invest in pleasantries and small talk. Smile. At the end of the day, you are both just people with interests to pursue, and you can accomplish this without having to put anyone down.

1. If you want to strengthen your bargaining position, make references to \_\_\_\_\_\_\_\_\_\_.
   1. Objectives
   2. Standards
   3. A and B
   4. Neither A nor B

If you want to strengthen your bargaining position, make references to objective standards.

# Module Eleven: Making an Impact

*Sometimes, one creates a dynamic impression by saying something, and sometimes one creates as significant an impression by remaining silent.*

***Dalai Lama***

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900198181[1].wmfSome people stand out, while others fade into the background. But if you want to make the most of interpersonal relationships, you have to be able to leave a lingering positive impression on the people that you meet. People’s first impressions of you are what dictate whether or not they want to get to know you any further. You want to make sure, then, that you create an impact on people.

## Creating a Powerful First Impression

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC910217209[1].wmfYou’ve probably heard this saying before: *you don’t get a second chance to make a first impression.*

In today’s fast-paced world, you have to maximize the time and opportunities you get with the people that you meet. If you managed to secure a conference with a client or potential partner, for example, make sure that you don’t leave anything to chance for that meeting; including the impression that you want to leave behind.

The following are some tips for creating a powerful first impression:

* **Dress to impress.** Beauty is within, but this doesn’t mean that people don’t make conclusions about you based on your appearance. If you want to create a great first impression make sure that you look your best. Whenever you’re presenting yourself to other people, be clean, well-groomed and dressed in clothes that fit and are within the prescribed dress code
* **Be positive.** Nobody likes to talk to cranky, irritable, and pessimistic people! Instead, people are drawn to those who smile a lot and radiate a pleasant disposition. If you want to be remembered, make them feel welcomed and appreciated. A positive experience is as easy to remember as a negative one!
* **Communicate your confidence.** Powerful first impressions are those that show you are self-assured, competent, and purposive. Always establish eye contact with the people you are talking to. Shake hands firmly. Speak in a deliberate and purposive way.
* **Be yourself!** Meeting people for the first time can be extremely anxiety-provoking, but do your best to act naturally. People are more responsive to those who don’t come across as if they’re putting on a front or are very controlled. Let your personality engage the other person.
* **Go for the extra mile.** Do more than the usual to make yourself stand out from the rest. For example, if you’re going for a job interview, show that you studied the company very well and know their mission and vision. If others can see that you appreciate a social situation, they are more likely to remember you positively.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To give examples of ways you can create a powerful first impression. |
| Topic Summary | The following are some tips in creating a powerful first impression:   1. Dress to impress. 2. Be positive. 3. Communicate your confidence. 4. Be yourself! 5. Go for the extra mile. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Ask the group to think of a person who has made a great first impression on them. Ask them what exactly gave their first meeting impact. Stick to the observable e.g. what they saw and what they heard from this person. |
| Delivery Tips | Share a personal story about someone who has made a positive impact upon first meeting. For contrast, you may also share (without mentioning names) about someone who has made a bad first impression on you. |
| **Review Questions** | How does positivity help in creating a powerful first impression? |

## Assessing a Situation

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900055154[1].wmfAll interpersonal skills involve sensitivity to what is going on, especially what is happening with the people you are interacting with. After all, context variables, such as timing and location, can change the meaning of communication. You want to make sure that you are not just saying the right thing, but you are saying the right thing at the right moment.

If you want to make an impact, you have to factor in the situation.

The following are some tips in assessing the situation:

* **Listen, not just to what is being said, but also to what is NOT being said.** An excellent interpersonal skill to master is a keen observing eye. You have to be able to note the body language of the people around you in order for you to be able to respond appropriately. For example, there is body language that says *“go on, we like what you’re saying.”* There is also body language that says *“I don’t want to hear that right now.”*
* **Identify needs.** A second way to assess the situation is to ask yourself: what does this social occasion need right now? A newly formed group, for example, likely has members who still don’t know one another. The need then is for someone to help break the ice. A group that is tired from a long working day probably needs an opportunity to relax and unwind. Being aware of this can help you respond to them more appropriately.
* **Practice etiquette**. Etiquette may seem like a useless bunch of rules to some people, but manners serve a purpose: they tell you what is generally considered acceptable and unacceptable for certain situations. It helps then that you know basic etiquette rules so that you don’t make a faux pas that can ruin the great first impression that you made.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To explain how being able to assess a situation can help you in creating an impact on other people. |
| Topic Summary | The following are some tips in assessing the situation:   * 1. Listen, not just to what is being said, but also to what is NOT being said.   2. Identify needs.   3. Practice etiquette. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | The skill of assessing a situation involves the preliminary skill of being *aware* of what is going on around us. This awareness does not come naturally for many, as often we tend to be focused solely on our own perspective. Training and deliberate effort is necessary to improve this skill.  To practice this skill, ask the group to take a minute to just look around and pay attention to what is going on in the group. What stage is the group now in terms of relationships? How about in terms of tasks? |
| Delivery Tips | Provide examples where situations play a big factor in making an impact. |
| Review Question | What does “listen to what is not being said” mean? |

## Being Zealous without Being Offensive

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900411069[1].wmfEnthusiasm, diligence, and persistence are all great virtues to have, especially if you’re in the business of creating social networks. However, you have to be careful that your persevering doesn’t cross the line to pestering --- or worse, harassing the person.

The following are some tips in being zealous without being offensive:

* **Focus on what is important to the other person**. Being “other-centered” is the best way to monitor your own eagerness to make contact with other people. Before you do something, make that habit of asking yourself: does this action address the need of the other person, or is it merely addressing my need?
* **Respect boundaries.** Everyone has personal boundaries, and it would do us well to respect them. Not seeing clients without an appointment is an example of a boundary. The same goes for not accepting calls during the weekend or past regular office hours. Work within these boundaries, and you’ll be able to communicate your courtesy. And if you don’t know what a person’s boundaries are, you have nothing to lose in asking!
* **Make requests, not demands.** As mentioned previously, we can always do our best to persuade and influence other people, but we can’t force them to do what they don’t want to do. So always courteously ask for permission, and verify agreement. And if they say no, accept the no as an answer, unless you have something new to offer.
* **Note non-verbal behavior.** Similar to the tip in the previous section, always be guided by the other person’s non-verbal response to you. If you find that they are already showing irritation --- example they speak in a gruff, annoyed tone when talking to you ---- then perhaps it’s time to back off. But if they appear open to you --- they look at you with interest while you speak --- then it’s advisable to go on.

|  |  |
| --- | --- |
| Estimated Time | 10 minutes |
| Topic Objective | To give tips on how to be persistent and enthusiastic with people without going overboard. |
| Topic Summary | The following are some tips on how to be zealous without being offensive:   1. Focus on what is important to the other person. 2. Respect boundaries. 3. Make requests, not demands. 4. Note non-verbal behavior. |
| Materials Required | Flip chart paper and marker. |
| Recommended Activity | Encourage a discussion/debate regarding “how far is too far?” when it comes to marketers who make unsolicited calls. Are unsolicited calls a justified marketing strategy or is it an invasion of privacy? |
| Delivery Tips | Ask the group to think about people whose zeal they find offensive. Surface the exact behaviors that they find offensive. Transform answers into practical “Do’s and Don’ts” |
| Review Question | Explain what are personal boundaries, and how do they relate to good interpersonal relationships. |

## Practical Illustration

Lenny was meeting an important prospective client, Martin, to discuss whether it would be in Martin’s best interest to do business with Lenny’s company. Lenny knew that you only had one chance at a good first impression, so he put on his best suit, shaved, and practiced what he would talk about beforehand. He took the time to study Martin’s history in the industry and noticed that Martin valued honesty over anything else. Before the meeting, Lenny took the time to get relaxed, having a cup of coffee and going over his notes in his office. When he finally met Martin, he opened with a confident hand shake and introduction. Martin ended up choosing to do business with Lenny’s company.

## Module Eleven: Review Questions

1. Which of the following is not important for the first impression?
   1. Clothing
   2. Attitude
   3. Your goals
   4. Going for the extra mile

Your personal goals are not important, or even obvious, in a first impression.

1. What kind of hand shaking leaves the best first impression?
   1. Mild
   2. Firm
   3. Loose
   4. Hand shaking is not so important, since it varies from person to person

A firm handshake is the best handshake; not too loose, not too tight.

1. When we say that you should listen to what’s not being said, it means you should also focus on:
   1. Context
   2. Discourse
   3. Body language
   4. Hidden meanings of the words

An excellent interpersonal skill to master is a keen observing eye. You have to be able to note the body language of the people around you in order for you to be able to respond appropriately.

1. Which of the following is a good way to assess a situation?
   1. Striving openly for your needs
   2. Imposing your needs
   3. Making other party accept your needs as a priority
   4. Identifying the needs of the group/situation

Identify needs: assess the situation by asking yourself: what does this social occasion need right now?

1. Which of the following statements is true?
   1. You should make statements, not requests.
   2. You should make requests, not demands.
   3. Making demands is perfectly acceptable.
   4. You should make demands, not requests.

Make requests, not demands:we can always do our best to persuade and influence other people, but we can’t force them to do what they don’t want to do.

1. Being “other-centered” is the best way to monitor:
   1. The outcome of the conversation
   2. Own faults or mistakes
   3. Own eagerness
   4. All of the above

Focus on what is important to the other person. Being “other-centered” is the best way to monitor your own eagerness to make contact with other people.

1. Some people stand out, while others \_\_\_\_\_\_\_\_\_\_
   1. Walk away
   2. Fade into the background
   3. A and B
   4. Neither A nor B

Some people stand out, while others fade into the background.

1. Complete the saying*: You don’t get a second chance to \_\_\_\_\_\_\_\_\_\_.*
   1. Get a first chance
   2. Make a first impression
   3. Say what you mean
   4. Discuss your personal goals

You don’t get a second chance to make a first impression.

1. If someone is annoyed with you, it’s best to \_\_\_\_\_\_\_\_\_\_\_\_
   1. Change the subject
   2. Back off
   3. Distract them
   4. All of the above

If you find that they are already showing irritation --- example they speak in a gruff, annoyed tone when talking to you ---- then perhaps it’s time to back off.

1. All interpersonal skills involve sensitivity.
   1. True
   2. False

All interpersonal skills involve sensitivity to what is going on, especially what is happening with the people you are interacting with.

# Module Twelve: Wrapping Up

*This feeling, finally, that we may change things - this is at the center of everything we are. Lose that... lose everything.*

***Sir David Hare***

Although this workshop is coming to a close, we hope that your journey to improve your Interpersonal Skills is just beginning. Please take a moment to review and update your Action Plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

## Words from the Wise

* **Yogi Berra:** In theory there is no difference between theory and practice. In practice there is.
* **Dwight Eisenhower:** Plans are nothing; planning is everything.
* **Jonas Salk:** The reward for work well done is the opportunity to do more.

## Parking Lot

Review the items on the parking lot. Some items may need one-to-one participant follow up. You may be able to clear other items up now. Follow-up workshops may even be appropriate.

## Lessons Learned

* Understand the difference between hearing and listening
* Know some ways to improve the verbal skills of asking questions and communicating with power.
* Understand what non-verbal communication is and how it can enhance interpersonal relationships.
* Identify the skills needed in starting a conversation, moving a conversation along, and progressing to higher levels of conversation.
* Identify ways of creating a powerful introduction, remembering names, and managing situations when you’ve forgotten someone’s name.
* Understand how seeing the other side, building bridges and giving in without giving up can improve skills in influencing other people.
* Understand how the use of facts and emotions can help bring people to your side.
* Identify ways of sharing one’s opinions constructively.
* Learn tips in preparing for a negotiation, opening a negotiation, bargaining, and closing a negotiation.
* Learn tips in making an impact through powerful first impressions, situation assessment, and being zealous without being offensive.

## Action Plans and Evaluation Forms

Do a quick round robin and ask everyone to share one thing that they learned today. Then, ask participants to make sure their Action Plans and Evaluation Forms are complete.

If possible, ask participants to buddy up and set up a follow-up system, so that they can check up on each other in the coming days, weeks, and months. If appropriate, provide your contact information in case they have any questions.

# Appendix

## Worksheet 1

***Body Language and the Signals that it Sends***

Use the following table to log the body language that you have observed in the volunteers during their conversation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Body Language of Volunteer A** | | **Body Language of Volunteer B** | |
| EXACT BODY LANGUAGE OBSERVED | SIGNALS THIS PARTICULAR BODY LANGUAGE SENDS | EXACT BODY LANGUAGE OBSERVED | SIGNALS THIS PARTICULAR BODY LANGUAGE SENDS |
| *Eye Contact:* |  | *Eye Contact:* |  |
| *Facial Expression:* |  | *Facial Expression:* |  |
| *Posture:* |  | *Posture:* |  |
| *Specific Movements:* |  | *Specific Movements:* |  |
| *Physical Contact:* |  | *Physical Contact:* |  |

## Worksheet 2

***Answers to the Activity on the Four Levels of Conversation***

The following are the answers to the four levels of conversation:

1. “I work in the Newport branch.” (fact disclosure)
2. “I’ve always wanted to work in the country. The fast-paced lifestyle here feels like a pressure cooker sometimes.” (personal feelings)
3. “I think Beckham made a mistake joining the L.A. Galaxy.” (viewpoints and opinions)
4. “Hi. Great service here, isn’t it? I’m Marissa.” (small talk)

## Worksheet 3

***Seeing the Other Side***

Pretend that you are tasked to influence five different groups of people to donate to a homeless shelter. These five groups of people are listed in column A.

In column B, write down the strategy that you will use to influence this group. This unique strategy should be based on the unique point of view of these groups of people. You have to use the skill of “seeing the other side” to come up with your strategies.

Write down your basis for choosing the strategies you selected in column C.

|  |  |  |
| --- | --- | --- |
| **Group** | **Strategies to Influence this Group to Donate to the Shelter** | **Reason for Selecting this Strategy** |
| 1. War Veterans |  |  |
| 2. High School Students |  |  |
| 3. Full-time Housewives |  |  |
| 4. Young Professionals |  |  |
| 5. Church Workers |  |  |

## Worksheet 4

***Use Plenty of Facts***

A. Study the two statements below:

STATEMENT # 1:

I prefer this venue because it has a capacity of 300, enough to house everyone comfortably. It has a pool, a billiards room, and a gym complete with equipment. It’s also just 10 minutes away from the nearest restaurant, beach and bus station. It received 5 stars last week from the national review board--- and will cost us 10% less than our venue from last year.

STATEMENT # 2:

I prefer this venue; I saw the picture on the internet --- and it seems big and spacious. It’s located in Santa Monica too ----aren’t there many beaches there. I don’t know, it just seems like the right choice.

B. Answer the following guide questions:

1. Which of these two communications used plenty of facts? What makes you say so?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which of the two do you think would be more effective in getting people to your side? What makes you say so?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Post-Assessment

1. \_\_\_\_\_\_\_\_ goes beyond simply picking up stimuli around us
   1. Conversing
   2. Speaking
   3. Listening
   4. Understanding
2. Powerful communication is not about saying as many things as you can in a given period of time.
   1. Speaking
   2. Enunciating
   3. Powerful communication
   4. All of the above
3. Changing which \_\_\_\_\_\_\_\_ you put emphasis on, can change its meaning.
   1. Words
   2. Syllables
   3. A and B
   4. Neither A nor B
4. The speed of speech, as well as the appropriate use \_\_\_\_\_\_\_ can change the meaning of words spoken, and affect the clarity and effectiveness of communication.
   1. Words
   2. Phrases
   3. Pauses
   4. Inflection
5. Many people are interested in initiating\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Friendships
   2. Business Networks
   3. A and B
   4. Neither A nor B
6. A person needs \_\_\_\_\_\_\_\_ another before they can discuss potentially contentious statements, even if they’re having a healthy debate.
   1. Approval from
   2. Rapport with
   3. Information about
   4. Good vibes from
7. Questions are the only tools that you can use to keep a conversation going.
   1. True
   2. False
8. When we presume we have been understood, we tend to miss \_\_\_\_\_\_\_\_\_\_.
   1. The point
   2. Details
   3. A and B
   4. Neither A nor B
9. Many people \_\_\_\_\_\_\_ before a word is spoken.
   1. Stare at you
   2. Size you up
   3. A and B
   4. Neither A nor B
10. Often, forgetting names is not about \_\_\_\_\_\_\_ problems.
    1. Personal
    2. Attitude
    3. Professional
    4. None of the above
11. Bridges can also serve as negotiating grounds.
    1. True
    2. False
12. A person who is willing to “give in” from time to time comes across as sensible and realistic.
    1. Sensible
    2. Realistic
    3. A and B
    4. Neither A nor B
13. Emotions heavily influence a person’s sense of \_\_\_\_\_\_\_\_
    1. Relief
    2. Comfort
    3. Stability
    4. Self
14. Never underestimate emotions as a way of \_\_\_\_\_\_\_\_\_\_ other people.
    1. Influencing
    2. Persuading
    3. A and B
    4. Neither A nor B
15. When you use I-messages, you take responsibility for \_\_\_\_\_\_\_\_.
    1. The other person’s feelings
    2. Your own feelings
    3. Everyone’s feelings
    4. No one’s feelings
16. There is nothing wrong with \_\_\_\_\_\_\_\_.
    1. Arguments
    2. Disagreement
    3. Telling people that they’re wrong
    4. None of the above
17. At the end of the day, you are both just people with \_\_\_\_\_\_\_\_\_.
    1. A battle to wage
    2. The same ideas
    3. Interests to pursue
    4. Similar goals
18. If you want to strengthen your bargaining position, make references to \_\_\_\_\_\_\_\_\_\_.
    1. Objectives
    2. Standards
    3. A and B
    4. Neither A nor B
19. If someone is annoyed with you, it’s best to \_\_\_\_\_\_\_\_\_\_\_\_
    1. Change the subject
    2. Back off
    3. Distract them
    4. All of the above
20. All interpersonal skills involve sensitivity.
    1. True
    2. False

## Post-Assessment Answers

1. \_\_\_\_\_\_\_\_ goes beyond simply picking up stimuli around us.
   1. Conversing
   2. Speaking
   3. Listening
   4. Understanding

Listening goes beyond simply picking up stimuli around us

1. Powerful communication is not about saying as many things as you can in a given period of time.
   1. Speaking
   2. Enunciating
   3. Powerful communication
   4. All of the above

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

1. Changing which \_\_\_\_\_\_\_\_ you put emphasis on, can change its meaning.
   1. Words
   2. Syllables
   3. A and B
   4. Neither A nor B

Changing which words or syllables you put emphasis on can change its meaning.

1. The speed of speech, as well as the appropriate use \_\_\_\_\_\_\_ can change the meaning of words spoken, and affect the clarity and effectiveness of communication.
   1. Words
   2. Phrases
   3. Pauses
   4. Inflection

The speed of speech, as well as the appropriate use of pauses can change the meaning of words spoken, and affect the clarity and effectiveness of communication.

1. Many people are interested in initiating\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. Friendships
   2. Business Networks
   3. A and B
   4. Neither A nor B

Many people are interested in initiating friendships and productive business networks, but they don’t know how to start.

1. A person needs \_\_\_\_\_\_\_\_ another before they can discuss potentially contentious statements, even if they’re having a healthy debate.
   1. Approval from
   2. Rapport with
   3. Information about
   4. Good vibes from

A person needs rapport with another before they can discuss potentially contentious statements, even if they’re having a healthy debate.

1. Questions are the only tools that you can use to keep a conversation going.
   1. True
   2. False

Repeating certain words, phrases, or even statements that a person discloses to you, can also maintain the momentum of your conversation, or push it in a new direction.

1. When we presume we have been understood, we tend to miss \_\_\_\_\_\_\_\_\_\_.
   1. The point
   2. Details
   3. A and B
   4. Neither A nor B

When a speaker presumes that they have been understood, certain details are likely missed.

1. Many people \_\_\_\_\_\_\_ before a word is spoken.
   1. Stare at you
   2. Size you up
   3. A and B
   4. Neither A nor B

Many people size you up even before you say a word.

1. Often, forgetting names is not about \_\_\_\_\_\_\_ problems.
   1. Personal
   2. Attitude
   3. Professional
   4. None of the above

Often, forgetting names is not about memory problems --- it’s about attitude problems.

1. Bridges can also serve as negotiating grounds.
   1. True
   2. False

Aside from bridges improving the over-all communication between two parties, bridges can also serve as negotiating grounds.

1. A person who is willing to “give in” from time to time comes across as sensible and realistic.
   1. Sensible
   2. Realistic
   3. A and B
   4. Neither A nor B

A person who is willing to “give in” from time to time comes across as sensible and realistic.

1. Emotions heavily influence a person’s sense of \_\_\_\_\_\_\_\_
   1. Relief
   2. Comfort
   3. Stability
   4. Self

Emotions heavily influence a person’s sense of comfort and general state of well-being.

1. Never underestimate emotions as a way of \_\_\_\_\_\_\_\_\_\_ other people.
   1. Influencing
   2. Persuading
   3. A and B
   4. Neither A nor B

Never underestimate emotions as a way of influencing and persuading other people.

1. When you use I-messages, you take responsibility for \_\_\_\_\_\_\_\_.
   1. The other person’s feelings
   2. Your own feelings
   3. Everyone’s feelings
   4. No one’s feelings

When you use I-messages, you take responsibility for your own feelings instead of accusing the other person of making you feel a certain way.

1. There is nothing wrong with \_\_\_\_\_\_\_\_.
   1. Arguments
   2. Disagreement
   3. Telling people that they’re wrong
   4. None of the above

There is nothing wrong with disagreement.

1. At the end of the day, you are both just people with \_\_\_\_\_\_\_\_\_.
   1. A battle to wage
   2. The same ideas
   3. Interests to pursue
   4. Similar goals

Invest in pleasantries and small talk. Smile. At the end of the day, you are both just people with interests to pursue, and you can accomplish this without having to put anyone down.

1. If you want to strengthen your bargaining position, make references to \_\_\_\_\_\_\_\_\_\_.
   1. Objectives
   2. Standards
   3. A and B
   4. Neither A nor B

If you want to strengthen your bargaining position, make references to objective standards.

1. If someone is annoyed with you, it’s best to \_\_\_\_\_\_\_\_\_\_\_\_
   1. Change the subject
   2. Back off
   3. Distract them
   4. All of the above

If you find that they are already showing irritation --- example they speak in a gruff, annoyed tone when talking to you ---- then perhaps it’s time to back off.

1. All interpersonal skills involve sensitivity.
   1. True
   2. False

All interpersonal skills involve sensitivity to what is going on, especially what is happening with the people you are interacting with.

## Recommended Reading

Carnegie, A. R. & Bradford, D. L. (2005). *Influence without Authority 2nd edition.* John Wiley and Sons.

Cohen, C.. (2006). *How to Win Friendsand Influence People 70th edition*. Vermilion.

Fisher, R., Ury, W. & Patton, B. (1991). *Getting to Yes: Negotiating Agreement without Giving In 2nd edition.* Houghton Mifflin Company.

Garner, A. (1997).*Conversationally Speaking: Tested New Ways to Increase your Personal and Social Effectiveness 2nd edition*. Mc-Graw-Hill.

Hargie, O. & Dickson, D. (2004). *Skilled Interpersonal Communication: Research, Theory and Practice 4th edition.* Routledge.