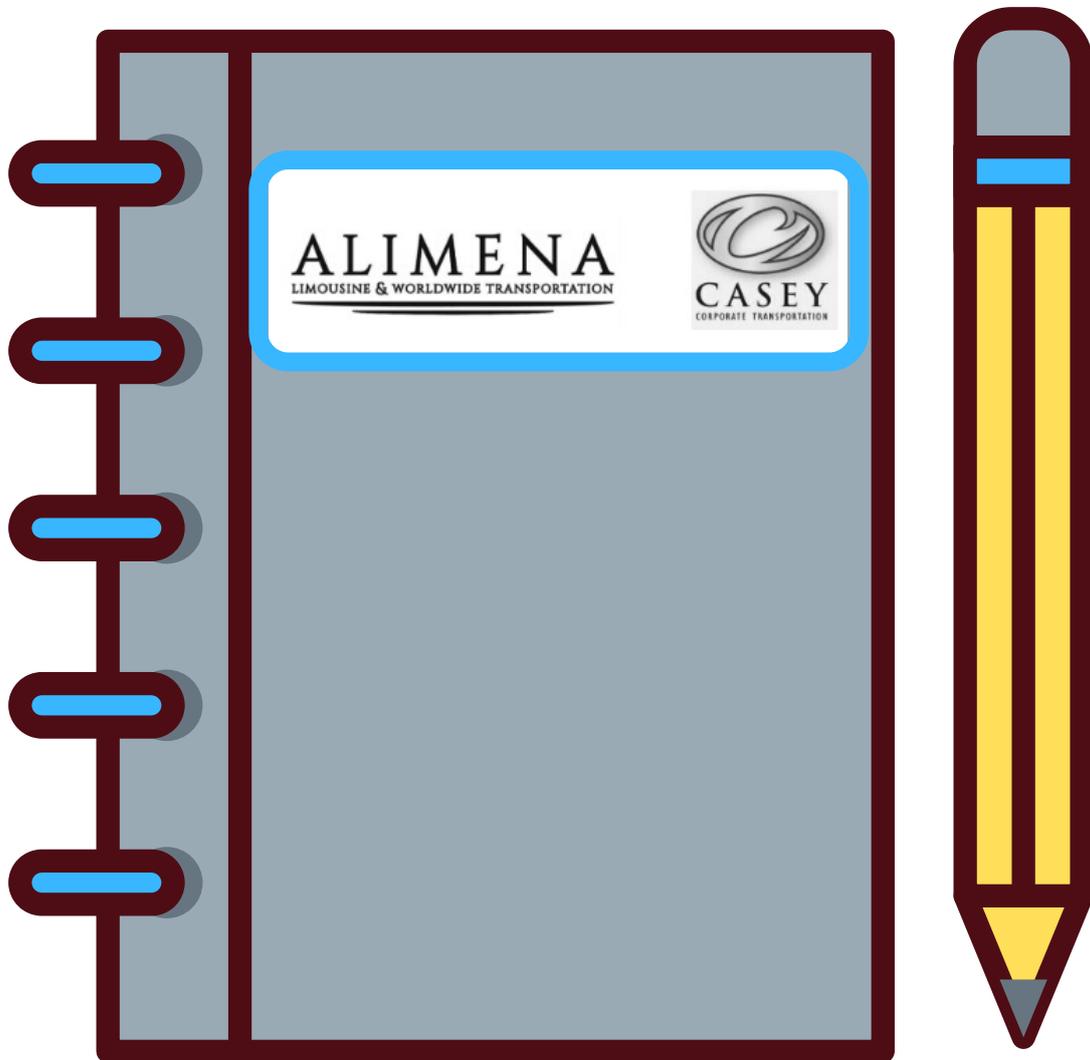


Effective Communication Training

FACILITATOR'S GUIDE



PROGRAM OVERVIEW

OBJECTIVE

This guide will help you prepare to facilitate the instructor led session as part of training for Alimena Worldwide and Casey Transportation. It is expected that facilitators deliver this content in person. This learning series will focus on the communication skills that are proven to be most important for effective customer relations.

The communication skills we will focus on are:

- Non-Verbal
- Active Listening
- Be Friendly
- Empathy
- Respect

TIPS

From time to time you will ask learners to pause and consider how particular concepts are applied to their role. For whole group delivery, these can be modified to serve as topics for discussion, as needed.

PROGRAM OVERVIEW

Time:

~1 hour for each communication skill
(Total of ~5 hours)

About/Objectives:

This unit will ask learners to demonstrate communication skills in different situations. They will then reflect on how each situation and communication skill will mimic a situation they may encounter on the job. Interwoven into these lessons will be foundational information about the company and its mission and values.

By the end of this unit, learners should be able to:

- Identify and describe the five core communication skills
- Adapt their communication to different situations
- Describe why the core communication skills are important to the company mission and values

COURSE MATERIALS



■ **TRAINER NOTES**

Refer to this section for notes on the slide deck presentation and discussion starters.

■ **SLIDE DECK**

The presentation is for whole group use. Each slide should be modified to meet the needs of each group.

■ **LEARNER HANDBOOK**

Each learner will be provided with a single-volume guide. Space is provided for notes and completion of the exercises.

■ **APPENDICES**

The appendices contain suggested activities for each of the five sections of the training. Please refer to the appropriate appendix for relevant activities.



TRAINER NOTES



TRAINER NOTES

Keep the following tips in mind when conducting this and any adult training. You may wish to review these tips and incorporate them into your session planning.

- **Adults learn when it is useful.**

Illustrate ways your training will help participants improve job performance by tying the concepts learned back to their jobs.

- **Adults learn by doing.**

Use the exercises found in this Leader's Guide, or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the PowerPoints, for your participants to take back to their jobs for continued and reinforced learning.

- **Adults learn by solving realistic problems.**

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

- **Adults learn in an informal environment.**

Design your training room to be as informal as possible. Avoid classroom-style seating (arrange learners in groups at round tables, if possible).

Encourage discussion and interaction to make participants feel more comfortable. For questions and discussion topics better addressed at another time, designate a "parking lot" on a board or flip chart. Note questions or discussion topics there. Ensure you have addressed each note by the end of the day.

- **Adults learn by various training methods.**

Vary your training methods. Combine discussions, role-plays, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

- **Trainers learn by follow-up methods.**

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' manager; follow-up surveys or training sessions; three-, six-, and nine month skill-testing sessions; etc., can help you evaluate the information being used on the job site.



TRAINER NOTES

Slide 1

Introduction

Welcome Message.

Introduce yourself. Describe how the course is expected to last approximately 6 hours and that the content is meant for both new and existing Alimena Worldwide/Casey employees.

Slide 2

Go over how participants are meant to participate [i.e. raise their hands] and general etiquette expectations.

Attire- Come dressed in your work uniform each day

Attitude- Have a great attitude. Be prepared and willing to learn. Make contact throughout the training with employees, fellow tenants in our building, clients, etc. You must find out their name and greet them with their title (Mr., Mrs., Ms., Dr., etc.) and their last name. Always use yes sir, no sir, yes ma'am or no ma'am when answering a question. Say something nice to each person you meet each day of training. Maintain good posture.

Attentive- Take notes.

Ask- Ask questions.

Slide 3

Outline any breaks and where they can find the washroom.



TRAINER NOTES

Slide 4

Objectives

Review objectives and take questions.

Slide 5

Ice Breaker

Choose one or more of the activities from Appendix A.

Slide 6

Non Verbal Activities

Choose one or more of the activities from Appendix B.

Discussion:

- Discuss how people can misinterpret nonverbal language that is culturally different from their own. Has this ever happened to you? Describe what took place and your reactions to the incident.
- Do people from your culture show their happiness and sadness openly? What cross-cultural similarities and differences in the area of facial expressiveness have you observed?
- Not all gestures are universal. What gestures do you know of that have the same meaning in more than one culture? What gestures have different meanings across cultures?
- Are there any nonverbal markers that you believe are universally (i.e. across cultural communication) understood?
- When communicating with friends, how close (in proximity) is too close, just right, or too far? How about with acquaintances? Business associates? Strangers? (How) Do you tell people when they are too close or too far?



TRAINER NOTES

Slide 7

Active Listening Activities

Choose one or more of the activities from Appendix C.

Discussion:

- DID YOU KNOW ?
Thoughts move about four times as fast as speech.
- If you are really listening intently, you should feel tired after your speaker has finished. Effective listening is an active rather than a passive activity.
- When you find yourself drifting away during a listening session, change your body position and concentrate on using one of the skills you learned today. Once one of the skills is being used, the other active skills will come into place as well.
- Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."
- After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes to be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."
- How can you "get physically and mentally ready to attend" when making small talk?
b. How can you ensure that you "stay tuned in"?
c. Give an example of three clarifying questions you can ask during a small talk conversation.
- Do you multitask when you listen? Are you offended when a listener multitasks as you speak?
- The semester has just begun and you have a new roommate. The phone rings, and your roommate answers. You can hear that the caller has disturbing news. From what you can make out, someone may have died. Your roommate hangs up, goes over to his/her bed, and lies down. Applying what you have learned about active listening, what might you say and do?



TRAINER NOTES

Slide 8

Be Friendly Activities

Choose one or more of the activities from Appendix D.

Discussion:

- Explain that the purpose of reviewing these communication shutdowns is to emphasize just how detrimental they can be in any situation and particularly in the workplace. Most of these statements represent resistance to change in one way or another. Learning to accept or even embrace change is the opposite of most of these statements.
- Advise participants that if they ever hear themselves saying these types of statements they may need to reexamine their own attitudes and feelings about change. But don't be too tough on yourself for saying these things as most people do have some aversion or resistance to change to some degree. It is only natural. The best thing to do is to be honest with yourself when these communications shutdowns appear in your communications and work through these feelings and resistance to change.



TRAINER NOTES

Slide 9

Empathy Activities

Choose one or more of the activities from Appendix E.

Discussion:

- Empathy Drives Customer Satisfaction And Loyalty
Employee empathy has a direct effect on both customer satisfaction and customer loyalty. And customer satisfaction and loyalty directly translate to greater sales. Look at these statistics: 66% of US consumers spend more when they feel loyal. 55% recommend brands when they feel loyal. The catch is that people don't feel empathy from a company. They feel it from the individual people on the front line. Just one bad experience with one employee can cause them to abandon you for a competitor.
- Discuss some typical customer complaints. Then ask your team if any of them can share a similar situation they've gone through. Ask them to include all of the details that made it difficult or frustrating. This will help everyone better understand customer experiences.



TRAINER NOTES

Slide 10

Respect Activities

Choose one or more of the activities from Appendix F.

Discussion:

- **Empathy Drives Customer Satisfaction And Loyalty**
Employee empathy has a direct effect on both customer satisfaction and customer loyalty. And customer satisfaction and loyalty directly translate to greater sales. Look at these statistics: 66% of US consumers spend more when they feel loyal. 55% recommend brands when they feel loyal. The catch is that people don't feel empathy from a company. They feel it from the individual people on the front line. Just one bad experience with one employee can cause them to abandon you for a competitor.
- Discuss some typical customer complaints. Then ask your team if any of them can share a similar situation they've gone through. Ask them to include all of the details that made it difficult or frustrating. This will help everyone better understand customer experiences.
- Apathy is standing back, not caring, and leaving the person stuck in the quicksand. Sympathy is acknowledging the other person's situation, but not considering it from their point of view, or considering how to help them. A sympathetic response to quicksand is telling the person that you'll help them, then leaping into the quicksand and getting yourself stuck instead.
Empathy is being able to relate to the person's situation and thinking about what could be helpful for them in their position. For the person in quicksand, this means thinking about how to carefully pull them out while keeping yourself safe.



Slide 11

Wrap Up

The Results of Positive Communication

When you begin to recognize how frequently a company communicates with its customers, it is easy to see the importance of communication skills in customer service. The benefits of good communication with customers are numerous, but they may include:

- Leaving them with a positive feeling when interacting with your company, which will make them want to continue doing business with you even after they encounter problems and reduce the likelihood that they will leave you for your competitors.
- Letting them know that you understand the importance of meeting customer needs and are willing to do what it takes to keep them happy, improving customer loyalty.
- Giving them peace of mind that if something goes wrong, you will do whatever it takes to fix it, which may translate to customers being willing to spend more on your product or service.
- Making them comfortable with bringing their problems to your attention, which can help you rectify the issues before they negatively impact other clients or can even result in new innovations.
- Creating a feeling of trust by not only listening to their needs but also by being transparent with your customers about everything that may affect their experience, from pricing information and shipping delays to product recalls and data breaches.
- Associating your brand with positive values such as transparency, honesty and good corporate governance.
- Showing you value your customers and do not take them for granted, which could result in free word-of-mouth marketing when shoppers tell their friends about their experiences.



LEARNER HANDBOOK



LEARNER SELF-ASSESSMENT

Use this self-assessment before training.

Learners will reflect on their growth.

Indicate using a check in the appropriate column whether you agree or disagree with each statement.

		AGREE	DISAGREE
1	I listen to others' ideas even when I don't agree.		
2	I almost always treat others with respect.		
3	I make eye contact during conversations.		
4	I can read body language.		
5	I know what open body posture is.		
6	I know how to paraphrase what someone says to me.		
7	Asking questions can show someone you are listening.		
8	It is important to agree with someone in a conversation.		
9	When someone nods, it means they are listening.		
10	I know the difference between empathy and sympathy.		
11	I try to keep an open mind when someone is talking.		
12	Sharing your personal opinion is important in a conversation.		
13	A respectful listener will always use formal language.		



LEARNER SELF-ASSESSMENT

Use this self-assessment after training.

Learners will reflect on their growth.

Indicate using a check in the appropriate column whether you agree or disagree with each statement.

		AGREE	DISAGREE
1	I listen to others' ideas even when I don't agree.		
2	I almost always treat others with respect.		
3	I make eye contact during conversations.		
4	I can read body language.		
5	I know what open body posture is.		
6	I know how to paraphrase what someone says to me.		
7	Asking questions can show someone you are listening.		
8	It is important to agree with someone in a conversation.		
9	When someone nods, it means they are listening.		
10	I know the difference between empathy and sympathy.		
11	I try to keep an open mind when someone is talking.		
12	Sharing your personal opinion is important in a conversation.		
13	A respectful listener will always use formal language.		



APPENDIX A

Icebreakers



APPENDIX A

Two Truths and a Lie

Duration: 15 minutes

Group Size: Ideal for 10-15. Divide larger groups.

Materials Needed: None

Instructions: Tell the group that each person will introduce him- or herself by stating two truths about their life and one lie. The rest of the participants will guess which statement is the lie.

Example: Hi, I'm Jordan. I accidentally set the lab on fire in high school, I talked to Robert Downey, Jr in an airport coffee shop, and I play three instruments.



Repeating Introductions

Duration: 15 – 20 minutes

Objective: In this activity, each participant shares three things about himself or herself, then repeats three things the other participants have shared previously about themselves. Group Size: At least 4

Materials: Needed: None

Instructions:

1. Introduce the activity as an icebreaker to help participants get to know one another.
2. Explain that each participant is going to be asked to share the following information about himself or herself with the group:
 - Their name
 - Their hobby or favorite pastime
 - Where they would really like to be at the moment
3. Ask for a volunteer to begin this activity, sharing these three things about himself or herself.
4. Next ask another participant to share these same three things about himself or herself and the three things that were shared by the previous participant.
5. Continue this activity with the current participant sharing these three things about himself or herself, then those things shared by each previous participant, until everyone has had a turn. Keep in mind that the list of things that every successive participant must remember will continue to keep growing.



APPENDIX A

Story of Your Name

Duration: 15 – 20 minutes

Objective: Participants are asked to share stories about their names.

Group Size: At least 4

Materials Needed: None

Instructions:

1. Introduce the activity by explaining that its objective is to give participants a chance to get to know one another better.
2. Ask each participant to share with the group any stories, facts, history, background, etc., about his or her names, either first or last.
3. As facilitator, be sure to share the story of your name as well with the group.

Debrief: Comment how everyone has a “story” about their name and its importance in their lives. Comment on how our names identify us in many ways.



Expectations

Duration: 15 – 20 minutes

Objective: Expectations are powerful. Understanding your learner's expectations of the course you're teaching is key to your success. Make sure you know what your learners expect with this ice breaker game.

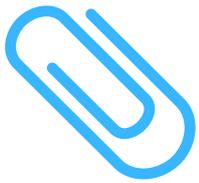
Group Size: Up to 20. Divide larger groups.

Materials Needed: flip chart or white board, markers

Instructions: Write “Expectations” at the top of a flipchart or white board. When it’s time for learners to introduce themselves, explain that expectations are powerful and that understanding them is key to the success of any class. Tell the group that you would like them to: Introduce themselves, Share their expectations of the class, Add a wild prediction of the best possible outcome should their expectations be met. Ask them to be as specific as possible, and encourage silliness or fun if you want.

Example: Hi, my name is Noah, and I’m expecting to learn how to manage a laboratory, and my wildest expectation is that if I knew how to do that, I could be Director of the CDC.

Debrief: State your objectives of the course, review the list of expectations the group made, and explain whether or not, and why, if not, their expectations will or won't be covered in the course.



APPENDIX B

Non-Verbal



Power of Body Language

Duration: 5 minutes

Group Size: Large or small group

Materials Needed: None

Instructions: Tell the participants that you are going to give them a series of instructions and you want them to follow them as fast as they can.

1. State the following actions as you engage in them:
 - Put your hand to your nose.
 - Clap your hands.
 - Stand up.
 - Touch your shoulder.
 - Sit down.
 - Stamp your foot.
 - Cross your arms.
 - Put your hand to your mouth (but while saying this one, put your hand to your nose).
2. Observe how many participants copied what you did instead of what you said.

Share this observation with your group and lead a discussion on how body language can influence our understanding and our reactions. It can reinforce what we hear or it can interfere with the verbal communication we receive. The more aware we are of this possibility, the better communicators we become. It's vital to keep your own body language in mind, just as it's vital to notice and understand others' body language.



Clap and Follow

Duration: 15 minutes

Group Size: at least 3 people

Materials Needed: None

Instructions: Tell your group that this is a game that requires their full concentration.

1. Share these instructions with them:
 - When they hear one clap from the leader (you), tell them this means they should stand up.
 - When they hear two claps from the leader, they should hop once in place.
 - When they hear three claps, they should rub their belly.
 - When they hear four claps, they should do a 360-degree turn on the spot.
 - When they hear five claps, they should pat their head.
2. Begin the activity! Start with one clap, then two claps, and so on until you have given the group each instruction once.
3. Now, mix it up! Switch between the five different instructions and begin to pick up the pace. This is when the eliminations begin.
4. Each time a participant engages in the wrong activity, eliminate them from the game. Continue until there is one clear winner.

If you have a competitive group, you may want to bring a prize to ensure active engagement with the exercise. It will give participants a chance to practice nonverbal communication in a fun context.



Wordless Acting

Duration: 10-15 minutes

Group Size: Large or small group

Materials Needed: None

Instructions:

1. Separate your group into pairs.
2. Assign one participant in each pair to be Partner A and the other to be Partner B.
3. Give each participant a copy of the script (copied below).
4. Instruct Participant A to read his or her lines out loud, but instruct Participant B to communicate his or her lines in a nonverbal way.
5. Provide Participant B with a secret emotional distraction written on a piece of paper (e.g., Participant B is in a rush, is really bored, or is feeling guilty).
6. Have each pair work through the script.
7. After each pair has finished working through the script, have the "A" participants guess what emotion their partner was feeling.

After the activity, guide a discussion on how much information we can pick up from nonverbal communication and how important it is to regulate our bodies and our facial expressions when communicating, even if we're also using verbal communication.



Wordless Acting-Script

This is the script you will give each participant:

A: Have you seen my book? I can't remember where I put it.

B: Which one?

A: The murder mystery. The one you borrowed.

B: Is this it?

A: No. It's the one you borrowed.

B: I did not!

A: Maybe it's under the chair. Can you look?

B: Okay—just give me a minute.

A: How long are you going to be?

B: Geez, why so impatient? I hate when you get bossy.

A: Forget it. I'll find it myself.

B: Wait—I found it!



APPENDIX B

We Have to Move Now!

Duration: 15 minutes

Group Size: 3 or more people

Materials Needed: Strips of paper

Instructions:

1. Cut several strips of paper.
2. On each strip of paper, write down a mood, feeling, or disposition, like guilty, happy, suspicious, paranoid, insulted, or insecure.
3. Fold the strips of paper so you can't see what is written on it and place them in a bowl or jar. These are your prompts.
4. Have each participant take a prompt from the bowl or jar and read the exact same sentence to the class, but with the emotion the prompt specifies.
5. The sentence everybody will read is: "We all need to gather our possessions and move to another building as soon as possible."
6. Have the participants guess the emotion of each reader by writing down what they think the speaker is feeling (or what they are supposed to be feeling).

After each participant has had a chance to read the sentence based on one of the prompts, run through the emotions displayed and see how many each participant guessed correctly. Finally, lead a debriefing discussion on how things like tone and body language can impact the way a message is received.



Stack the Deck

Duration: 15 minutes

Group Size: 3 or more people

Materials Needed: deck of cards, blindfold for each person, space to move around

Instructions:

1. Shuffle the deck of cards and hand one out to each participant.
2. Instruct the participants to keep their cards a secret; no one should see the suit or color of another participant's card.
3. Tell the participants that they will not be allowed to talk at all during this exercise.
4. Instruct your participants to assemble into four groups according to their suit (hearts, clubs, diamonds, spades), but using only nonverbal communication.
5. If you have the time and your participants have the inclination, try blindfolding each participant and giving the same instructions—it makes it much more difficult and more time-consuming!
6. Once participants have all gathered into one of the four groups, have them line up according to their rank (Ace is the lowest, King is the highest); again, they cannot speak or show their cards to anyone during this part of the exercise.
7. The group that lines up in the right order first wins!



Silent Movie

Duration: 15 minutes

Group Size: 10 or more people

Materials Needed: paper and writing utensils

Instructions:

Divide your participants into two groups. For the first half of the activity, one group will be screenwriters and the other group will be actors. In the second half, the two groups will switch roles.

Instruct the screenwriters to write a silent movie, but to keep these things in mind:

- Silent movies tell a story without words. It's important to start the scene with the actor doing an obvious task, like cleaning the house or rowing a boat.
- The scene must be interrupted when a second actor (or several actors) enter the scene, and their arrival should have a big impact. The character(s) could be anyone (or anything), including burglars, salesmen, children, or even animals.
- A physical commotion must occur.
- The problem that is caused by the commotion must be resolved by the end of the scene.

Give the screenwriters time to write out their script, then have the actors perform the script. Once the scene is finished, have the groups switch roles.



APPENDIX C

Active Listening



Listen and Draw

Duration: 10 minutes

Group Size: Large or small group

Materials Needed: Paper and writing utensils

Instructions:

This game is easy to play but not so easy to “win.” It requires participants’ full attention and active listening.

Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time.

For example, you might give them instructions like:

1. Draw a square, measuring 5 inches on each side.
2. Draw a circle within the square, such that it fits exactly in the middle of the square.
3. Intersect 2 lines through the circle, dividing the circle into 4 equal parts.

As the exercise continues, it will get progressively harder; one misstep could mean that every following instruction is misinterpreted or misapplied. Participants will need to listen carefully to ensure their drawing comes out accurately. Once the instructions have all been read, compare drawings and decide who won. For added engagement, decide in advance on what the finished product is supposed to represent (e.g., a spiderweb, a tree).



Stop Listening

Duration: 10 minutes

Group Size: 2 or more people

Materials Needed: Paper and writing utensils

Instructions:

This exercise will show participants the emotional consequences of not listening and—hopefully—encourage them to practice better listening skills.

Split your group into two smaller groups of equal size and take one group outside the room. Tell them that they are instructed to stop listening to their partner after about 30 seconds, and to be open in showing their disinterest. Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic.

Bring the other group back in, put all the participants into pairs, and tell them to get started. Observe the behavior from the listeners and the reactions from the speakers until you're sure each speaker has picked up on what's happening. Stop the conversations at this point and explain the instructions that were given to each group.

Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.



Listener and Talker

Duration: 10 minutes

Group Size: Large or small group

Materials Needed: Paper and writing utensils

Instructions:

This activity is another good activity for showing the importance of active listening and giving participants a chance to practice their skills.

Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker's job is to describe what he or she wants from a vacation without specifying a destination. The listener's job is to listen attentively to what is being said (and what is not being said) and to demonstrate their listening through their behavior.

After a few minutes of active listening, the listener should summarize the three or main criteria the talker is considering when it comes to enjoying their vacation. Finally, the listener should try to sell the talker on a destination for their vacation. After a quick debrief on how well the listener listened, the two should switch roles and try the exercise again.

This exercise gives each participant a chance to practice talking about their wants and needs, as well as an opportunity to engage in active listening and use the knowledge they gained to understand and relate to the speaker.



Memory Test Activity

Duration: 10 minutes

Group Size: Large or small group

Materials Needed: Paper and writing utensils

Instructions:

1. Tell participants that you are going to read them a list of words to test their memory.
2. Instruct them to listen carefully, as they cannot write down any of the words. Tell them you will test them later to see how many of the words they can remember
3. Repeat each of the following words slowly, pausing briefly between each word:

- dream
- sleep
- night
- mattress
- snooze
- sheet
- nod
- tired
- night
- artichoke
- insomnia
- blanket
- night
- alarm
- nap
- snore
- pillow



Memory Test Activity, Cont'd

4. When you finish reading the list of words, distract your participants by talking about something else for at least one full minute.

5. Once you have finished talking, have each participant write down as many words as they can remember from the list.

You (and your participants) will find that it's pretty difficult to remember a list of somewhat-random words, especially when there is a break in time and another discussion in between hearing them and recalling them! Relate this to real-life listening by emphasizing the importance of paying attention to people when they are speaking to you, especially if it's an important conversation.



Just Listen

Duration: 10 minutes

Group Size: 2 or more people

Materials Needed: premade index cards with topics written on them

Instructions:

This activity offers participants a chance to communicate their feelings and provide a recap or rephrasing of another person's feelings on a subject.

To get started, you will need an even number of people to pair off (or prepare to partner with one yourself) and eight index cards per pair. These index cards should have one topic written on each card; try to make sure the topics are interesting but not too controversial, as you don't want listeners to dislike the speakers if they disagree with their viewpoint (e.g., you should probably avoid politics and religion).

Use these instructions to conduct the activity:

1. Have the team members sit down in their pairs.
2. Give each pair eight of the index cards.
3. Instruct one partner to choose a random card and then speak for three minutes on how he or she feels about the topic.
4. Instruct the other partner to stay quiet while the first partner talks, just listening instead of speaking.
5. After the three minutes is up, the listener has one minute to recap what the speaker said (not agree, disagree, or debate, just recap).
6. Have each pair switch roles and repeat the exercise so both partners get a chance to speak and to listen.



Just Listen, Cont'd

After each participant has played both roles, end the activity and guide a discussion with the following questions:

- How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said?
- How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?
- How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?
- How can they use the lessons from this exercise at work?



APPENDIX D

Be Friendly



Communication Shutdowns

Duration: 30 minutes

Group Size: Large or small group

Materials Needed: Paper and writing utensils

Instructions:

1. Introduce the activity as an exercise in communications shutdowns. Explain that a communications shutdown is when someone says something that has the potential for ending any further discussion on the subject.
2. Present Handout to each participant
3. Review these statements with participants by either reading them or having participants take turns reading these statements.
4. Encourage discussion on these communications shutdowns, asking participants to share their experiences and perceptions of these or similar statements.
5. Highlight particular statements that you as the facilitator may have experienced. Share your experience concerning the negative impact these statements can have on further discussion or consideration of an idea or suggestion.
6. Have students work in partners or groups to rewrite the statements so that they have a positive connotation. Share out to the whole group.



Communication Shutdowns Handout

1. Don't be ridiculous.
2. It'll cost too much.
3. That's not my responsibility.
4. We don't have time.
5. We've never done that before.
6. That's not the way we do things around here.
7. If it ain't broke, don't fix it.
8. We're not ready for that.
9. You can't teach an old dog new tricks.
10. It will never sell.
11. We will become the laughing stock of the entire company.
12. We tried that before and it didn't work.
13. It simply can't be done.
14. It's too radical of a change.
15. That will make our current equipment obsolete.
16. It's not really our problem.
17. Let's get back to reality.
18. Let's form a committee to decide.
19. I need to go over the numbers again.
20. It's not in our budget.
21. We have done alright without it all this time.
22. It won't work here.
23. Ok, but if it doesn't work, you will get the blame.
24. I don't personally agree, but if you insist.
25. Are you crazy?





APPENDIX E

Empathy



Guess the Emotion

Duration: 20-30 minutes

Group Size: At least 4 people

Materials Needed: Index cards with emotions

Instructions:

1. Divide the group into two teams.
2. Place on a table (or put in a box) a packet of cards, each of which has a particular emotion typed on it.
3. Have a participant from Group A take the top card from the table and act out (pantomime) the emotion for his/her group. This is to be done in a fixed time limit (such as a minute or two).
4. If the emotion is guessed correctly by Group A, they receive ten points.
5. Now have a participant from Group B act out an emotion; award points as appropriate.
6. Rotate the acting opportunities between the two groups.
7. After 20 to 30 minutes of acting and guessing, call time and announce the winning team based on its point total.



APPENDIX F

Respectful



Rephrasing Exercise

Duration: 30 minutes

Group Size: At least 4 people

Materials Needed: Rephrasing Exercise Handout

Instructions:

1. Distribute Handout A to each participant.
2. Learners will take turns choosing a number and how to read the statement and changing their tone to reflect the portrayal indicated. Other participants will guess which type of statement the learner was portraying.

Debrief: Discuss how the very same statement can take on so many different meanings. The point is that we do need to pay close attention to not only what is being said but how it is being said for this is often where the true meaning of the communication exists



Rephrasing Exercise Handout

We are not going to take a test today

1. Statement indicating surprise
2. Statement of fact
3. Statement indicating that we will be doing something other than taking a test today
4. Statement indicating some other group will be taking a test today
5. Statement indicating we absolutely will not be taking a test today
6. Statement indicating that we will have more than one test today



APPENDIX F

“Oh”

Duration: 15 minutes

Group Size: At least 4 people

Materials Needed: "Oh" Handout

Instructions:

1. Introduce the activity by emphasizing just how important the way we say things is to the meaning that is communicated to others.
2. It has been shown that this dimension of voice inflections comprises approximately 38% of the message received.
3. It becomes obvious that what we say isn't nearly as important as how we say it. However, we don't typically focus on this dimension of communications as much as we should.
4. Too often we are much more concerned about what we are going to say rather than how we are going to deliver the message. However, paying closer attention to how people communicate can provide extremely valuable information about how they really feel.
5. Distribute or present Handout to the participants.
6. Ask for volunteers to take turns saying the word oh with each of the meanings described in the handout.
7. For example, the first person should say the word oh as if he or she was greatly shocked.
8. Continue until all of the suggested meanings have been communicated by participants.



“Oh”

Debrief: Reflect on how differently this same tiny word could be interpreted by the way participants said it each time. Acknowledge that these differences may be very subtle at times, but in these subtleties lies the difference between understanding what someone really means and missing what their message is entirely. It can also mean the difference between a client feeling respected or not.



APPENDIX F

“Oh” Handout

1. Shock
2. Pleasure
3. Questioning
4. Doubt
5. Displeasure
6. Detachment
7. Resentment
8. Anticipation
9. Surprise
10. Meaning the letter in the alphabet between n and p