

COMMUNICATION BREAKDOWN

SAMPLE



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LEADER'S GUIDE

INTRODUCTION

About This Program

Communication is the foundation for everything we do in the workplace. It happens every day, all the time. It follows, then, that communication problems can have a devastating role in undermining our organizational success. And yet, most employees never receive training in the development of their communication skills. Even more importantly, employees aren't provided with the knowledge and skills necessary to help them avoid the frequent communication problems that arise. The GOOD news is that the most common communication potholes in the road can be easily spotted and AVOIDED. This program, *Communication Breakdown*, will identify and prescribe a "fix" for the seven most important communication problems that can derail your organization.

This Leader's Guide is designed to help you conduct a thorough training session on solving communication problems. It offers ideas on how to use this program in different ways, giving your organization flexibility to determine which training format is best for its specific needs. The program is 18 minutes long. On the DVD, there is an option to show the program in scenes. On the DVD, a quiz is available on-screen and in this Leaders Guide, a Pre-Test and a Post-Test are available.

Training Points have been created on the DVD format of this program to provide visual aids when sharing important training material, or reviewing content of the program. Video links are included to provide visual reinforcement of some of the Training Points.

A PowerPoint® presentation, identical to the Training Points content of this program, has been included in both formats for your use. The customizable version is available for you to add specific information for your company. Tips for customizing this presentation are included at the end of this guide. As an alternative, the slide information may be printed or transferred to transparency sheets or a flipchart when used in conjunction with the program.

Illustrated handbooks are also available for use with this program. These handbooks may be given to participants as a helpful note-taking and reference tool. A quiz is available at the end of the handbook.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees. The specifics of how you facilitate the program are up to you.

Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions
- A comfortable arrangement of chairs and tables, preferably in a circular pattern, with an opening for a TV monitor and other visual aids. (Be certain all participants can see the TV monitor and other visual aids)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium and/or a flipchart, from which the trainer/speaker can lead discussion
- The training program *Communication Breakdown*
- TV and VCR or DVD player/computer with projector and remote
- Copies of the class agenda
- A copy of the handbook, paper and pencil for each participant
- A flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint Presentation
- Copies of any worksheets and handouts you plan to use, and the Post-Test and Evaluation.

Preparation

Preparation is the key to effective training. Do these things prior to the session:

Establish Objectives

Determine the training objectives in advance so that you can identify the approach to take for the training session. It is also important to decide what level of understanding is expected from participants upon completion of the training.

Suggested training objectives for this presentation are:

- Explain how perception alters reality
- Match the best communication method with the message
- List the steps to avoiding defensive behavior
- Describe the benefits of sharing information
- Identify the elements of the XYZ method
- Share ways to maintain confidentiality
- Identify the behaviors required to more effectively listen.

Feel free to edit the training objectives to meet the particular needs of your organization. Training objectives should reflect the content of the program.

Determine the Audience

Another aspect to consider in planning this training session is the audience. Tailor your presentation to the skills or experience of the participants. The focus of your discussion and the depth of content presented may vary, depending on whether you are providing an orientation for new employees or a refresher course for experienced employees.

The ideal group size should range between 10 and 20 people. Most of the exercises in this program require that the group break into smaller groups in order to increase participation. When the group is too large, individual attention may be lost.



SAMPLE

Agenda

1-Hour Session Agenda

Introduction	10 minutes
Program & Discussion	40 minutes
Session Summary	5 minutes

2 1/2-Hour Session Agenda

Introduction	5 minutes
Program & Discussion	40 minutes
Exercise on Perception	15 minutes
Exercise on XYZ Method	15 minutes
Exercise on Sensory Modes	20 minutes
Exercise on Listening	20 minutes
Session Summary	5 minutes

Invite Participants

Send out letters or memos to participants or post a notice two weeks in advance of the training date. State the location, date and time, and meeting agenda. Administer the Pre-Test in advance.

Sample Invitation

Date: (Insert date)

To: All Employees

From: Kevin O'Brien, Human Resources Manager

Re: Communication Breakdown Training Session

Try to imagine a world without communication. Nearly impossible, isn't it? If we couldn't talk, write or even gesture, nothing would get done. Communication is the most important skill in life. It is the foundation for everything. In the business world, you have to be able to communicate in order to succeed. Unfortunately, communication breakdowns occur every day in workplaces all over the world. Even though we've been communicating all our lives, few of us are experts at it.

To become better communicators, we need to consciously work at it. The rewards are worth the effort. By improving your communication skills, you'll increase your effectiveness as an employee which increases your likelihood of success in the future. You'll also find that your relationships – at work and at home – improve as well.

Please plan to be at the training session on (insert date), at (insert time). We will be meeting in the main conference room for a one-hour session. If you are unable to attend, please contact me as soon as possible.

During this program you will have an opportunity to identify and prescribe a "fix" for the seven most important communication problems that can derail your efforts at work. These breakdowns are:

- Believing there is one reality
- Choosing the wrong method
- Responding defensively
- Failing to share information
- Failing to be direct
- Breaching confidentiality
- Failing to listen

Agenda:

Introduction	2:00 - 2:10
Program & Discussion	2:10 - 2:50
Session Summary	2:50 - 3:00

Please mark your calendar so you can attend this very important training session.
Thanks!

Presentation Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

Choosing your vocabulary

It's best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you're going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you'll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You'll deliver your message to your note cards instead of your audience.

Controlling the speed and tone of your voice

You'll put your audience to sleep if you speak too slowly, and they won't be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that's about two thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

Sticking to the schedule

Begin class on time and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried you don't know every answer. You can simply say, “Let me find out for you and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let's hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

TRAINING SESSION OVERVIEW

Giving the Pre-Test

It is recommended that you give the Pre-Test prior to the training session. That way you will have an opportunity before the session begins to review participant's answers and get an idea of what they already know. Otherwise, administrate the Pre-Test at the start of the session so you can review participant's responses during a break.

Presentation Outline

Introduce yourself and the training session. Welcome the participants and offer a brief explanation of how the session will be beneficial to both the participants and the organization. Have participants introduce themselves and state the department or area in which they work. Use an “icebreaker” to relax the class. Two are provided in this guide. Use slide 2 to introduce the objectives of the training session:

Use Slide 2 to introduce the objectives of the training session:

- Explain how perception alters reality
- Match the best communication method with the message
- List the steps to avoiding defensive behavior
- Describe the benefits of sharing information
- Identify the elements of the XYZ method
- Share ways to maintain confidentiality
- Identify the behaviors required to more effectively listen.

Be sure participants understand what you expect them to learn and what skills they need to display as a result of this training. Knowing what is expected in advance better prepares the employees and helps them to participate successfully.

Start the program. To avoid unpleasant surprises, it's a good idea to pre-set the volume of your monitor before the training session begins.

DISCUSSION GUIDE

The nine chapters in this program help facilitate discussion. This guide is broken down with a summary of each segment of the program, offering discussion questions for each. The handbook is also a valuable tool for participants to use during the discussion and exercises, and to take back to their workplaces as a handy resource following the program.

Introduction

During the introduction to this program participants are reminded that communication is the foundation for everything, and that most don't do it well. The reality is that poor communication is the primary reason for most business failures. Use slide 3 to review principals of communication. Ask participants:

- Would you agree? Is poor communication the primary reason for business failures, marriage failures or partnership failures?

Believing There is One Reality

The first communication breakdown, “believing there is one reality,” is revealed during this scene. At the end of the scene a multiple choice question is provided for discussion. Once participants have arrived at consensus, select their response. If correct, their selection is affirmed. If incorrect, remediation is offered and participants are asked to try answering again. Slide 4 or page 3 of the handbook may be used in reviewing the information on the brain filtering reality through experience, beliefs, and education and then imprinting a new reality. The video link on slide 4 contains the graphic of the brain and sensory information being processed. Continue the discussion by asking:

- How do your experiences, beliefs and education impact your perception of reality? Who can share an example?
- How can you remain open to considering another person's perception of reality?
- How should you handle not agreeing with another's perspective?
- What is the benefit of examining varying perceptions of the same reality? How can this help improve communication?

Exercises 1, 2 and 3 provide ways to further examine how individual perception varies.

Choosing the Wrong Communication Method

Choosing the wrong method of communicating information can make it difficult for the receiver to process the information, or even accept it. During this scene participants are encouraged to consider the best way to communicate a particular type of information to a specific audience. At the end of the scene three types of information are offered for discussion. Using the questions on pages 5-6 of the handbook or the content of slide 5, encourage participants to arrive at consensus of the best communication method for each piece of information:

- Who needs the information?
- What is the most efficient and effective way of delivering the information?
- Is the information sensitive or complex?
- Is the information confidential?

Once participants have arrived at consensus, select their response. If correct, their selection is affirmed. If incorrect, remediation is offered. Exercise 4 includes more examples for discussion, and slide 6 includes a list of the more common methods of communication in today's workplace.

Ask participants:

- Think of a time when you felt that what was communicated wasn't delivered using the best method. What would have been a better approach?
- Are there certain people for whom you've found one method works better than others? Does anyone have an example they would like to share?

Responding Defensively

During this scene participants learn steps to follow to avoid a defensive response. When emotions flair, it becomes increasingly important to remember that perception is not necessarily intention. At the end of the scene participants are asked to put the following list in order:

- Ask questions
- Listen for objective content without interrupting
- Check your reaction

Follow up this discussion using slide 7 and/or page 8 of the handbook.

Failing to Share Information

The power of knowledge is the focus of this scene. Participants learn that sharing information and knowledge is the true way to create powerful working relationships based on fair, productive communication. At the end of the scene participants are asked to clarify their understanding of this concept by selecting "True" or "False" for each of three statements. If correct, their selection is affirmed. If incorrect, remediation is provided. Continue the discussion using the scenarios on page 9 of the handbook. Slide 8 may be used in review. Ask participants:

- Think of a time when information wasn't shared with you. How did it impact your ability to be productive?
- Does withholding information feel powerful? Why or why not?
- How can we feel empowered by sharing information?

Exercise 4 provides an opportunity to explore this process further. Pages 33-35 of the How-To workbook provide additional content and exercises as well.

Failing to Be Direct

Resolving feelings of conflict and conflict avoidance are the focus of this scene. At the end of the scene a multiple choice question is provided for discussion. Once participants have arrived at consensus, select their response. If correct, their selection is affirmed. If incorrect, remediation is offered and participants are asked to try again. Slide 9 or page 11 of the handbook may be used as you review the use of the XYZ model. Exercise 5 provides an opportunity to practice using the model. During this portion of the program participants also learn the power of non-verbal communication. If you would like to explore this area further with participants, consider using Exercises 6 and 7 as a framework. The use of jargon is also addressed during this scene. Ask participants:

- What jargon do you use in your department or field of work?
- How can you communicate without the jargon you are comfortable with?

Breaching Confidentiality

Every organization struggles with the grapevine from time to time. During this scene participants are reminded of the impact the grapevine can have on working relationships and reputation. At the end of the scene the question “How do you maintain and encourage confidentiality?” is offered for discussion. Slide 12 and page 12 of the handbook provide more information.

Failing to Listen

The final, and perhaps most important, communication breakdown is presented during this scene. Participants are encouraged to listen actively and attentively to understand the speaker. They are discouraged from listening with the primary objective being prepared to respond. At the end of the scene a multiple choice question is provided for discussion. Once participants have arrived at consensus, select their response. If correct, their selection is affirmed. If incorrect, remediation is offered. Slide 13 or page 13 of the handbook may be used to review how to listen for understanding. Exercise 8 provides an opportunity to practice listening for understanding. Ask participants:

- How do you know you're understood?
- At what point is it appropriate to respond?

Summary

This scene provides a review of the seven communication breakdowns. Use the discussion question at the end of the scene “What are the seven communication breakdowns and how do we avoid each?” to conclude the program. Slide 14 shifts the focus to how to avoid these breakdowns in communication. Continue the discussion by asking:

- Were any of the characters in this program difficult for you to understand? Why? (*Interesting note: The actor who plays Edward is an American citizen, but he was born and raised in England. He retains his accent to this day. The actor who plays Marcus has a slight accent from his native Australia.*)
- How would you handle this type of situation at work?

ICEBREAKERS

Icebreaker 1: Let Me Introduce Myself

Time: 10 minutes

Purpose: To illustrate the power of non-verbal communication.

Begin the exercise by introducing yourself non-verbally. Pantomime the activities you enjoy, and point to clothing you are wearing to build a description of yourself. Then, divide the group into pairs. Inform participants that for this exercise, there will be no use of words. The entire exercise must be conducted non-verbally. Participants may use visuals, pictures, signs, and gestures to describe themselves to their partner. After approximately 2 minutes, allow pairs to check introductions by talking about what they understood. Debrief the exercise as a group by asking participants:

- How close did you come to understanding your partner's introduction?
- How well did your partner understand you?
- Which clues were most effective?
- What obstacles did you encounter?

Icebreaker 2: So You Listened, Right?

Time: 5-10 minutes

Purpose: To demonstrate that most people can improve their ability to listen.

Materials: Select a short story from a newspaper or magazine to read to the group, and prepare a list of 10 questions about the story. Have a dollar bill available as a prize.

Instructions: This exercise is most effective without much of an introduction. Read the story you have selected. When finished, show participants your dollar bill, and tell them that the person who gets all the questions you ask correct, wins the money. Because human nature typically demonstrates poor listening skills, odds are no one will get all the questions correct. Debrief by asking:

- You each had an opportunity to hear the story, but when asked, could not recall the details of the story I read. Why not?
- Why don't we listen?
- If I had told you there was a prize, would you have listened more carefully?

EXERCISES

The following exercises are provided for use after the discussion. Refer to the agenda to determine which exercises you have scheduled in your training session. Make sure you stick to the time schedule for each exercise to avoid running out of time at the end of the training session.

Exercise 1: Do You See What I See?

Time: 10 minutes

Materials: PowerPoint Presentation #2

Purpose: To illustrate how our visual perception of reality varies.

Instructions: Ask the following for each of the following images.

Slide 1: How many legs does the elephant have? (This elephant does have 5 legs.)

Slide 2: What do you see, a woman or a saxophone player?

Slide 3: What do you see, two faces or a vase?

Slide 4: What do you see, a duck or a rabbit?

Slide 5: Who do you see, a Native American or an Eskimo?

Slide 6: Which line is longest? (All 3 lines measure the same length.)

EXERCISE 2: When You Say Red, I Think Rose

Time: 15 minutes

Materials: Worksheet 1: When You Say Red, I Think Rose

Purpose: To show participants how our experiences impact our varying perceptions of words.

Instructions: Distribute the worksheet. Ask participants to write the first thing that comes to mind when they read each of the following words. Once completed, ask for responses and share the statistically most common:

- | | |
|----------------|--------------------|
| 1. Blue | sky |
| 2. Water | wet |
| 3. Man | woman |
| 4. Good | bad |
| 5. Information | knowledge |
| 6. Perception | see |
| 7. Emotion | love |
| 8. Work | hard or play |
| 9. Communicate | talk (not listen!) |
| 10. Listen | hear |

EXERCISE 3: Can You Create What I See?

Time: 20 minutes

Materials: Copy of Worksheet 2: Tangram Pieces (use index weight paper) and scissors or a set of purchased Tangram pieces for each participant, Copy of Handout 1: Tangram Images

Purpose: To provide participants an opportunity to create what another person perceives.

Instructions: Pair up participants. Give one participant a set of Tangram pieces and scissors and ask them to cut the pieces apart. Give the other participant in each pair a copy of Handout 1: Tangram Images and ask them to select an image they will be directing their partner to create. They should not show their partner the selected image. Ask participants to sit back-to-back. The “information provider” will have 5 minutes to direct his or her partner, “the information processor” in creating the image. Neither partner should be able to see the work of the other. The “information provider” may not touch the tangram pieces. The “information processor” may ask questions to clarify their understanding. Switch roles, and repeat the exercise. Follow the exercise with the following questions:

- How many of you successfully created the image described?
- How did this exercise parallel the concept of varying perceptions?
- Was there one reality?
- What was challenging about this process?

EXERCISE 4: Choose the Method

Time: 10 minutes

Materials: Slide 6: Communication Methods

Purpose: To provide participants an opportunity to consider the best communication method for typical workplace scenarios.

Instructions: For each of the following scenarios, ask participants to choose the best communication method.

<u>Scenario</u>	<u>Communication Method</u>
Performance appraisal	Scheduled meeting
Department goals that affect the whole team	Email or team meeting
Meeting time and place for a birthday lunch with 10 coworkers	Email
Notifying employees of departure of coworker	Email or meeting
Solving a problem with coworkers at different locations	Conference call
Letting someone know you stopped by	Note or voicemail
Sharing details of a new product	Demonstration
Detailed information requested by coworker	Printed report
Follow-up on details of phone conversation	Email or letter

EXERCISE 5: The XYZ Method

Time: 15 minutes

Materials: Slide 9: The XYZ Method

Instructions: Use the example on page 11 of the handbook to illustrate this exercise. Ask participants to pair up with a person they know fairly well, and ask one of the pair to briefly share a problem, concern or issue. Once the listener understands the issue, the problem holder then tries addressing the concern using the XYZ method. Switch roles, and repeat the exercise. Ask participants:

- How effective do you feel the method would be for addressing your concern?
- How did it feel to hear a concern using the XYZ method?
- Was it easier not to take the feedback personally? Why or why not?

EXERCISE 6: What Does That Mean?

Time: 20 minutes

Materials: PowerPoint Presentation #3

Instructions: For each slide, discuss the meaning of the non-verbal signal. The displays selected for this presentation are universal.

Slide 1: Arms crossed over chest

Shows defensiveness or a negative reaction towards something. Sometimes indicates insecurity with a situation.

Slide 2: Hands on hips

Exhibits presence or dominance. Used to attract attention.

Slide 3: Covering mouth

Occurs when person is lying or hiding certain information, or is overreacting or not convinced of what he/she is saying. Sometimes used to stall or delay a response. If a listener uses this gesture, it may mean distrust or doubt about what is being said.

Slide 4: Tilting head and turning ear toward speaker

Expresses interest in what is being said. Encourages the other person to continue speaking.

Slide 5: Placing object in mouth

Indicates needing more information or reinforcement of what was said.

Slide 6: Stroking chin

A signal to buy time and delay a response. May help concentration.

Slide 7: Putting fingertips together

Searching for points of agreement or shows a willingness to reach an agreement.

Slide 8: Eyes looking up

Indicates the person prefers communicating verbally. Try using words like look, see, picture, view, analyze, examine, focus, sight and observe when communicating with this person.

Slide 9: Eyes looking side-to-side

Indicates the person prefers communicating using the audio channel. Try using words like listen, hear, tell, say, speak and sounds when communicating with this person.

Slide 10: Eyes looking down to the right

Indicates the person prefers communicating kinesthetically. Try using words like feel, grasp, get (in touch, a grip, it), seize, embrace and handle when communicating with this person.

EXERCISE 7: Communicate by Senses

Time: 15 minutes

Materials: Worksheet 3: Communicate by Senses

Purpose: To provide participants an opportunity to consider other ways of saying something when their sensory mode doesn't work.

Instructions: Each of us tends to communicate in one or two sensory modes - audio, visual or kinesthetic. Sometimes in order to be understood, we need to shift the sensory words we use to another mode. For this exercise, ask participants to shift the statement to another sensory mode. Examples are provided below for discussion.

1. We just don't see eye-to-eye. (Visual)
 - a. I don't get the feeling we understand each other. (Kinesthetic)
 - b. We don't hear the same thing. (Audio)
2. I need to get my hands on that report! (Kinesthetic)
 - a. Can I see a copy of that report? (Visual)
 - b. Have you heard who has the report? (Audio)
3. That doesn't sound familiar to me. (Audio)
 - a. I don't have a grasp of that concept. (Kinesthetic)
 - b. I don't see what you are saying! (Visual)
4. Could you clarify that please? (Visual)
 - a. Could you explain that please? (Audio)
 - b. Could you help me get a handle on that please? (Kinesthetic)
5. Am I hearing you right? (Audio)
 - a. Did I get the picture? (Visual)
 - b. Did I grasp what you intended? (Kinesthetic)
6. Can we all embrace these goals? (Kinesthetic)
 - a. Can we all agree to focus on these goals? (Visual)
 - b. Do these goals sound like something we can support? (Audio)

EXERCISE 8: Are You Listening?

Time: 20 minutes

Materials: None

Purpose: To provide participants an opportunity to practice listening for understanding.

Instructions: Ask participants to pair up with a person they know fairly well, and one of the pair share a problem, concern or issue for 3 minutes. The listener then shares with the speaker what they understood. Switch roles, and repeat the exercise. Ask participants:

- Did you feel listened to?
- What listening noises did your partner use?
- What non-verbals did your partner exhibit? Did they help you feel comfortable sharing your problem, or did they get in the way?
- Was it difficult to “turn-off” your internal dialogue?
- Were you able to pick up on any “emotions” attached to the message? What were the signs?
- Was your partner able to show understanding without focusing on a response or solution? How, or how not?

SESSION SUMMARY

Summarize

One summarizing technique is to review the course objectives with the class. Another technique is to ask each participant to summarize what was learned from the training session. Ask the participants if they have any final questions.

Administer the Post-Test

Prior to the program, decide which tool to use for assessment. On the DVD, an on-screen quiz is available. A Pre-Test and a Post-Test have been included in this Leader's Guide. The handbook includes an easy to score quiz. These assessments are excellent tools for determining how much each participant learned during the session.

Post-Test Answer Key

The following are the answers to the crossword puzzle.

Across

- Two people getting something different from the same thing (Perception)
- Knowledge, confidence or news (Information)
- Human perception alters this (Reality)
- The way most of what we communicate is expressed (Body language)
- An obstacle to effective communication (Defensiveness)

Down

- What can lay a foundation of understanding upon which to build a mutually respectful relationship? (Effective communication)
- An underrated, undervalued and underutilized communication skill (Listening)
- Paying attention to things that interest us (Selectivity)
- Passing on personal information (Gossiping)
- A method of communication (Dialogue)
- Contemplated (Intended)
- A model of addressing sensitive topics (XYZ)
- Organ that acts like a filter (Brain)
- A common listening noise (Uh huh)

Evaluation

Distribute the evaluation form to each participant when he or she has finished answering the questions on the Post-Test. When each class member turns in the evaluation form, thank him or her for attending and contributing to the session.



WORKSHEETS

Worksheet 1: When You Say Red, I Say Rose

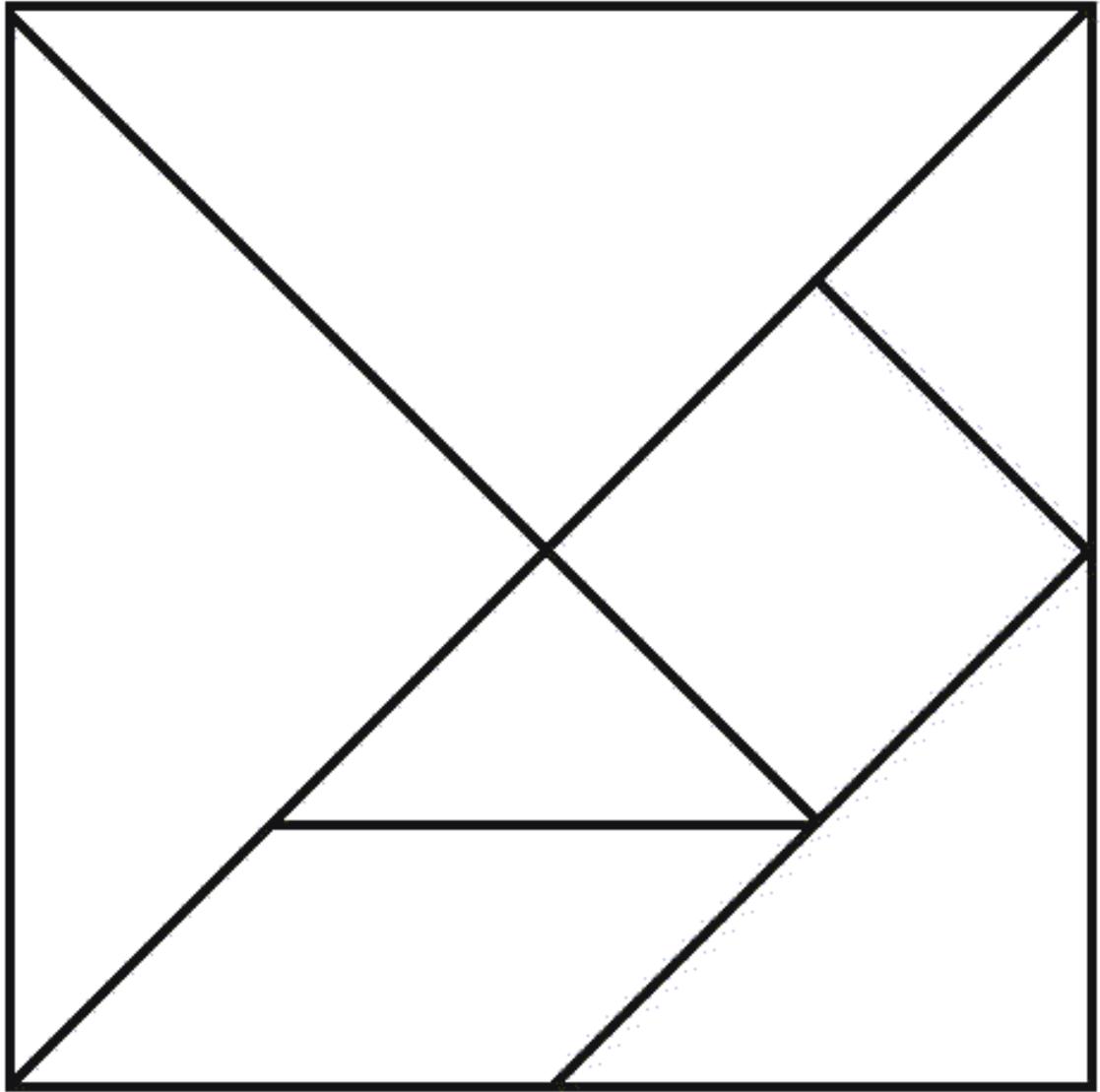
Instructions: Write the first thing that comes to mind when you read each of the following words.

- 1. Blue _____
- 2. Water _____
- 3. Man _____
- 4. Good _____
- 5. Information _____
- 6. Perception _____
- 7. Emotion _____
- 8. Work _____
- 9. Communicate _____
- 10. Listen _____

SAMPLE

Worksheet 2: Tangram Pieces

Instructions: Carefully cut these seven pieces apart. You will be using them to create the image your partner has selected.





Worksheet 3: Communicate by Senses

Instructions: Each of us tends to communicate in one or two sensory modes - audio, visual or kinesthetic. Sometimes in order to be understood, we need to shift the sensory words we use to another mode. For this exercise, shift the statement to another sensory mode.

1. We just don't see eye-to-eye. (Visual)

2. I need to get my hands on that report! (Kinesthetic)

3. That doesn't sound familiar to me. (Audio)

4. Could you clarify that please? (Visual)

5. Am I hearing you right? (Audio)

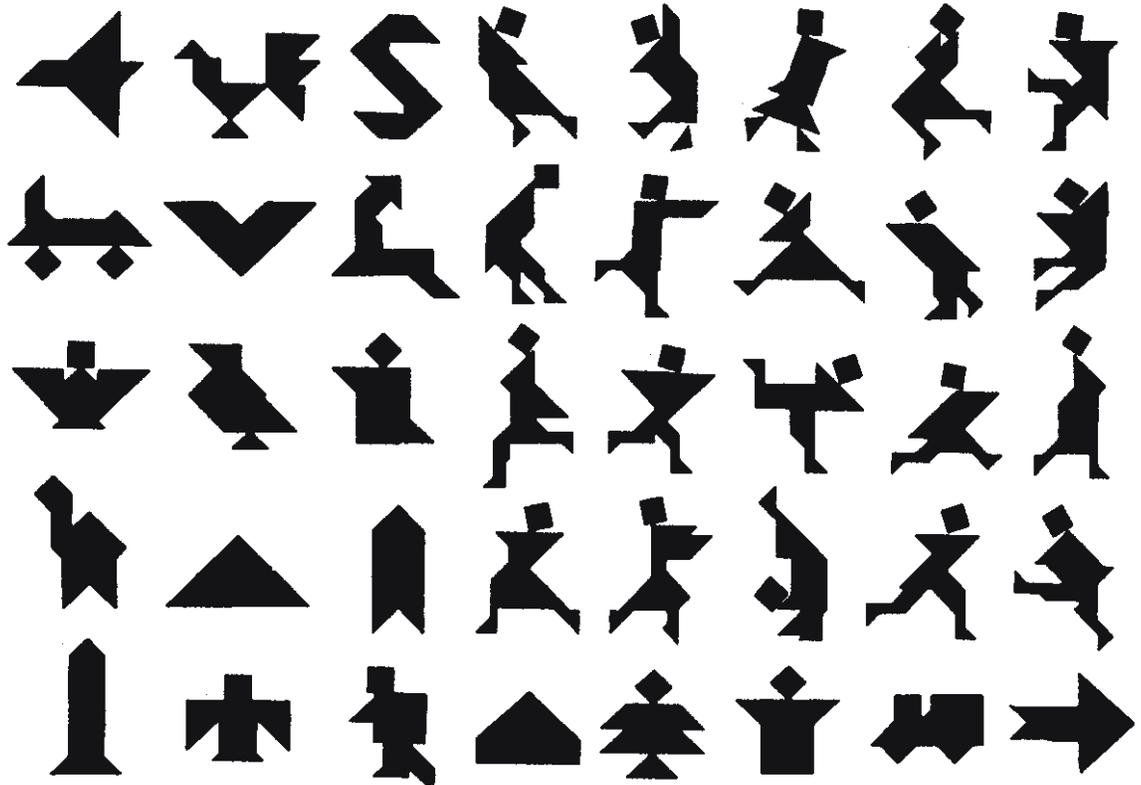
6. Can we all embrace these goals? (Kinesthetic)



HANDOUTS

Handout 1: Tangram Images

Instructions: Select one of the following images. Help your partner create the image you have selected by providing specific step by step instructions. Do not allow your partner to see the image you have selected. They must use all 7 pieces to create their image.





PRE-TEST

Please read each question carefully and write your answer in the space provided below it. Your answers will help us adapt the Communication Breakdown program to best meet the needs of your group.

1. What is the most important communication skill and why?

2. How do you prefer to communicate with your peers?

3. When you hear something that affects you emotionally at work, what do you do?

4. **True or False** Shared knowledge is power.

5. When news in the grapevine comes to you, what do you do?

SAMPLE

POST-TEST PUZZLE

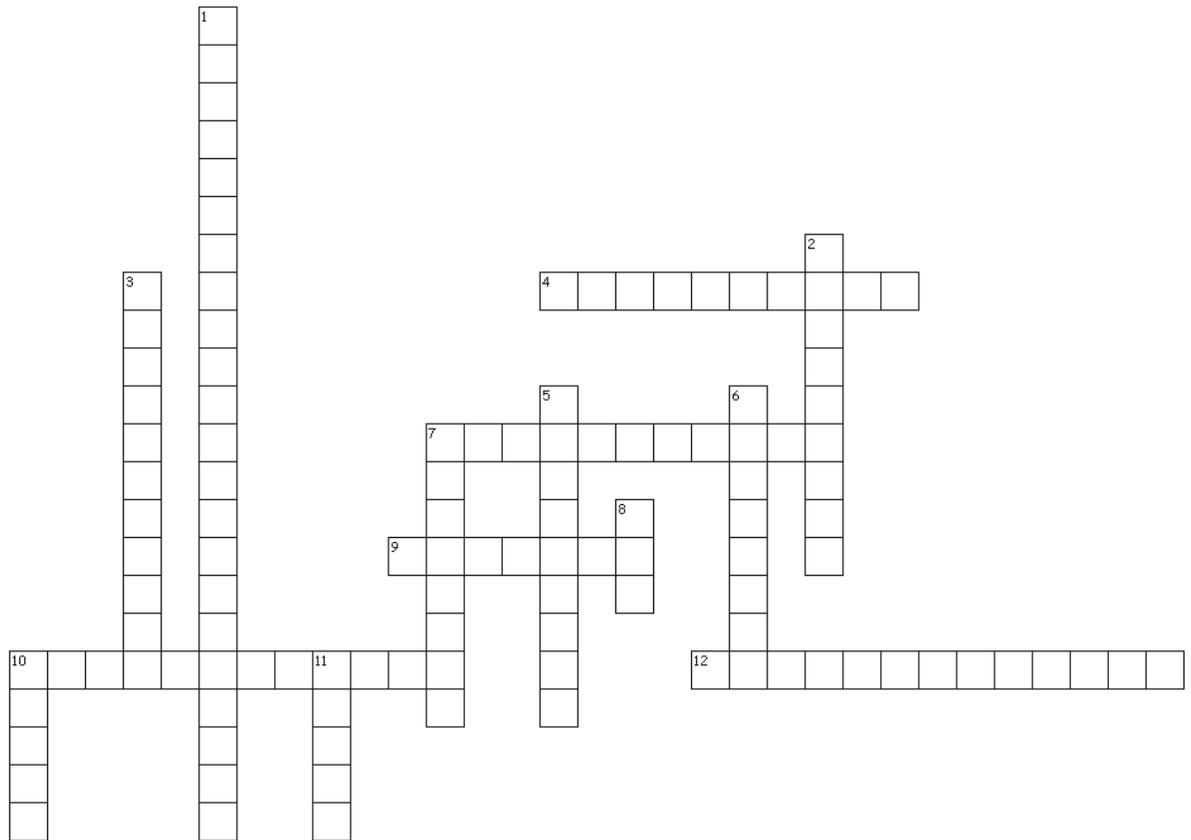
Please read each clue carefully and write your answer in the space provided in the puzzle.

Across

- 4. Two people getting something different from the same thing
- 7. Knowledge, confidence or news
- 9. Human perception alters this
- 10. The way most of what we communicate is expressed (2 words)
- 12. An obstacle to effective communication

Down

- 1. What can lay a foundation of understanding upon which to build a mutually respectful relationship? (2 words)
- 2. An underrated, undervalued and underutilized communication skill
- 3. Paying attention to things that interest us
- 5. Passing on personal information
- 6. A method of communication
- 7. Contemplated
- 8. A model of addressing sensitive topics
- 10. Organ that acts like a filter
- 11. A common listening noise (2 words)



COURSE EVALUATION

Your input is **IMPORTANT** in helping us evaluate and improve our training programs. Thank you for taking time to think about and respond to the following questions.

Course: _____ Date: _____ Facilitator: _____

About the Course

1. Were the objectives of the course clearly stated? YES NO
2. How well were the objectives met by the course?
Were not met 1 2 3 4 5 Were met very well
3. How applicable will this training be to your job?
 - Almost none of the material will be applicable to my job.
 - Some will be applicable, but some was confusing or irrelevant.
 - Absolutely applicable! I look forward to seeing results soon!
4. Was the information presented in a logical and understandable order?
 - Didn't seem logical at all.
 - Some was, some wasn't.
 - Yes, all of it seemed logical and understandable.
5. How useful were the discussions and the exercise(s) in helping you learn the information?
 - Not useful at all Somewhat useful Very useful
6. To what extent did this training meet your expectations?
 - DID NOT meet my expectations MET expectations
 - EXCEEDED expectations
7. What would you add or change to improve this course? _____

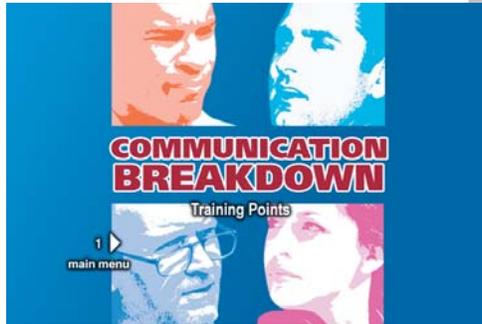
About the Facilitator

8. Was the facilitator positive and professional? Very much so Could improve
9. How well was the facilitator prepared and able to explain the information?
NOT well prepared 1 2 3 4 5 VERY well prepared
10. Did the facilitator create an atmosphere that encouraged questions and learning?
 - Yes No – Facilitator should have: _____
11. Did the facilitator explain the material in ways that made it applicable to your job?
 - Very much so Sometimes Almost none was connected to my job
12. Your comments on the facilitator: _____

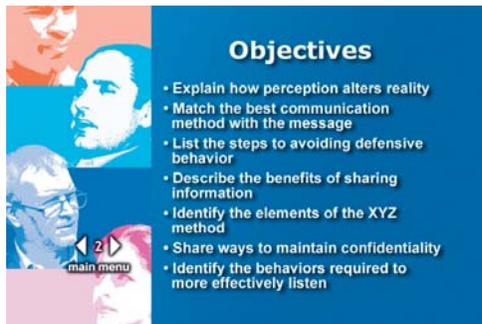


TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE

Follow the program with a discussion using the Training Point or PowerPoint® presentation to support your discussion.



Title Slide



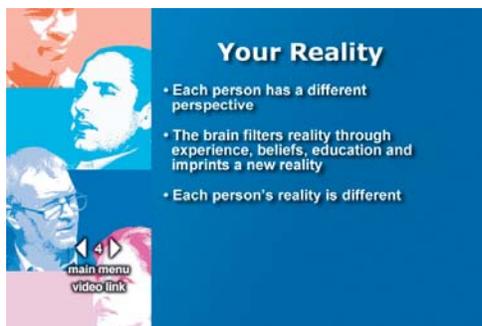
Slide 2 – Objectives

Use this slide to review your objectives for this program. Be sure to ask participants if they have any additional objectives they would like to have addressed.



Slide 3 – Communication

Communication is the most important life skill, and this slide lists the key points made during the program regarding communication.



Slide 4 – Your Reality

Each individual's perception creates a new reality. Use this slide to clarify the idea that the brain filters a reality based on stored experiences, beliefs and education...thereby creating a new reality.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED

Communication Methods

- Match the form of communication with the person
- Consider the best form for the message
- Pay attention to what works best

◀ 5 ▶
main menu

Slide 5 – Communication Methods

Use this slide to review selecting the best method for each situation. Ask:

- Who needs the information?
- What is the most efficient and effective way of delivering the information?
- Is the information sensitive or complex?
- Is the information confidential?

Communication Methods

Audio	Visual	Kinesthetic
Phone call	Email	Scheduled meeting
Voicemail	Note	Drop by visit
Conference call	Printed report	Demonstration

◀ 6 ▶
main menu

Slide 6 – Communication Methods

There are many methods of communication, each benefiting certain situations and communication styles. The methods are divided by communication style on this slide.

Avoid Defensiveness

- Stop and check your reaction
- Listen objectively
- Ask questions
- Try not to interrupt
- Get all the information
- Remember perception is not necessarily the intention

◀ 7 ▶
main menu

Slide 7

– Avoid Defensiveness

Defensive behavior and passive aggressiveness impede effective communication. Use this slide to review how to avoid defensive behavior.

Share Information

- Shared knowledge is power
- Sharing information fosters trust
- Share what you know to avoid frustration of others

◀ 8 ▶
main menu

Slide 8 – Share Information

This slide may be used to discuss the power created by sharing information with those who need to know it.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED

Slide 9 – XYZ Method

The XYZ method of communication provides a model for addressing a problem or concern in a constructive manner.

Slide 10 – The Message

60% of our communication is represented by our body language. This slide may be used to review these statistics.

Slide 11 – Jargon

Every industry and every position within that industry uses jargon. Too often this jargon gets in the way of effective communication. Use this slide to encourage participants to consider the jargon they use.

Slide 12 – Maintain Confidentiality

Most companies struggle with misinformation or confidential information traveling the grapevine. Use this slide to address this common dilemma.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Listen

- Set aside internal dialogue
- Focus on the other person
- Be aware of tone of voice and body language
- Seek understanding of feelings, emotions and words
- Make listening noises
- Check your interpretation of the message

Slide 13 – Listen

Tips for focusing on listening to understand the message are provided on this slide.



Summary

- Each person perceives a situation based on his reality
- Choose the best communication method
- Respond objectively, not defensively
- Share information that affects the work of others
- Be honest and professional in your communications
- Don't share confidential information
- Listen to fully understand what is being communicated

Slide 14 – Summary

Use this slide to review how to avoid a breakdown in communication.

CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal DVD and CD products are customizable when used on a computer loaded with Microsoft PowerPoint® software. (Note: In the following instructions, “click” implies a click with your left mouse button. If a “right” click is necessary, it will be so indicated.) Microsoft PowerPoint® has many features. The following steps will help you customize our presentations quickly.

To customize a presentation:

If the “Customizable Version” icon is displayed on the landing screen, click on this option. If this option is not available, click on the PowerPoint® presentation to open it.

Save this presentation to another location, such as your hard drive or a folder on the network. You will make your customizations on the saved version.

To add, copy, hide or remove a slide, or to change the order of the slides in the presentation:

Click on “View” on the menu bar.

Click on “Slide Sorter” from the “View” menu. Or, under the “Normal” view, you may use the “Outline” on the left side of the screen.

To add a slide, place your cursor in front of the slide where you want to add a slide. Click on “Insert” on the menu bar. Then, click on “New Slide” on the “Insert” menu. Or, click on the “New Slide” tool on the tool bar. Choose a slide format to fit your desired content, and follow the prompts given.

Sometimes it’s easier to copy a slide, and then change the content of the slide than to create a new one. To copy a slide, click on the original slide. Click on “Edit” on the menu bar, and choose “Duplicate.” A new copy will be created to the right of the original slide. Or, click on “Edit” on your menu bar, and choose “Copy.”

You may then “Paste” the slide wherever you want it to appear.

To hide a slide from your presentation, but to keep it for future use, right click on the slide you wish to hide, and choose “Hide Slide” from the menu. Or, click on the “Hide Slide” tool on the tool bar.

To remove a slide from the presentation, click on the slide you want to remove. Click on “Edit” on the menu bar. Then, click on “Delete Slide” on the “Edit” menu. Or, click on the slide, and press the “Delete” key on your keyboard.

To change the order of the slides in the presentation, click on the slide to be moved and while holding the mouse button depressed, drag the slide to its new location. Release your mouse button to place the slide.

If you wish to change or remove the animation effect as you move from slide to slide:

Double click on the slide you want to change the animated transition on.

Double click on the text box of the slide. A border and white handles appear around the text box.

Click on “Slide Show” on the menu bar. Then, click on “Preset Animation.” To turn off the effect, choose “Off.” If you wish to change the effect, there are many options to consider.

To edit content of any slide:

Double click on the slide you want to change.

Double click on the text box of the slide. A border and white handles appear around the text. Type the desired changes.

Remember to save any changes made to your presentation!