

COMMUNICATION SKILLS FOR EMERGING LEADERS



INSTRUCTOR GUIDE
8-HOUR COURSE

HRDQ[®]

COMMUNICATION SKILLS FOR EMERGING LEADERS

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Instructional Design and Learning Philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter 1: Defining communication



Levels of meaning

15



The communication process

15



Levels of communication

15

Chapter 2: Communication filters



Identifying filters

10



Age

10



Race and ethnicity

15



Gender

15

Course timing

Chapter 3: Personality types

Type of Activity	Segment	Time
	Benefits of using the MBTI™	5
	Administer assessment (self-scorable)	30
	Interpretation and validation	55
	Type distribution	5
	Team type	15
	The need for opposites	10

Chapter 4: Building rapport

	The ways humans connect	10
	Paraphrasing statements	10
	Encouragement	10
	Non-verbal and subtext messages	10

Course timing

Chapter 5: Who are you talking to?

Type of Activity	Segment	Time
	Communicating with your customers	10
	Communicating with your manager	20
	Communicating with your team	10
	Reinforcing feedback	5
	Corrective feedback	10

Chapter 6: Writing business documents

	What should you include?	5
	What action do you want readers to take?	5
	Putting pen to paper	5
	Use the active voice	5
	Don't let writer's block bog you down	10

Chapter 7: Electronic communication

Type of Activity	Segment	Time
	E-writing	10
	Netiquette	10
	The shape of e-mail	10
	Best uses of voicemail	5

Chapter 8: Avoiding unnecessary conflict

	Misunderstanding or disagreement	5
	Sources of conflict	10
	Preventing conflict	10
	Handling conflict	10
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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Identify strengths and shortcomings of your communication skills.
- ◇ Determine various levels of meaning and identify the subtleties of communication.
- ◇ Assess the impact of various communication filters.
- ◇ Monitor interpersonal interactions based on personality preferences.
- ◇ Successfully build rapport with a wide variety of individuals.
- ◇ Communicate effectively with coworkers, customers, teams, and managers.
- ◇ Prepare effective and appropriate business documents.
- ◇ Establish protocol for electronic communication.
- ◇ Prevent unnecessary conflict and rectify conflict that does occur.

Course objectives

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Course objectives

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Chapter One



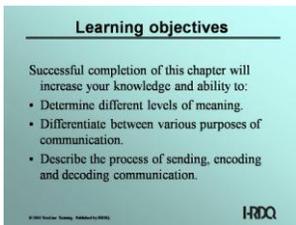
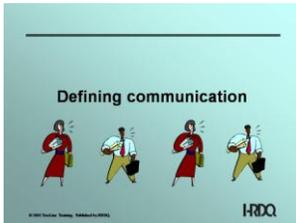
DEFINING COMMUNICATION

Chapter one: Defining communication

Learning objectives

Successful completion of this chapter will increase your knowledge and ability to:

- ◇ Determine different levels of meaning
- ◇ Differentiate between various purposes of communication
- ◇ Describe the process of sending, encoding, and decoding communication



Levels of meaning

It is not unusual to hear people say, "We have a communication problem here." This chapter provides techniques to analyze and improve your own communication. We communicate in many ways including: with our words, voice inflection, tone, eyes and body language. These are levels of communication called *subtext*.

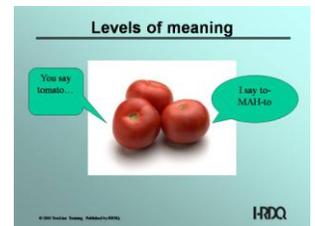
If I speak and you do not understand, is it communication?

My definition of communication is:

What are the main components of communication?

What is the purpose of communication?

Begin a general discussion about why participants are in this class, what they expect, successes and challenges of communication for them. Ask them to write their answers to the questions on this page. Then, discuss these questions and answers.



There needs to be mutual understanding of the message by both the sender and the receiver for it to be communication.

Definition of communication: A shared understanding of meanings.

The main components of communication are: speaker, receiver, filter, message, feedback, and background noise.

Typical answers for the purpose of communication include: to link, form communicate, socialize, hold thoughts in common, generate social exchange, sustain life, develop relationships, facilitate tasks, jobs, families, and knowledge.

Discuss the many purposes and modes of communication and that it isn't just words.

Communication purposes

- To better understand
- Work out ideas
- Establish rapport
- Show competence
- Establish status
- Give instructions
- Silence
- Express appreciation
- Make a request
- Discuss impact
- Share information



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Note also communication through silence. Ask, "Is silence communication?" Yes, silence is a powerful communication tool and can have multiple meanings.

Silence can have many meanings. For instance, it can mean that a person needs some time to think about their response, that they are stalling, that they are ignoring you or they believe that no response is required of them.

Levels of meaning

Frequency of communication purposes

Place a checkmark in the appropriate square below to designate how often you use communication for the following purposes.

Communication purpose	Times per week			
	1	2	3	More
To better understand someone				
Work out an idea				
Establish rapport				
Establish my status				
Show my competence				
Be silent with someone				
Share information				
Give instructions				
Express appreciation				
Make a request				
Discuss the impact someone else has on me				

Levels of meaning

Frequency of communication purposes

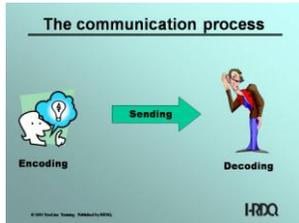
You will use the following information later in the class to develop your communication plan. Answer each of the questions in the space provided.

My coworkers would say that I frequently use communication to:

My manager would say I frequently use communication to:

Tell participants to spend time considering all the ways they communicate with each party identified here before writing out their answers.

A sample flow chart of the communication process can be found in the Appendix.



As with any process, many things can go awry.

Activity — Have participants work in small groups to draw a communication model in flow chart format. They should include the following components: sender, message, receiver, internal filters, external filters (hindrances to understanding another person), and background interference.

Write each filter item (be specific) on a sticky note and incorporate them into the flow chart.

Facilitate a discussion, asking, "What part of the model represents encoding?" "What part represents decoding?"

Debrief by explaining that the sender is the principal encoder and the receiver is the principal decoder. Model in-person how communication uses this encoding and decoding process, and cycles through thousands of times in a few seconds, with facial expressions, dress, gestures, smells, vocal characteristics, etc.

The communication process

Encoding, decoding and sending

The communication process has three simple steps.

1. Encoding — a message is put together
2. Sending — the message is sent out
3. Decoding — the listener receives the message

Communication model flow chart

"Most of the time we don't communicate, we just take turns talking."
Anonymous

Levels of communication

Communication is accomplished on different levels, sometimes called text and subtext. The obvious meaning of the words makes up the text: "Step in here."

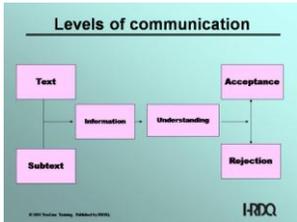
The subtext is the underlying part of the message that makes you wonder if you're in trouble, going to get a reward, or should hide. What are examples of text and subtext you either use or have heard?

Explain the difference between text and subtext. Provide some examples: "What have you done all day?" Ask what different meanings this question could have.

Text	Subtext
Example: "What have you done today?"	Are you wasting time? List what you have done. I don't trust you.

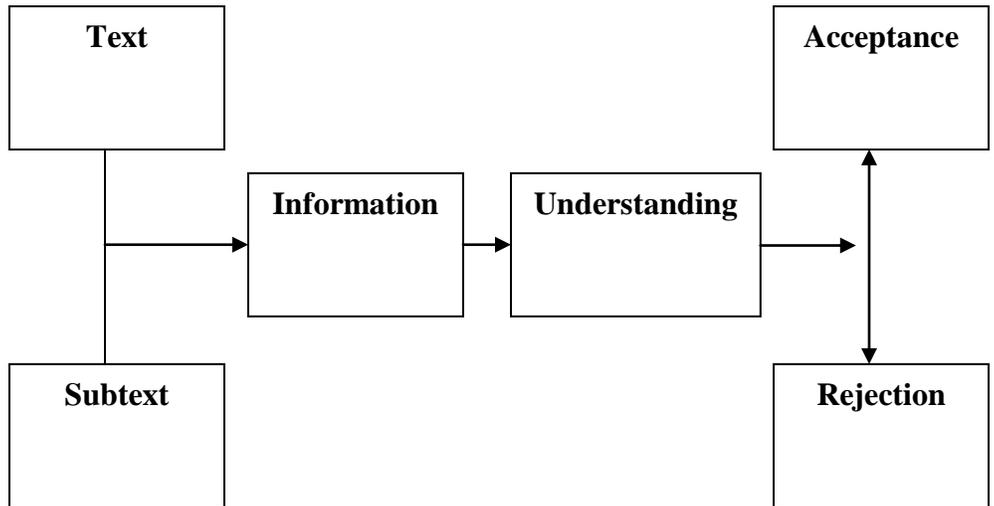
Levels of communication

Communication is multi-dimensional; it has levels as well as range. The range goes from information through understanding to acceptance or rejection.



The text is information similar to the thinking aspect of a message. Frequently the subtext is supplied by non-verbal communication. Feelings or emotional content is usually communicated in the subtext. Threats, appreciation, joking, patience, and eagerness may all be communicated through non-verbal subtext. Sometimes the subtext of a statement is misread because of the listener's underlying assumptions about the speaker of the message.

According to research on how the brain works, brain damaged individuals who still test high on IQ assessments, are unable to make good decisions and work well with others because the feeling functions of the brain have been damaged. Even for "logical" decisions, both thinking and feeling functions must be utilized [Damasio].



Levels of communication

Write two ways to determine if your message has been understood:

List two ways to determine if you understand another's message?

Define "understanding" as accurately encoding and decoding to reflect the intention and content of an idea.

Possible answers: watch the listener's behavior, ask the listener to summarize the message.

To determine if you understand another's message: check for understanding by paraphrasing or watch the other's behavior (for instance, do they comply with a request).