

# ***THE ART OF EFFECTIVE COMMUNICATION***



**INSTRUCTOR GUIDE**

**2 DAY COURSE**

**HRDQ<sup>®</sup>**

***THE ART OF EFFECTIVE COMMUNICATION***

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Phone: (800) 633-4533  
Fax: (800) 633-3683  
Web: [www.HRDQ.com](http://www.HRDQ.com)

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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

Type of Activity	Segment	Time
	Different levels of meaning	35
	Encoding, decoding and sending	35

### Chapter 2: Personality assessment

Type of Activity	Segment	Time
	Personality assessment	20
	Characteristics of each preference	20
	Application of personality preferences	20

### Chapter 3: Communication styles

Type of Activity	Segment	Time
	Modalities	25
	Communication preferences	15
	Personal communication	10



Reading



Written  
Exercise






Facilitate







Group  
Activity

## Course timing (cont.)

### Chapter 4: Communication filters

Type of Activity	Segment	Time
	Defining filters	10
	Age	40
	Race and ethnicity	20
	Culture	20
	Gender	55

### Chapter 5: Internal dialogue

Type of Activity	Segment	Time
	The dialogue	20
	Assumptions	35
	Values	20
	Undiscussable topics	30



Reading



Written Exercise







Facilitate








Group Activity

## Course timing (cont.)

### Chapter 6: Positional authority

Type of Activity	Segment	Time
	Organizational constructs	25
	Communication framework	10
	Positional power	10
	Credibility	30

### Chapter 7: Building rapport

Type of Activity	Segment	Time
	The ways humans connect	5
	Active listening	20
	Paraphrasing statements	20
	Encouragement	20
	Nonverbal and subtext messages	15



Reading



Written  
Exercise



Facilitate



Group  
Activity

## Course timing (cont.)



Reading



Written Exercise



Facilitate



Group Activity

### Chapter 8: Avoiding unnecessary conflict

Type of Activity	Segment	Time
	Misunderstandings and disagreements	10
	Sources of conflict	20
	Methods for handling conflict	30
	Methods for preventing conflict	20
	Mitigating threatening language and ideas	15





### Chapter 9: Conflict communication styles

Type of Activity	Segment	Time
	Defensiveness and provocation in communication	15
	Using humor and quick comments	15
	Being assertive, not aggressive	20
	Making feelings explicit in communication	20





## Course timing (cont.)

### Chapter 10: The message

Type of Activity	Segment	Time
	Creating messages	30
	Quick quality message creation	15
	Common e-mail symbols	5
	Personal communication preferences	35

### Chapter 11: Personal communication action plan

Type of Activity	Segment	Time
	Notes	N/A
	Action plan	30-60



Reading



Written  
Exercise



Facilitate



Group  
Activity

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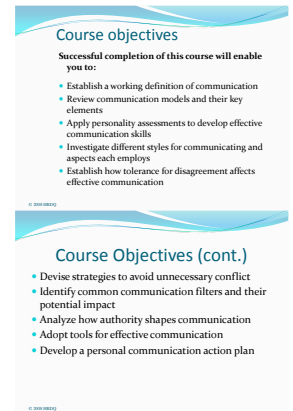
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# Course objectives

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

- Establish a working definition of communication
- Review communication models and their key elements
- Apply personality assessments to develop effective communication skills
- Investigate different styles for communicating and aspects each employs
- Establish how tolerance for disagreement affects effective communication
- Devise strategies to avoid unnecessary conflict
- Identify common communication filters and their potential impact
- Analyze how authority shapes communication
- Adopt tools for effective communication
- Develop a personal communication action plan

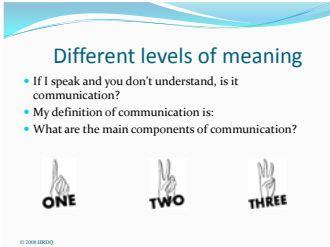




# ChapterOne



## *DEFINING COMMUNICATION*



Begin a general discussion about why people are here, what they expect and successes and challenges of communication for them. Ask them to write their thoughts and then discuss the questions on this page.

Definition of communication: Shared understanding or meeting of meanings.

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

Ask the group to share as appropriate. Typical answers include: To link, form, communicate, socialize, hold thoughts in common, generate social exchange, sustain life, develop relationships, facilitate tasks, jobs, families, and knowledge.

## Different levels of communication

It is not unusual to hear people in companies say, "We have a communication problem here." This program will provide methods and information to analyze and improve your own communication and help you help others. We communicate in many ways: with our words, tone, eyes, and bodies to name a few. These are levels of communication called subtext.

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

My definition of communication is:

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What are the main components of communication?

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What is the purpose of communication?

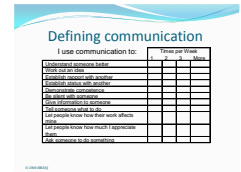
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**Exercise**

Instructions: Mark the appropriate square to designate how often you use communication for the following purposes. I use communication to:



	Times per week			
	1	2	3	More
Understand someone better				
Work out an idea				
Establish rapport with another				
Establish status with another				
Demonstrate competence				
Be silent with someone				
Give information to someone				
Tell someone what to do				
Let people know how their work affects mine				
Let people know how much I appreciate them				
Ask someone to do something				

Depending on the time allowance, assign this as an individual or a group project. Discussion length will vary. For a three-day course, allow more time, and use this exercise as a group diagnostic to focus on program emphasis. Participants can read, complete or discuss as appropriate. Instructor should collect "issues" to address, if not done throughout the class. 1 ½ hours have been budgeted for day three, but time could be used throughout course as needed.

Depending on the time allowance, assign this as an individual or a group project. Discussion length will vary. For a three-day course, allow more time and use this exercise as a group diagnostic to focus on program emphasis. Participants can read, complete or discuss as appropriate. Instructor should collect "issues" to address, if not done throughout the class. 1 ½ hours have been budgeted for day three, but time could be used throughout as needed.

The following information will be used in your communication plan, which you will develop during the last segment.

My peers (team) would say I frequently use communication to:

---

---

---

My supervisor/leader/manager would say I frequently use communication to:

---

---

---

My partner would say I frequently use communication to:

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---

---

# Encoding, decoding and sending

Communication is comprised of three simple steps. Someone puts a message together (encoding), sends it out (sending), and a listener receives it (decoding). As with much of technology, a lot can go awry.

## Exercise

Instructions: In a small group, draw a communication model by developing a flow chart. Include the following components:

- Sender
- The message
- The receiver
- Internal and external filters (what are the hindrances to understanding another person?)
- Background interference

Write each filter item (be specific) on a sticky note, and build the communication model on a flip chart. If other participants list the same or similar elements, place them together. What part of our model represents encoding (putting the message together), and what part represents decoding (understanding it)? An example is at the end of this chapter.

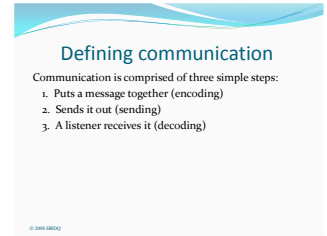
*"Most of the time we don't communicate, we just take turns talking."*

Anonymous

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 receive a reward, or should hide. What are examples of text and subtext you either use or have heard?

Text: \_\_\_\_\_

Subtext: \_\_\_\_\_



Leave the notes on the wall, and reference them throughout the workshop. Coach participation to expand the numbers and the types of filters. Participants will see that sender is the principal encoder and receiver is the principal decoder. Model how in any face-to-face communication this encoding and decoding process cycles through thousands of times in a few seconds when facial expressions, dress, gestures, smells, vocal characteristics, verbiage and context are considered. This model is depicted a couple of pages following. Honor the unique contributions of all of the groups, but stretch them to form a thoughtful model.


Use some examples such as: "what have you done all day?" That can be said with many different tones and meanings.

The text is information similar to the thinking aspect of a message. Frequently, the subtext is supplied by nonverbal 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 or the message.

**Defining communication**

Communication is accomplished on different levels:

- The obvious meaning of the words makes up the text.
- 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.




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Define "understanding" as accurately encoded and decoded to reflect the intention and the content of an idea (or similar definition).

Answer: Watch the listener's behavior, then ask the listener to summarize the message.

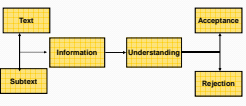
**Subtext**

- Where feelings or emotional content is usually communicated.
- Can communicate threats, appreciation, joking, patience and eagerness.
- May be misread because of listener's underlying assumptions about the speaker or the message.



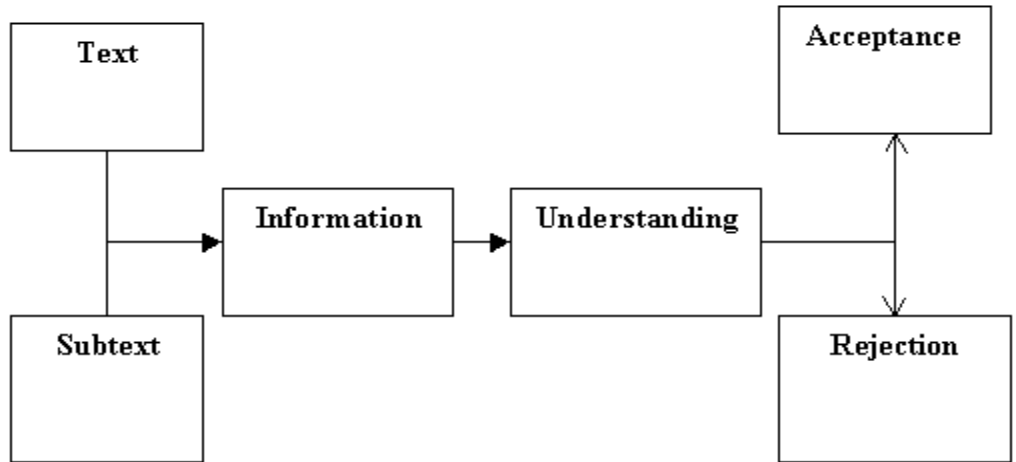
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**Defining communication**



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



According to the most recent 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].

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

---



---

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

---



---

Something I want to remember about the communication flow chart is:

---



---



---

### Sample Communication Model

Encode Message			
Age	Ethnicity/Race	Culture	Gender
Internal Dialogue, Assumptions, Values, Beliefs			
Position in Organization, Authority, Knowledge, Power			
Rapport, Active Listening, Encouragement			
Personality Preference			
Communication Modality, Style			



Message Delivery			
What I know about you			
Clear	Organized	Of Interest to You	Specific
Technology			
E-mail	Phone	In person	Letter



Decode Message			
Definitions			
Age	Ethnicity/Race	Culture	Gender
Internal Dialogue, Assumptions, Values, Beliefs			
Position in Organization, Authority, Knowledge, Power			
Rapport, Active Listening, Encouragement			
Personality Preference			
Probing Questions			
Credibility of Speaker			
Premature Evaluation			
Conflict, Disagreement, Misunderstanding			
Understanding			

