

Session plan

0	<p><i>Preparations:</i></p> <ul style="list-style-type: none"> • Arrange room: seating in U-shape, name cards, OHP etc • Certificates • Name pyramids • 20 objects • Check tool kit 		name cards
Day 1 - 0900			
1	<p>Introductions-1</p> <ul style="list-style-type: none"> • Provide overview of the programme • List objectives • Ask participants to introduce themselves. Each member introduces self stating: <ul style="list-style-type: none"> Name Professional statement Personal statement Link of communication with object • Allow time for participants to write their name cards 	45 min	OHS 20 objects
1000 hrs Tea Break – 15 min			
2	<p>Change through training: Old lady – Young lady</p> <ul style="list-style-type: none"> ▪ Split group into two ▪ Show individual picture of old & young lady to group 1 & 2 respectively. ▪ Show combined picture, allow time to discuss ▪ Summarise how mind perceives and trains to react. (Townsends Brain) 	15 min	Additional handout OHS
3	<p>The need for training</p> <ul style="list-style-type: none"> ▪ Question participants on the need for training on communication and list key points ▪ Define communication 	10 min	Flip chart OHS
4	<p><i>Introduction-2</i></p> <ul style="list-style-type: none"> ▪ Refer to programme development cycle again to link up with previous sessions and highlight Step 8 (<i>Conduct Training + related feedback & corrective actions</i>) as the moment where communication skills become important. ▪ Stress that 2 communication techniques is enough for anyone ▪ Explain working methods used during the subsequent sessions 	10 min	OHS
5	<p>Exercise: <i>self assessment - 1</i></p> <ul style="list-style-type: none"> ▪ To improve communication skills, one has to know oneself first. ▪ Refer to self-assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity. ▪ Do not collect results ▪ Make inventory of “good presenter”. Make sure that clear talking & writing are on the list ▪ Tape results on the wall for frequent reference. 	35 min	OHS Handout Flip charts
6	<p><i>Guided exercises (round 1)</i></p> <ul style="list-style-type: none"> ▪ Invite first presenter for 05-10 minutes presentation: volunteers first ▪ Ask presenter for +/- response, rephrase as tips ▪ Ask audience for +/- response, rephrase as tips ▪ Add (some of) your own tips, be kind for the first volunteers ▪ Tape review notes on the wall 	30 min	OHS Flip chart
7	<p>Guided exercises (round 2)</p> <ul style="list-style-type: none"> • Repeat above with 2nd volunteer 	30 min	Flip chart

Day 1

1230 hrs Lunch Break – 60 min

8	Icebreaker: Buzz	20 min	Flip chart
9	Main (6) elements of presentation skills • Explain <i>preparations, objectives, story line, questions</i>	25 min	OHS
10	Exercise: • Cover <i>use of visual aids</i> through open inventories in 4 groups. • Ask one person from each group to make the presentation. These are also presentations! (# 3, 4, 5 & 6)	60 min	OHS
1515 hrs Tea Break – 15 min			
11	Main (6) elements of presentation skills • Summarize tips on visual aids. Agree on actual use right now.	10 min	OHS
12	Guided exercises (round 3) • Repeat above with more volunteer/s (# 7 & 8)	40 min	Flip chart
13	Main (6) elements of presentation skills • Explain <i>personal style</i> with funny impersonations. • Recap, refer to checklist in handout • Tips on the walls and in handouts are to be applied • Lecturing has serious limitations	15 min	OHS OHS
14	Review (as time allows) ▪ Recorded presentations to be analysed	60 min	VCR-TV

Day 2- 0900

1	Icebreaker - Volley ball	20 min.	
2	Exercise: self assessment <ul style="list-style-type: none"> ▪ Once again to improve discussion skills, one has to know oneself first. ▪ Refer to self assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity. ▪ Do not collect results ▪ Make inventory of "good discussion leader" ▪ Tape results on the wall for frequent reference. 	40 min	OHS Handout Flip charts
1000 hrs Tea Break – 15 min			
3	Introduction <ul style="list-style-type: none"> ▪ Give overview of <i>inventory</i> discussion styles ▪ Compare with situation in meetings ▪ Explain applications of <i>inventory method</i>. Refer to self-assessments as examples. 	05 min	OHS
4	Guided exercises (round 1) <ul style="list-style-type: none"> ▪ Ask one participant to do the inventory ▪ Review: personal, group, yourself (# 9) 	20 min	OHS Flip chart
5	Guided exercises (round 2) <ul style="list-style-type: none"> ▪ Apply in groups for <i>paper clip</i> ▪ Ask participant to do the inventory ▪ Review: personal, group, yourself (# 10) 	60 min	OHS Flip chart
6	Tips <ul style="list-style-type: none"> ▪ Explain inventory method 	15 min	OHS
7	Guided exercises (round 3) <ul style="list-style-type: none"> ▪ Ask one more participant to do the inventory ▪ Review: personal, group, yourself (# 11) 	20 min	OHS Flip chart
8	More tips Explain " E "	05 min	OHS
1230 hrs Lunch Break – 60 min			
<i>Focused questioning</i>			
9	Introduction <ul style="list-style-type: none"> • Explain applications of <i>focused questioning</i> method. • Do game on open & closed questions 	20 min	OHS
10	Guided exercises (round 1) <ul style="list-style-type: none"> • Ask participant to try a session (20 min) • Review: personal, group, yourself (# 12) 	25 min	OHS Flip chart
11	Game: Human and robots <ul style="list-style-type: none"> • Ask participants to choose a lively topic • Distribute headgear to selected robots and humans • Explain the rules of the game • Allow 20 min. discussion time • Ask audience for +/- response, rephrase as tips • Tape review notes on the wall 	30 min.	Headgear Ohs Flip chart
12	Guided exercises (round 2) <ul style="list-style-type: none"> • Ask participant to try a session (20 min) • Review: personal, group, yourself (# 13) 	25 min	OHS Flip chart
13	More tips Explain focused questioning in detail	05 min	OHS

1515 hrs Tea Break – 15 min

Day 2- 1530

16	Game: The Titanic experience - consensus	60 min	OHS
15	Assignment ▪ Announce the homework Exercise: Text analyses	05 min	
17	Review (as time allows) ▪ Recorded presentations to be analysed	60 min	VCR-TV

Day 3 – 0900

1.	Introduction on subject of written communication	5 min	
2.	Exercise: <ul style="list-style-type: none"> Ask the members what written communication means to them, Positive versus negatives of written communication, What they think constitutes written communication, What they feel they need to learn about written communication. Write all answers on flip-chart and hang up in the course room 	25 min	Flip chart
3.	Exercise: <ul style="list-style-type: none"> Divided the group in four groups and give each group 10 headlines. From these 10 headlines they need to pick the worst and the best headline. After that each group explains why they picked the ones they did. 	45 min	Handout of headlines
4.	TEABREAK 1015 hrs	15 min	
5.	Interactive session on theory of: <ul style="list-style-type: none"> Types of written communication Function of written communication How to start Four stages of written communication Report writing Letter writing E-mail writing 	45 min	OHS
6.	Exercise: Text analyses <ul style="list-style-type: none"> Divide the group in 3 teams and give all teams a text to read. Each team needs to make an outline for a report based upon the text 	15 min 60 min	Three hand outs of the same text
7.	LUNCH 12:30 hrs	60 min	
8.	Exercise: Text analyses <ul style="list-style-type: none"> Each team makes a short presentation on the reasons why they have made the outline as it is. Discussion on difficulties encountered and questions 	15 min 30 min	Three hand outs of the same text
9.	Creativity test	45 min	Additional handout
10.	TEABREAK	15 min	15:00
11.	Interactive session on theory of: <ul style="list-style-type: none"> Creativity in writing Design 	15 min	OHS
12.	Exercise: Letters and e-mails <ul style="list-style-type: none"> Divide the group in four teams Give each team three letters and two e-mails and let them discuss the good and bad points in these letters. Each group suggests improvements on the bad points and tells why the good points are good. Each group gives a presentation on their findings and suggestions 	60 min	Copies of letters
13.	Interactive session on tips for written communication	15 min	OHS
14.	Summarising the day and giving handouts	15 min	Copies of Style Guide
15.	OPTIONAL Game: Make an advertisement for the other group which includes a cartoon <ul style="list-style-type: none"> All three groups make an advertisement for another department and include a cartoon. All three groups explain their advertisement. 	30 min	Hand outs of flip chart paper and black markers

Day 4 - 0900

	<p>Conclusions</p> <ul style="list-style-type: none"> ▪ Linking up with your observations, explain personal improvement plan ▪ Tips on the walls and in handouts are to be applied ▪ Last questions and discussion, if time allows 	15 min	New handout & OHS Handout
	<p>Exercise: <i>Finale for everything learned</i></p> <ul style="list-style-type: none"> ▪ Explain proceedings ▪ Note titles ▪ Appoint course manager 	15 min	& OHS
	<p>Exercise: <i>Finale for everything learned- preparations</i></p> <ul style="list-style-type: none"> ▪ Withdraw from the scene if you appointed a course manager 	180 min	
1230 hrs Lunch Break – 60 min			
	<p>Exercise: <i>Finale for everything learned - the show</i></p> <ul style="list-style-type: none"> ▪ Keep note of main mistakes & outstanding performances during the resulting mini course ▪ Summarise you observations after a break 	90 min	
1500 hrs Tea Break – 15 min			
	<p>Evaluation: <i>Formal & questionnaire based</i></p> <ul style="list-style-type: none"> • Explain purpose of training evaluation • Explain evaluation form • Remain standby for questions, but do not read results in front of others. 	45 min	OHS Handout
	<ul style="list-style-type: none"> • Last questions and discussion, if time allows • Farewell • Get your materials and tools together. Collect evaluation forms, trainer profiles and attendance list. Return properties of the host (equipment etc.). Leave a clean venue behind. 		New handout & OHS Handout

5 Overhead sheets

Communication Skills

*Good morning
and
welcome to you all*

Why are we here?

Our programme for the next four days

Day 1	Presentation skills
Day 2	Discussion techniques
Day 3	Written communication
Day 4	YOUR SHOW

Our style

- Informal
- Fun & games
- Use us as examples
- Learning by doing

Our objectives:

After the next sessions you will be able to:

1. deliver focused presentations / lectures
2. facilitate lively group discussions
3. produce effective written material
4. know your strong & weaker communication skills
& take corrective actions.

***Your personal improvement
depends on your active
participation***

How are you & who are you ?

- Your name ?
- Your professional specialization ?
- Your personal specifications ?
- Explain your matching symbol

(insert old lady + young lady)

combined + seperate

Communication ?

Action

bridge the gap / clarify

ideas, feelings

Communication techniques

Our focus – only three

1. Presentations / lectures

2. Discussions

3. Written

Working method

- No theory
- Lots of exercises
- Copy behaviour
- Everybody active
- No personal records or ranking
- Privacy
- Strict time management
- Video reviews

Self assessment - 1

How do you communicate right now
?

What are your strong & weaker
points ?

Presentation skills - exercise

- Prepare
- Present (10-15 minutes)
- Review
- Next

Let's play 'the Buzz game'

Main elements of presentation skills

1. Preparation
2. Clear objectives
3. Story line
4. Dealing with questions
5. Use of visual aids
6. Personal style, habits

Presentations skills (1)

preparation

- Reserve 4-10 x session time
- Know your audience, don't assume
- What is the context of your session?
- Re-produce materials and handouts.
Simplify language.
- Rehearse your show with critical test audience

Presentation skills (2)

relevant objectives

- Define the need
- Familiarize with current issues
- Use active verbs: what do you want the audience to do during and after your presentation ?

Presentation skills (3) *structure / story line*

Head / start

- Indicate topic context, link up with previous sessions
- State your objective
- Define your role: who are you?
- Summarize the contents
- Indicate time limits
- How will you deal with questions?
- Make an interesting start

Body

- Limited number of messages / topics
- Use good examples
- Don't use complex tables & drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarize often

Tail / rounding off

- Repeat the topic, give a one line key advice
- Link-up with next session / s

Presentation skills (4)

questions

Recognise type of question:

- More information ?
- Your opinion ?
- Confrontation ?
- Multiple questions ?

Your response:

- Never interrupt, **LISTEN** carefully
- Remain polite
- Simplify, reword for everybody to hear
- If you do not know the answer: say so !
- Ask the audience
- Ask counter questions: “What do you mean?”
“Could you be more specific?”
- Park for later
- Be short & clear
- Control time

Presentation skills (5) *visual tools*

Group 1

List equipment on the market and note advantages & limitations

Group 2

Prepare guidelines for flip-charts

Group 3

Prepare operation guidelines for overhead projectors

Group 4

Prepare guidelines for production of overhead sheets

- Choose presenter
- Take 20 minutes
- Organise findings
- Present in 10 minutes

(More) tips on visuals

- Readability: size, printed, lower case
- Hand-written is good enough
- Use key words, short sentences
- One topic per frame
- Not more than 3 information levels
- If the sheet is full: reorganise / split
- Re-make drawings, charts, graphs **do not copy from books**
- Prepared series: logical, fixed and numbered
- Face the audience, not the screen
- Be consistent with what you say
- Use masters for handouts
- Practice
- Check equipment & space, assume the worst.
Bring your own equipment
- Use sheets as presentation guide

Presentation skills - exercise

- Prepare
- Present (10-15 minutes)
- Review
- Next

Main elements of presentation skills

1. Preparation
2. Clear objectives

3. Rigid structure
4. Dealing with questions
5. Use of visuals
6. **Personal style, habits**

Make & use your personal checklist

See handout

Limitations of lecturing

- Mainly for concepts and knowledge
- Little feedback on impact
- Creates passive audience
- Ignores audience experience
- Counter productive if not done well

Review

Analyze performance: your own / others as
yourself

Self assessment – 2

What are your present stronger and weaker points as a facilitator?

Discussions in groups

- 1 *Open inventory of facts, ideas, opinions***
 - Any outcome is acceptable
 - Often no need to prepare on topic

- 2 *Focused questioning towards pre-defined outcome (information, concepts)***
 - Only your outcome is acceptable
 - Preparation required

Applications of open discussions - 'inventories'

- Raise interest for a topic
- As general wake-up call
- To clarify and use participants' experience

Open discussions 'inventories'

- exercise

- Prepare
- Facilitate (10-15 minutes)
- Review
- Next (*paper clip*)

Tips for open inventories

- Note the topic
- Facilitate, do not lead or judge responses
- Stand up, move around
- Note key words & organise information
- Involve all participants
- Pause for answers
- Keep the pace, don't discuss

When you loose control (poor reaction)

- Summarise findings
- Reformulate the topic
- Provoke with questions

When you loose control (over-reaction)

- Make a break
- Reduce opinions: split in smaller groups

Open discussions 'inventories' - exercise

- Prepare
- Facilitate (10-15 minutes)

- Review
- Next “ E ”

Applications of discussions – ‘focused questioning’

- Get participants involved (again)
- For facts, opinions, concepts
- Good alternative for a (boring) lecture
- To make participants feel important
- To get consensus on difficult issues

Discussions – ‘focused questioning’

Questions, categories

- Open
- Closed

Apply in game

Discussions ‘focused questioning’- exercise

- Prepare
- Facilitate (10-15 minutes)
- Review

How to kill group discussions: humans and robots

- Humans talk, robots follow instructions
- Robots do not contribute to the discussions
- Robots face reprimand in case of violation

How does it feel to be a robot ?

Discussions ‘focused questioning’- exercise

- Prepare
- Facilitate (10-15 minutes)
- Review

Tips discussions ‘focused questioning’ - 1

At the start

- Note the issue or topic
- Give short introduction
- Set time limits

When you do it

- Use open and closed questions
- Steer/manipulate unnoticed
- Note useful key words, organise information
- Summarise and add as appropriate

Tips discussions ‘focused questioning’ - 2

In case of poor reaction

- Summarise findings & conclusions
- Reformulate the issue
- Provoke with questions

In case of over reaction

- Make a break
- Split in smaller groups

'Focused questioning' building difficult consensus-3

Preparation & start

- Master your topic, know all pros and cons
- Define negotiation margins. some compromises for yourself
- Keep your real objective hidden
- Note the issue in neutral terms
- Sit with the group, keep lower profile
- Give short and neutral introduction
- Set time limits before you start

'Focused questioning' building difficult consensus-4

During the discussion:

- Use open and closed questions
- Save some arguments for later
- Compromise when possible
- Avoid impression of manipulation
- Note useful key words/arguments
- Spot your supporters & use them
- Summarise often, with acceptable jumps to conclusions

Exercise: difficult consensus - 3

The Titanic experience

- Rank your survival kit (1 to 15) > 10 min.
- Do others have better ideas? > 15 min.
- Decide on your final list > 5 min.
- Count good and \pm 1 scores in your final list
- Find out if you are going to survive

Review

Analyze performance: your own / others as
yourself

WRITTEN COMMUNICATION

WRITTEN COMMUNICATION – TYPES

- REPORTS
- LETTERS
- E-MAILS
- PRESENTATIONS
- WEB-SITES
- ADVERTISEMENTS

WHAT IS THE FUNCTION OF WRITTEN COMMUNICATION

TO TRANSFER INFORMATION

- ACCURATELY
- TIMELY
- EFFICIENTLY

HOW TO START ANY WRITING EXERCISE?

DO NOT START TOO EARLY

CLARITY OF THOUGHT IS REQUIRED FOR
CLARITY OF WRITING

STAGES FOR WRITTEN COMMUNICATION

Stage 1. Preparation

Stage 2. Writing

Stage 3. Revision

Stage 4. Follow Up

STAGE 1. PREPARATION - THE 7 STEPS METHOD

1. Evaluate the writing task
2. Analyse the subject
3. Mark off the subject
4. Make a temporary writing plan
5. Plan and allocate tasks
6. Collect data
7. Make a final writing plan

1. EVALUATE THE WRITING TASK

What is the purpose?

Information, gaining support, ob
revolt, offering help, promotion

Who is the target audience?

Internal / external, one person /
uneducated, known / unknown,

Why is it needed?

Information on general events /
background information, supply
giving guidance, as agenda

Where will it be presented?

During directors meeting, at tra

Can I do it?

Access to information, knowled
authorization, equipment, funds

2. ANALYSE THE SUBJECT

- Who?
- What?
- Where?
- Why?

- How?
- How much?
- About what?
- What is the purpose?
- What are the consequences?
- What are the conditions required?

3 MARK OFF THE SUBJECT

PURPOSE DETERMINES
DEMARCATIION.

4. MAKE A TEMPORARY WRITING PLAN

DECIDE HOW THE WRITTEN
COMMUNICATION SHOULD LOOK LIKE.

For example:

- Introduction
- Back ground information
- Advantages versus disadvantages
- Advice

5. PLAN AND ALLOCATE TASKS

- What is the deadline?
- Where do I get data?
- How do I get data?
- What do I need to get data?
- When do I go to get data?
- When do I write?
- Where do I write?
- Can I get any assistance?
- What do they? Where? When? What does it cost?

6. COLLECT DATA

- Organise collected data according to temporary writing plan
- Divide collected data in facts, assumptions and opinions
- Register data source and date of publishing

7. MAKE A FINAL WRITING PLAN

STAGE 2. WRITING

- INTRODUCTION
- MAIN SECTION
- CONCLUSION

STAGE 3. REVISION

- Examine the draft report on consistency
- Read and examine the text in detail
- Get it proof read by an outsider
- Revise the report if necessary

STAGE 4. FOLLOW UP

- Check whether the communication has reached its objective.
- Under take action depending on the response.
- Keep track records

REPORT WRITING

General report structure:

- Introduction
- Method of obtaining facts
- Facts
- Discussion
- Conclusions
- Recommendations

WRITING OF LETTERS

- Address of receiver
- Address of sender
- Date
- Reference
- Title + name
- Main text
- Response time expected
- Sign off
- Annexes

Refer to handout

WRITING OF E-MAILS

- Set up as letter
- No disregard of conventions
- No cyber language
- Proper sign off
- Include subject
- Do consider whether to show all recipients or not
- Answer within 24 hours

CREATIVITY IN WRITING

Increases interesting level

BUT

- Make sure it is not for the sake of it
- It has to be applicable
- It should not obstruct readability
- Think before you use metaphors

DESIGN

SPEND TIME ON DESIGN EVEN IN SHORT NOTES OR E-MAILS

- Think whether the purpose of the document requires specific design
- Think of design attractiveness versus applicability
- Design should not obstruct readability

TIPS - 1

- Prepare!!!
- Keep in mind how much time people have to read your piece
- Should always be readily understandable
- Keep it simple
- Never use a foreign phrase, a scientific word or jargon if you can think of an everyday English equivalent
- Always choose short words over long words
- Do not be stuffy
- Do not be arrogant or lecturing

TIPS - 2

- Do not be didactic
- Let your analyses prove matters rather than your opinion
- Do not boast of your cleverness or self-congratulatory
- Do not be too chatty
- If it is possible to cut out a word, do it
- Never use the passive where you can use the active
- Do not be sloppy
- Think before you use metaphors
- When you edit do not kill the writer's style

Break any of these rules when needed.

Personal improvement plan

- Prepare, prepare, prepare
- Know your audience
- Use your strong points
- Rehearse with colleagues
- Learn from public response / evaluations
- Start with selected manageable improvements
- Switch methods within a session

Finals - prepare

- 3 Topics / objectives / methods
- 3 Groups
- _____ min. preparation
- Mini course with 3 sessions of 30 min each
- Roles:
 - performers
 - material development teams
 - one course manager
 - review audience

Evaluation – this course

Why

- We want to improve
- Analyse present learning process

How

- Use distributed forms
- Give specific, honest answers
- Take your time
- Anonymous, we insist

Participants handout

HYDROLOGY PROJECT

TECHNICAL ASSISTANCE

Participants handout

Communication skills

Communication skills programme

Day 1 – 0900 hrs

1. Introductions-1		45 min
	10.00 hrs. Tea Break	15 min
2. Change through training: Old lady – Young lady		15 min
3. Need for training		10 min
4. Introduction- 2 communication techniques		10 min
5. Exercise: <i>self assessment - 1</i>		35 min
6. Guided exercises (round 1)		30 min
7. Guided exercises (round 2)		30 min
	12.30 hrs. Lunch Break	60 min
8. Icebreaker: <i>Buzz</i>		20 min
9. Main (6) elements of presentation skills		25 min
10. Exercise: <i>visual aids</i>		60 min
	15.15 hrs. Tea Break	15 min
11. Main (6) elements of presentation skills: <i>visual aids</i>		10 min
12. Guided exercises (round 3)		40 min
13. Main (6) elements of presentation skills; Conclusions		15 min
14. Review		60 min

Day 2 – 0900 hrs

15. Icebreaker - <i>Volley ball</i>		20 min.
16. Exercise: <i>self assessment</i>		40 min
	10.00 hrs. Tea Break	15 min
17. Introduction: <i>inventory</i> discussion		05 min
18. Guided exercises (round 1)		30 min
19. Guided exercises (round 2) – paper clip		60 min
20. <i>Tips</i>		15 min
21. Guided exercises (round 3)		20 min
22. More tips “ E “		05 min
	12.30 hrs. Lunch Break	60 min
23. Introduction: <i>Focused questioning</i>		20 min
24. <i>Guided exercises (round 1)</i>		25 min
25. Game: <i>Human and robots</i>		30 min
26. <i>Guided exercises (round 2)</i>		25 min
27. More tips		05 min
	15.15 hrs. Tea Break	15 min
28. The Titanic experience - consensus		60 min
29. Assignment		10 min
30.	Review	60 min

Day 3 – 0900 hrs

31. Introduction on subject of written communication		05 min
32. Written communication - perceptions		25 min
33. Exercise: Headings		45 min
	10.15 hrs. Tea Break	15 min
34. Theory of written communication		45 min
35. Exercise: Text analyses		75 min
	12.30 hrs. Lunch Break	60 min
36. Exercise: Text analyses (continued)		75 min
37. Creativity test		45 min
	15.00 hrs. Tea Break	15 min
38. Theory of creative writing		45 min
39. Exercise: Letters and e-mails		60 min
40. Tips on written communication		15 min
41. Conclusions		15 min

Day 4 – 0900 hrs

42. Recap		15 min
43. Exercise: <i>Finale for everything learned - introduction</i>		15 min
44. Exercise: <i>Finale for everything learned - preparations</i>		180 min
	12.30 hrs. Lunch Break	60 min
45. Exercise: <i>Finale for everything learned – your show</i>		90 min
	15.00 hrs. Tea Break	15 min
46. Conclusions		10 min
47. <i>Evaluation: Formal & questionnaire based</i>		30 min

- Last questions and discussion, if time allows
- Farewell

Why are we here?

Our programme for the next four days

- Day 1 Presentation skills
- Day 2 Discussion techniques
- Day 3 Written communication
- Day 4 YOUR SHOW

Our style

- Informal
- Fun & games
- Use us as examples
- Learning by doing

Our objectives:

After the next sessions you will be able to:

- deliver focused presentations / lectures
- facilitate lively group discussions
- produce effective written material
- know your strong & weaker communication skills & take corrective actions.

Your personal improvement depends on your active participation

How are you & who are you ?

- Your name ?
- Your professional specialisation ?
- Your personal specifications ?
- Explain your matching symbol

Communication?

Action → **bridge the gap / clarify** → **ideas, feelings**

Communication techniques

Our focus – only three

- Presentations / lectures
- Discussions
- Written

Working method

- No theory
- Lots of exercises
- Copy behaviour
- Everybody active
- No personal records or ranking
- Privacy
- Strict time management
- Video reviews

Self assessment - 1

- How do you communicate right now?
- What are your strong & weaker points?

1 Who do you consider a **good speaker or lecturer** in front of groups or on television? What makes this person a good speaker or lecturer? List three qualities:

1.
2.
3.

2 Who do you consider a **poor presenter or lecturer** in front of groups or on television? What makes this person a poor speaker/presenter? List three characteristics:

1.
2.
3.

3 What makes **you** a good presenter / lecturer in front of groups? List three personal strong presentation points:

1.
2.
3.

4 What makes **you** a poor presenter / lecturer in front of groups? List three personal weak presentation points you wish to improve:

1.
2.
3.

Presentation skills - exercise

- Prepare
 - Present (10-15 minutes)
 - Review
 - Next
-

Main elements of presentation skills

1. Preparation
 2. Clear objectives
 3. Story line
 4. Dealing with questions
 5. Use of visual aids
 6. Personal style, habits
-

Presentations skills (1) preparation

- Reserve 4-10 x session time
 - Know your audience, don't assume
 - What is the context of your session?
 - Re-produce materials and handouts. Simplify language.
 - Rehearse your show with critical test audience
-

Presentation skills (2) relevant objectives

- Define the need
- Familiarize with current issues
- Use active verbs: what do you want the audience to do during and after your presentation?

Presentation skills (3) structure / story line

Head / start

- Indicate topic context, link up with previous sessions
- State your objective
- Define your role: who are you?
- Summarize the contents
- Indicate time limits
- How will you deal with questions?
- Make an interesting start

Body

- Limited number of messages / topics
- Use good examples
- Don't use complex tables & drawings
- Stick to the sequence you planned
- Mark transitions, continuity
- Summarize often

Tail / rounding off

- Repeat the topic, give a one line key advice
- Link-up with next session / s

Presentation skills (4) questions

Recognise type of question:

- More information ?
- Your opinion ?
- Confrontation ?
- Multiple questions ?

Your response:

- Never interrupt, LISTEN carefully
- Remain polite
- Simplify, reword for everybody to hear
- If you do not know the answer: say so !
- Ask the audience
- Ask counter questions: “What do you mean?” “Could you be more specific?”
- Park for later
- Be short & clear
- Control time

Presentation skills (5) visual tools

Group 1 - List equipment on the market and note advantages & limitations

Group 2 - Prepare guidelines for flip-charts

Group 3 - Prepare operation guidelines for overhead projectors

Group 4 - Prepare guidelines for production of overhead sheets

- Choose presenter
- Take 20 minutes
- Organise findings

- Present in 10 minutes

(More) tips on visuals

- Readability: size, printed, lower case
 - Hand-written is good enough
 - Use key words, short sentences
 - One topic per frame
 - Not more than 3 information levels
 - If the sheet is full: reorganize / split
 - Re-make drawings, charts, graphs do not copy from books
 - Prepared series: logical, fixed and numbered
 - Face the audience, not the screen
 - Be consistent with what you say
 - Use masters for handouts
 - Practice
 - Check equipment & space, assume the worst. Bring your own equipment
 - Use sheets as presentation guide
-

Main elements of presentation skills

1. Preparation
2. Clear objectives
3. Story line
4. Dealing with questions
5. Use of visual aids
6. **Personal style, habits**

Make & use your personal checklist

Use your personal checklist

Structure, story line

- ◇ Subject made clear at beginning
- ◇ Presentation structure made clear at beginning
- ◇ Attention of group obtained at opening
- ◇ Transitions between main points are clear
- ◇ Subject/content summarised at the end

Argument

- ◇ Subject is relevant to group
- ◇ Only relevant information/statements included
- ◇ Main points form logical progression
- ◇ Contributions from participants extracted and used

Language use

- ◇ Conversational, simple words and phrases
- ◇ Personalised examples used (I / we)
- ◇ Talk is not too concise
- ◇ Filler words (er, um) limited
- ◇ Expression is clear
- ◇ Speak loud enough to be heard at back
- ◇ Balance articulation / volume / speed is good

Body language

- ◇ Posture upright, normal
- ◇ Gestures are made and can be seen
- ◇ No distracting mannerisms
- ◇ Expression is friendly, open

Interaction with group

- ◇ Eye contact is maintained with all
- ◇ No part of group is excluded
- ◇ Speaker responds to group's body language
- ◇ Speaker deals adequate with questions

Audio-visual aids

- ◇ Use of board/flip chart/overhead projector
- ◇ Speaker talks to group, not the medium
- ◇ Images are powerful
- ◇ Lettering / detail large enough to read

Limitations of lecturing

- Mainly for concepts and knowledge
- Little feedback on impact
- Creates passive audience
- Ignores audience experience
- Counter productive if not done well

Review

Analyze performance: your own / others as yourself

What are your present stronger and weaker points as a facilitator?

1 Who do you favour as a **good facilitator or chairperson** in meetings and group discussions? What exactly makes this person stand out as good discussion leader?

Lists three qualities:

1.
2.
3.

2 Who do you consider a **poor facilitator/chairperson** in meetings and group discussions? What exactly makes this person fail as discussion leader?

Lists three characteristics:

1.
2.
3.

3 What makes **you** a good discussion leader or facilitator in groups? List three personal strong points:

1.
2.
3.

4 What makes **you** a poor discussion leader or facilitator in groups? List three personal weak points, you wish to improve:

1.
2.
3.

Discussions in groups

1. Open inventory of facts, ideas, opinions
 - Any outcome is acceptable
 - Often no need to prepare on topic
2. Focused questioning towards pre- defined outcome (information, concepts)
 - Only your outcome is acceptable
 - Preparation required

Applications of open discussions - 'inventories'

- Raise interest for a topic
- As general wake-up call
- To clarify and use participants' experience

Open discussions 'inventories' - exercise

- Prepare
- Facilitate (10-15 minutes)
- Review

Tips for open inventories

- Note the topic
- Facilitate, do not lead or judge responses
- Stand up, move around
- Note key words & organise information
- Involve all participants
- Pause for answers
- Keep the pace, don't discuss

When you loose control (poor reaction)

- Summarise findings
- Reformulate the topic
- Provoke with questions

When you loose control (over-reaction)

- Make a break
- Reduce opinions: split in smaller groups

Open discussions 'inventories' - exercise

- Prepare
- Facilitate (10-15 minutes)
- Review

“ E ? ”

Applications of discussions – ‘focused questioning’

- Get participants involved (again)
 - For facts, opinions, concepts
 - Good alternative for a (boring) lecture
 - To make participants feel important
 - To get consensus on difficult issues
-

Discussions – ‘focused questioning’

Questions, categories

- Open
 - Closed
-

Discussions ‘focused questioning’- exercise

- Prepare
 - Facilitate (10-15 minutes)
 - Review
-

How to kill group discussions: humans and robots

- Humans talk, robots follow instructions
- Robots do not contribute to the discussions
- Robots face reprimand in case of violation

How does it feel to be a robot ?

Tips discussions ‘focused questioning’

At the start

- Note the issue or topic
- Give short introduction
- Set time limits

When you do it

- Use open and closed questions
- Steer/manipulate unnoticed
- Note useful key words, organise information
- Summarise and add as appropriate

In case of poor reaction

- Summarise findings & conclusions
- Reformulate the issue
- Provoke with questions

In case of over reaction

- Make a break
 - Split in smaller groups
-

‘Focused questioning’ building difficult consensus

Preparation & start

- Master your topic, know all pros and cons
- Define negotiation margins. some compromises for yourself
- Keep your real objective hidden
- Note the issue in neutral terms
- Sit with the group, keep lower profile
- Give short and neutral introduction
- Set time limits before you start

During the discussion:

- Use open and closed questions
- Save some arguments for later
- Compromise when possible
- Avoid impression of manipulation
- Note useful key words/arguments
- Spot your supporters & use them
- Summarise often, with acceptable jumps to conclusions

Exercise: difficult consensus - 3

The Titanic experience

- Rank your survival kit (1 to 15) > 10 min.
- Do others have better ideas? > 15 min.
- Decide on your final list > 5 min.
- Count good and ± 1 scores in your final list
- Find out if you are going to survive

This is how it happened.....

You are adrift in the Atlantic Ocean. As a consequence of a collision with the iceberg & the subsequent fires, most of the contents are destroyed. The Titanic is slowly sinking.

Your location is unclear because of the destruction of critical navigational equipment. Your best estimates of the co-ordinates are that you are one thousand miles south – southwest of the nearest landmass. The only option is to get on the lifeboat, ration your cigarettes and keep the matches dry.

Listed below are fifteen items that are intact which you can carry with you. You are to rank the items in terms of their importance for your survival. Put 1 on the most important and so on till 15 on the least important

Items	Your ranking	Group ranking	Your final ranking	Experts' ranking	Differential rating
1. Sextant					
2. Shaving mirror					
3. Five-gallon can of water					
4. Mosquito netting					
5. One case of Army C rations					
6. Maps of the Atlantic Ocean					
7. Seat-cushion (flotation device)					
8. Two-gallon can of oil-gas mixture					
9. Small transistor radio					
10. Shark repellent					
11. Twenty square feet of opaque plastic					
12. One quart of 160-proof Jamaican rum					
13. Fifteen feet of nylon rope					
14. Two boxes of chocolate bars					
15. Fishing kit					
Total					

Written communication – types

- Reports
- Letters
- E-Mails
- Presentations
- Web-Sites
- Advertisements

What is the function of written communication

To transfer information

- Accurately
- Timely
- Efficiently

How to start any writing exercise?

- Do not start too early
- **Clarity of thought is required for clarity of writing**

Stages for written communication

- Stage 1. Preparation
- Stage 2. Writing
- Stage 3. Revision
- Stage 4. Follow Up

Stage 1. Preparation - the 7 steps method

- 8. Evaluate the writing task
- 9. Analyse the subject
- 10. Mark off the subject
- 11. Make a temporary writing plan
- 12. Plan and allocate tasks
- 13. Collect data
- 14. Make a final writing plan

3. Evaluate the writing task

What is the purpose?	Information, gaining support, objection, creating revolt, offering help, promotion
Who is the target audience?	Internal / external, one person / more, educated / uneducated, known / unknown, formal / informal
Why is it needed?	Information on general events / detailed events, background information, supplying evidence, giving guidance, as agenda
Where will it be presented?	During directors meeting, at training, as record
Can I do it?	Access to information, knowledge, time, authorization, equipment, funds

4. Analyse the subject

- Who?
- What?
- Where?
- Why?
- How?
- How much?
- About what?
- What is the purpose?
- What are the consequences?
- What are the conditions required?

5. Mark off the subject

- Purpose determines demarcation.

4. Make a temporary writing plan

Decide how the written communication should look like.

For example:

- Introduction
- Back ground information
- Advantages versus disadvantages
- Advice

5. Plan and allocate tasks

- What is the deadline?
- Where do I get data?
- How do I get data?
- What do I need to get data?
- When do I go to get data?
- When do I write?
- Where do I write?
- Can I get any assistance?
- What do they? Where? When? What does it cost?

6. Collect data

- Organise collected data according to temporary writing plan
- Divide collected data in facts, assumptions and opinions
- Register data source and date of publishing

7. Make a final writing plan

Stage 2. Writing

- INTRODUCTION
- MAIN SECTION
- CONCLUSION

Stage 3. Revision

- Examine the draft report on consistency
- Read and examine the text in detail
- Get it proof read by an outsider
- Revise the report if necessary

Stage 4. Follow up

- Check whether the communication has reached its objective.
- Under take action depending on the response.
- Keep track records

Report writing

General report structure:

- Introduction
- Method of obtaining facts
- Facts
- Discussion
- Conclusions
- Recommendations

Writing of letters

- Address of receiver
- Address of sender
- Date
- Reference
- Title + name
- Main text
- Response time expected
- Sign off
- Annexes

Writing of e-mails

- Set up as letter
- No disregard of conventions
- No cyber language
- Proper sign off
- Include subject
- Do consider whether to show all recipients or not
- Answer within 24 hours

Creativity in writing

**Increases interesting level
BUT**

- Make sure it is not for the sake of it
- It has to be applicable
- It should not obstruct readability
- Think before you use metaphors

Design

SPEND TIME ON DESIGN EVEN IN SHORT NOTES OR E-MAILS

- Think whether the purpose of the document requires specific design
- Think of design attractiveness versus applicability
- Design should not obstruct readability

TIPS - 1

- Prepare!!!
- Keep in mind how much time people have to read your piece
- Should always be readily understandable
- Keep it simple
- Never use a foreign phrase, a scientific word or jargon if you can think of an everyday English equivalent
- Always choose short words over long words
- Do not be stuffy
- Do not be arrogant or lecturing
- Do not be didactic
- Let your analyses prove matters rather than your opinion
- Do not boast of your cleverness or self-congratulatory
- Do not be too chatty
- If it is possible to cut out a word, do it
- Never use the passive where you can use the active
- Do not be sloppy
- Think before you use metaphors
- When you edit do not kill the writer's style

Break any of these rules when needed.

Personal improvement plan

- Prepare, prepare, prepare
 - Know your audience
 - Use your strong points
 - Rehearse with colleagues
 - Learn from public response / evaluations
 - Start with selected manageable improvements
 - Switch methods within a session
-

Finals -prepare

- 3 Topics / objectives / methods
- 3 Groups
- ____ min. preparation
- Mini course with 3 sessions of 30 min each

Roles:

- performers
 - material development teams
 - one course manager
 - review audience
-

Evaluation – this course

Why

- We want to improve
- Analyse present learning process

How

- Use distributed forms
- Give specific, honest answers
- Take your time
- Anonymous, we insist

Additional handouts

Check list

1. **Master** with session plan + OHS
 2. **Handouts**: programme, work sheets, backgrounds reading **in blue folder, with label**.
 3. Old woman & young woman
 4. Poor example of overhead sheets
 5. Human & Robot signs
 6. Titanic – the right sequence
 7. Creativity test
 8. Text for analysis: TITLE assignment (Fionna)
 9. Text for analysis: REPORT assignment (Fionna)
 10. Text for analysis: LETTERS assignment (Fionna)
 11. Evaluation form
 12. Certificate of attendance
 13. Instructors Manual
-

Extra

Announcement letter, requirements letter, other relevant correspondence
HP trainers visiting cards

Check tool kit:

- ◇ Briefcase for small items
- ◇ 10 black markers (white board/paper, non-permanent)
- ◇ 5 red markers (white board/paper, thick, non-permanent)
- ◇ 5 green markers (white board/paper, thick, non-permanent)
- ◇ 3 sets of transparency markers (multicolored, medium, permanent)
- ◇ Two (emergency) hooks for flip chart paper
- ◇ Two packs of heat resistant overhead sheets
- ◇ Half board overhead sheet cover
- ◇ One pack of A-4 paper
- ◇ 50 Large thumb tacks
- ◇ Alarm clock / stop watch
- ◇ Masking tape
- ◇ Scotch tape
- ◇ White cardboard sheets, for names, ideas etc. (Cutting and folding on the spot.)
- ◇ Two scissors
- ◇ Stapler + spare staples
- ◇ Two glue sticks
- ◇ Black / green cloth for exhibits (if walls can not be used)
- ◇ Flip chart paper
- ◇ 20 objects

Larger items, not available in tool kit, carried by trainer or available at training venue

- ◇ Overhead projector, spare lamps, extension cable
- ◇ Flip chart stand (one, two)
- ◇ White board
- ◇ (Portable) PC + printer + drivers + cables
- ◇ Digital video/PC projector
- ◇ Photo camera + films
- ◇ Writing pads & pens for participants
- ◇ Projection screen
- ◇ Photocopier and stock of paper
- ◇ Video camera and play-back unit
- ◇ Soft board or cloth for exhibits (in case walls can not be used)

Final evaluation

Course: Communication skills: CW&PRS, Pune;

April 24 – 27, 2001

1 Contents and relevance

In this training course, you were exposed to various practical communication skills. Please indicate what specific improvements you made during the course:

- In *delivering presentations*, I specifically improved in
- In *facilitating discussions*, I specifically improved in
- In *written communication skills* I specifically improved in
- Most communication skills covered during the sessions were familiar to me and I did not learn anything in particular. In courses like this, I expect more time would have been devoted to

You are expected to apply the various communication skills you have just mastered. Would you confidently start playing your role, once you are back in your office?

- No, because
- Yes, but in *delivering presentations* I expect difficulties with
- Yes, but in *facilitating discussions* I expect difficulties with
- Yes, but in *written communication skills*, I expect difficulties with

What is your overall rating of the relevance of the past sessions for you (circle one figure):

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

2 Trainers

Please comment in key words on performance of the trainers:

	strong points	weaker points
Fionna Prins		
Sandeep Jagota		

What is your overall rating of the trainers (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

3 Materials

Please comment on the materials (transparencies, handouts, assignment text)

- They are good, because
- They are fine, but I suggest to improve
- They are disappointing, because

What is your overall rating of the materials used in this course (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

4 Logistics

Please comment on the logistics and organization during the past four days

- All arrangements were fine and I particularly appreciated
- I suggest the organizers should pay more attention to
- I found the training logistics and management rather disappointing, especially

What is your overall rating of the logistics / management during the past week (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

5 General

Would you recommend a similar course to your colleagues?

- Yes, because
- No, because

What improvements would you recommend for future similar courses?

- 1
- 2
- 3

What is your overall rating of this training course (circle one figure)

Excellent		Good		Medium		Poor		Bad	
10	9	8	7	6	5	4	3	2	1

(Thank you for completing this evaluation form. Please return it now to the trainers.)

Human

Robot

Measure your creativity

- Take 15 minutes and answer to these statements for yourself
 - Put “✓” in the most appropriate box
 - Leave the ‘Score’ column for the time being
-

Section A: *My Personality*

S No		Always	Often	Some -times	Rarely	Never	Score
1	I lack confidence in myself						
2	I value criticism						
3	I am afraid of being different from others						
4	My parents encouraged me to be creative						
5	I am uncomfortable with ambiguity						
6	I like new faces or places						
7	I need a strong sense of order in my life						
8	I believe that ‘daydreaming’ is worthwhile						
9	I feel uneasy with people who show their feelings						
10	I enjoy playing a role						
11	I achieve most when I follow procedures						
12	I rely on my feelings to guide me						
13	I like to be known as dependable						
14	I like to be with free - thinking people						
15	I am reactive rather than proactive						
16	I like looking far ahead						
Section “A” Score							

Measure your creativity

Section B: *My Problem solving approach*

S No		Always	Often	Some -times	Rarely	Never	Score
1	When faced with a problem , I jump to conclusion						
2	When a problem arises I am objective and analytical						
3	I need all the facts to be able to make a decision						
4	“Gut-feeling” works for me						
5	I rely on my past knowledge of similar problems						
6	I hate working on or with details						
7	Completed work is the secret of my success						
8	Figures and statistics give a biased picture						
9	All problems should be approached in the same way						
10	I am seen as an original problem solver						
11	I have difficulty in defining problems						
12	I use disciplined problem solving techniques						
13	I get depressed if a problem seems too difficult						
14	When others don’t take decisions, I will – if I can						
15	I like to read instructions before starting something new						
16	I believe the decision-making process is creative						
Section “B” Score							

Measure your creativity

Section C: *My work environment*

S No		Always	Often	Some -times	Rarely	Never	Score
1	People in my organization think that their way is the best						
2	Around here, creativity is considered as the key to survival						
3	My authority limits are strictly defined						
4	Worthwhile ideas from anywhere are accepted here						
5	Time for creative thinking is limited in this organization						
6	Competition between employees is seen as healthy						
7	I could describe my organization as cosy and co-operative						
8	In this organization we like to identify problems						
9	Around here, if you are creative, you are a 'dreamer'						
10	In this organization, creative people are given "space"						
11	Organizational procedures kill ideas						
12	I can talk freely about my ideas without them being stolen						
13	I will be stopped from suggesting new solutions						
14	Around here, good ideas can be sold regardless of results						
15	New ideas must be justified with a lot of paper work						
16	Innovation is encouraged in this organization						
Section "C" Score							

<i>YOUR creativity potential</i>	
Section "A" Score	
Section "B" Score	
Section "C" Score	
Total	

Measure your creativity

How did I score?

Step 1: Give yourself points in the following manner

- All ODD statements (1,3,5,...,15) to be scored:

Never	= 5 points
Rarely	= 4 points
Sometimes	= 3 points
Often	= 2 points
Always	= 1 point

- All EVEN statements (2,4,6,...,16) to be scored:

Never	= 1 point
Rarely	= 2 points
Sometimes	= 3 points
Often	= 4 points
Always	= 5 points

Step 2: Total your scores in section “A”, “B” & “C”

Step 3: Add “A” + “B” + “C”

Measure your creativity

Step 4: **Read the box which fits with your total score:**

48 - 111

We all have an enormous creativity potential- stop your creativity being stifled by yourself or others. Just do It !!!

112 - 176

You have good creativity potential very close to the surface of your conscious mind, but is held back by yourself, your problem solving approach or your work environment. You can change either or all. What are you waiting for ? ?

177 - 240

You seem to be highly creative with lots of potential, continue to exercise YOUR talent by seeking new ways of using it - at home, in your hobbies, and of course on the job.

The Titanic experience: professionals' response

1. Shaving mirror	<i>Getting external help is the first priority, used as a reflector to attract attention</i>
2. Two-gallon can of oil-gas mixture	<i>To get help is a priority, to make a fire & attract attention, but may not last to long</i>
3. Five-gallon can of water	<i>Seawater is not fit for human consumption, can survive only on water for seven days</i>
4. One case of Army C rations	<i>Basic rations are essential, but water takes precedence</i>
5. Twenty square feet of opaque plastic	<i>Means of protection against rain, wind, cold weather, one has to remain healthy to survive</i>
6. Two boxes of chocolate bars	<i>Army C rations will not last forever, handy source of calories, is a good option.</i>
7. Fishing kit	<i>Again, Army C rations & chocolate bars will not last forever, nature provides</i>
8. Fifteen feet of nylon rope	<i>For safety, to tie up self and the equipment on the life boat, in case of rough sea conditions</i>
9. Seat-cushion (flotation device)	<i>For safety, to keep afloat in case the lifeboat overturns</i>
10. Shark repellent	<i>Again for safety purpose, but a lower priority than 8 or 9 above</i>
11. One quart of 160-proof Jamaican rum	<i>Medication yes, merrymaking certainly not</i>
12. Small transistor radio	<i>May help to indicate land proximity</i>
13. Maps of the Atlantic Ocean	<i>Are of no real use in such a situation</i>
14. Mosquito netting	<i>Not required, no mosquitoes in subzero conditions, too flimsy to catch fish</i>
15. Sextant	<i>Of no use without a drawing board and other drawing equipment</i>

Text analysis

Group 1

Prepare an outline for a document with the following purpose.

Purpose: This document has to function as a warning to policy planners about the consequences of an aging population. This document will be given to all policy planners in the state.

Include the attached information also.

Text analysis

Group 2

Prepare an outline for a document with the following purpose.

Purpose: This document has to function as a background paper for directors who will attend a meeting. The subject of the meeting is “The consequences of changing demographics for business”. This document will be send one week before the meeting to all the directors.

Include the attached information also.

Text analysis

Group 3

Prepare an outline for a document with the following purpose.

Purpose: This document has to motivate the general public to get more children. This document will be spread to the general public through the panchayat.

Include the attached information also.