

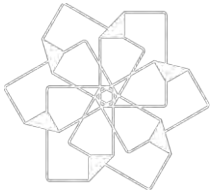
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The Communication Mystery: Solved



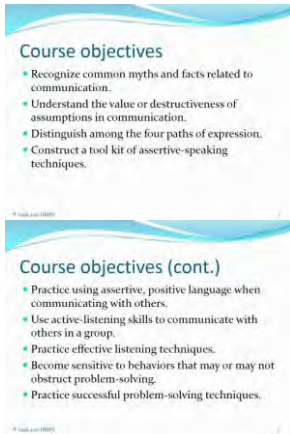
Instructor Guide

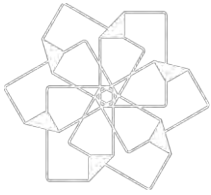


Training Objectives

The participants will be able to:

- Recognize common myths and facts related to communication
- Understand the value or destructiveness of assumptions in communication
- Distinguish among the four paths of expression
- Construct a tool kit of assertive-speaking techniques
- Practice using assertive, positive language when communicating with others
- Use active-listening skills to communicate with others in a group
- Practice effective listening techniques
- Become sensitive to behaviors that may or may not obstruct problem solving
- Practice successful problem solving techniques





MYSTERY: SOLVED

Chapter One – Communication basics



(PWB p. 1)



(PWB p. 2)



The Story

Ask participants to seat themselves at the tables around the room, trying to get five to six people at a table. Review the program objectives (Power Point), the agenda, and the program materials (workbook).

Explain to the group that throughout this entire training you will be playing two roles: the cantankerous police chief and the facilitator. As you change roles you will be changing outfits. Tell them that they will probably be able to guess which is which.

Tell them that this training is based on the techniques of experiential learning and that much of the learning process is “created” by the participants. In this type of learning they will get less direction and more guidance from the facilitator. Also, they will be conducting activities as detective teams and will be learning communication skills as they solve a “Who done it...” mystery. Have participants introduce themselves, while the facilitator changes into the police costume (behind the screen).

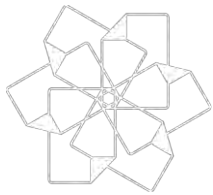
Begin “The Story” activity in the role of the police chief. Take on a tough, cantankerous persona with the group.

Activity objectives

- Introduce the setting and direction of the training

Activity procedures

1. Hand out paper and pencil and tell participants to take notes if they feel the



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Discussion guide



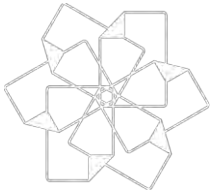
- 1) Discuss the correct answers on each of the cards.
- 2) Did any of the answers to the questions surprise you?
- 3) How can communication be like a game of tug of war?
 - Communication is a give and take of ideas from speaker and listener. In order for the *whole* team to win there must be giving and receiving from the speaker and the listener. A tug of war in communication can be bad if one person or team is just looking to win the game rather than meet the other person/team halfway.
- 4) What are some of the communication factors that can contribute to this tug of war?

Some ideas include:

 - Varied personalities
 - Organizational culture
 - Time
 - Education and awareness
 - Stress, tension, competition
- 5) Discuss why communication is so important in the workplace.

Some ideas include:

 - Mutual understanding
 - Pleasant working environment
 - Makes people feel wanted and important in the workplace
- 6) Discuss what kinds of things can happen if there is poor communication in the workplace.
 - Conflict
 - Unneeded stress



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Worksheets: Making assumptions Cluing into your own assumptions (PWB p. 7 & 8)

Cluing into your own assumptions

individually
avoid talk positive listen

1. Treat each person _____
2. _____ before you jump.
3. _____ sweeping statements.
4. _____ before acting.
5. Consider _____ intent.

Cluing into your own assumptions

1. Treat each person individually.
2. Listen before you jump.
3. Avoid sweeping statements.
4. Talk before acting.
5. Consider positive intent.

Making assumptions

"We are inclined to use things not as they are but as WE are!"
(Dance lecture)

How can assumptions help?	How can assumptions hurt?
Gathering information and determining what information you are taking.	Jumping to conclusions based on a past experience.
Recognizing obstacles or problems.	Assuming the worst.
Taking educated guesses based on past experiences and applying them to new situations.	Misreading.

Cluing into your own assumptions

- 1) Treat each person _____
- 2) _____ before you jump.
- 3) _____ statements.
- 4) _____ before acting.
- 5) Consider _____ intent.

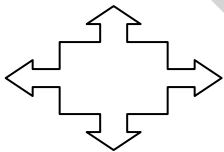
Review: Review the course objectives for Chapter One and take participants to the Ah-Ha's Action Plan. Then introduce Chapter Two and review the course objectives on the Point.

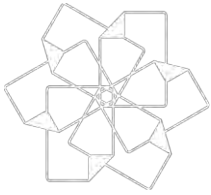
Prepare: Before moving into the transition, have a brief discussion on the four styles of expression; hostile, submissive, passive-aggressive and assertive. Explain the characteristics of each style so participants will have an understanding of the concepts before doing the activity.

Transition

For the next activity, you will be the police chief. Tell participants:

"We need to dig a little deeper into the evidence, folks. You have gotten a good start, but let's get down to the nitty-gritty. You're going to be looking at some evidence bags that deal with speaking. Each bag contains clues to the four paths of expression in communication. There may even be a few clues regarding Ms. Late's actions. Unfortunately, we have a nitwit working in the evidence room at this time and





Assertive Speaking Skills

The four paths of expression



(PWB p. 9)

Uncovering assertive speaking skills

Activities and objectives:
Confused evidence bags:
Objectives:
1. Understand the four paths of expression
2. Recognize the traits commonly shown in each path of expression
3. Distinguish between statements that fit into each expressive category
4. Be able to write statements that identify each expressive category
Task to measure ability:
Objectives:
1. Identify the four paths of expression
2. Distinguish the typical verbal and non-verbal expressions used in each of the four expressive categories
3. Identify the four paths of expression
4. Write a statement
5. Distinguish and describe the typical verbal and non-verbal expressions used in each expressive category

Confused evidence bags

Activity objectives

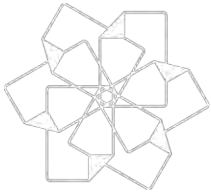
The learner will be able to:

- Understand the four paths of expression
- Recognize the traits commonly shown with each path of expression
- Distinguish between statements that fit into each expressive category
- Be able to write statements that identify each expressive category

Confused evidence bags activity sheets (LP p. 20 – 22)

Activity procedures

- 1) Participants will remain in their groups of six.
- 2) Explain to participants that there are four common ways to express oneself in speaking. These include:
 - Hostile expression
 - Passive-aggressive expression
 - Submissive expression



Discussion guide

- 1) Was it easy or difficult to identify each of the traits in the four paths of expression?
- 2) Given the clues, what type of communication style do you think Ms. Late displayed at work?
- 3) Do you see some of these traits in your own communication styles or the styles of the people with whom you work?
- 4) Which of these paths seems to be the most harmful to open communication? Why?
 - Hostile expression
 - Passive-aggressive expression
 - Submissive expression
- 5) Which of these paths seem like it would be the most effective? Why?
 - Assertive expression
- 6) Discuss the importance of assertive expression.



Worksheets:

Hand out this worksheet after the activity

The four puzzling paths of expression (HO)
(PWB p. 10)

The four puzzling paths of expression



Passive

- Blamey
- Hesitating
- Obedient
- Heavily submissive
- Nervous voice
- Confused behavior

Passive-aggressive & open

- Appears to get along with others
- Talks to others and the opposite of what they mean
- Unpredictable
- Talks about always being just fine
- Only open after a long time
- Nonverbal cues: red face, red lips

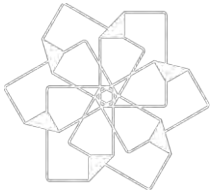
Assertive

- Clear and to the point
- No one's business
- Assertive
- Direct and to the point
- Happens first of all
- Talk without words

Hostile

- Accusatory
- Exaggerated
- Loud and to the point
- Confrontational language
- Aggressive

Review: Summarize the activity objectives. Also ask what style of expression Ms. Late used based on the witness accounts



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Worksheets:
 Assertive speaking (HO)
 Loaded language (HO)
 Creating positive language
 Assertive success in communication
 (PWB p. 12 – 16)

Assertive speaking

Body Language	
The look	The posture
Express confidence	Smiling
Did it stand for your behavior?	Slumped too often
Did it stand up?	Hesitating
Show appropriate emotions through your facial expressions	Looking uneasy
Express confidence through your facial expressions	Looking angry
	Smiling too often
	Showing aggressive gestures
	Flirting away

Eye contact	
The look	The posture
Make steady eye contact	Staring
Maintain eye contact for one to five seconds	Looking away too often
Look at the face over the eyes	Looking at feet
	Blinking too often
	Looking down too often

Tone of voice	
The look	The posture
Speak your voice	Soft voice
Enthusiasm	Monotony
Express confidence	Flirting away at the end of sentences
Display appropriate emotion	Smiling too often
	Smiling too little
	Flirting too often

Loaded language

Trigger words:

- 1. Always (never, completely)
- 2. Always (never, completely)
- 3. All (not, level, best)
- 4. The (best, worst, anything)

Trigger phrases:

- 1. "I'm sorry"
- 2. "I'm not sure"
- 3. "You know what I mean?"
- 4. "I'm not in a hurry"

Quality of words:

- 1. "I'm not sure"
- 2. "I'm not sure"

Creating positive language

From:

- 1. I don't like it
- 2. I don't want it
- 3. I don't need it

To:

- 1. I do like it
- 2. I do want it
- 3. I do need it
- 4. I do love it
- 5. I do appreciate it
- 6. I do value it
- 7. I do enjoy it
- 8. I do like it
- 9. I do love it
- 10. I do appreciate it
- 11. I do value it
- 12. I do enjoy it

Assertive success in communication

questions | firm and gentle | why | solution | facts

1. Take ownership of what you _____
2. State the _____ what you see and what you know.
3. Create conversation with _____
4. Spotlight the terms that are _____ focused.
5. Apply _____ disagreement if needed.

Assertive success in communication

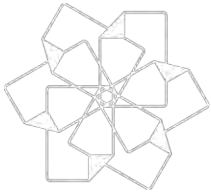
1. Take ownership of what you _____ why
2. State the _____ facts — what you see and what you know.
3. Create conversation with _____ questions
4. Spotlight the terms that are _____ solution focused.
5. Apply _____ firm and gentle disagreement if needed.

Assertive success in communication

1. Take ownership of what you _____
2. State the _____ what you see and what you know.
3. Create conversation with _____
4. Spotlight the terms that are _____ focused.
5. Apply _____ and _____ disagreement if needed.

Review: Review the program objectives for Chapter Two. Take participants to the Ah-Ha's Action Plan. Introduce Chapter Three.

Prepare: In our next section we will be covering active listening skills and specifically these course objectives (refer to Power Point).



Active Listening

What is active listening?



(PWB p. 17)

Discovering active listening

Activities and objectives:

“Suspect What?”

- Following the activity the learner will:
- Enhance group listening skills
 - Use active listening skills to solve problems within a group
 - Know the importance of encouraging others to speak

Witness activities

- Following the activity the learner will:
- Realize the importance of good listening skills
 - Recognize the common obstacles to good listening
 - Practice effective listening techniques
 - Practice attending to the speaker

“Suspect What?”

Activity objectives

The learner will be able to:

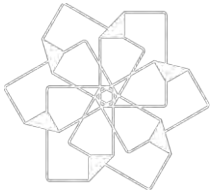
- Enhance group listening skills
- Use active listening skills to problem solve within a group
- Understand the importance of encouraging others to speak

Activity procedures

- 1) Participants will stay in groups of six acting as a detective team.
- 2) Trainer should distribute cards to make sure that the participant holding the “don’t speak” card only possesses that card.
- 3) The cards that participants hold represent a series of clues that will lead their team to tasks that need to be determined. Their goal is to identify their tasks and answers. Once they choose their answers they have only one

Suspect What? Activity cards

(LP p. 32 – 34)



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Worksheets:

Obstacles to active listening

Ten techniques used in active listening

Undercover listening tactics

(PWB p. 20 – 22)

Echoing example

Step 1: "You're saying that interpersonal relationships are enhanced by mastering the communication process."

Step 2: Wait for response.

Probing example

Step 1: "Does that mean that people that don't listen will have unfulfilling relationships?"

Step 2: Give the speaker some space to answer the question without feeling judged.

Verifying example

Step 1: "The two important things in communication are expressing an idea and listening?"

Step 2: Wait for a response.

Paraphrasing example

Step 1: "What I'm hearing you say is that I will have better relations with others if I learn how to communicate well."

Step 2: Wait for a response.

Relating example

Step 1: "Oh yes - I have a boss that doesn't listen to a word that anyone else is saying, and his relationships in the office suffer because of that. The other day in a meeting, one of his colleagues had to repeat what she was saying three times before my boss finally listened to what she was trying to say. It's awful to watch. What else can you tell me about good communication?"

Step 2: Wait for a response.



Ten techniques used in active listening

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Undercover listening tactics
Keeping the door open for the speaker

Ending
The speaker should not speak on the speaker's own time. The speaker should be allowed to finish.

Prejudging
The speaker should not be interrupted by the listener.

Preconceiving
The speaker should not be interrupted by the listener.

Prejudging
The speaker should not be interrupted by the listener.

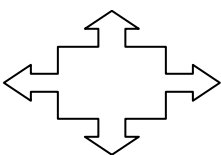
Preconceiving
The speaker should not be interrupted by the listener.

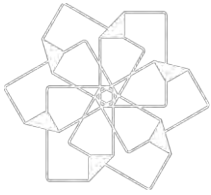
Review: Review the program objectives for Chapter Three. Take participants to the Ah-Ha's Action Plan. Introduce Chapter Four.

Prepare: In our next section we will be talking about problem solving and communication, specifically these course objectives (refer to Power Point).

Transition

For the next activity you will be the police chief (change into costume). Tell participants the following: "Now that you have conducted some interviews





Solving and Communication

Problem solving and communication



(PWB p. 23)

Broken squares activity

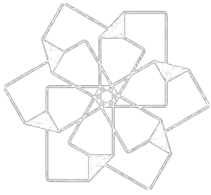
Problem solving and communication

Activities and objectives:
Activities:
1. Experience cooperation (or lack thereof) when communicating with others.
2. Become sensitive to some of their own behaviors which may contribute to or obstruct communication in a group.
3. Identify the role of trust-building and respect in communication.
4. Recognize and determine crisis-focused and solution-focused behaviors.
5. Establish good problem solving skills in communication.
Objectives:
1. Identify and define the role of trust-building and respect in communication.
2. Experience and determine crisis-focused and solution-focused behaviors.
3. Establish good problem solving skills in communication.

Activity objectives

Participants will be able to:

- ◇ Experience cooperation (or lack thereof) when communicating with others
- ◇ Become sensitive to some of their own behaviors which may contribute to or obstruct communication in a group
- ◇ Identify the role of trust-building and respect in communication
- ◇ Recognize and determine crisis-focused and solution-focused behaviors
- ◇ Establish good problem solving skills in communication



Activity procedures for the Observers*

*(If possible choose a participant to coach the observer if the facilitator doesn't have time to serve in this role.)

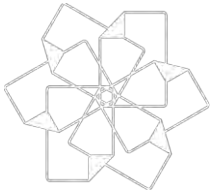
1) Read the following aloud:

Observer: Your job is part observer and part judge. Make sure each participant observes the following rules while playing the game.

- ◇ No talking, pointing or any other kind of communicating among the five people in your group
- ◇ Participants may *give* pieces to other participants but may not *take* pieces from other members
- ◇ Participants may not simply throw pieces into the center for others to take; they have to give the pieces directly to one individual at a time
- ◇ It is permissible for a member to give away all the pieces to a square, even if a square has been formed.

Observations: As an observer, please record the following observations on this paper. You may record the names of individuals in your group whom you identify with a particular question. The participants are not to see these questions.

- ◇ Who is willing to give away pieces of the puzzle?
- ◇ Did anyone finish his or her puzzle and then somewhat divorce himself/herself from the struggles of the rest of the group?
- ◇ Is there anyone who continually struggles with his or her pieces but yet is unwilling to



- Practice solution-focused behaviors
- Know actions related to taking the “high” road or the “low” road in problem solving.

Activity procedures

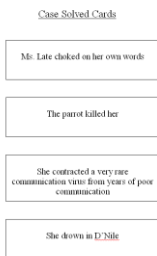
“Taking the high road or the low road” worksheet

(PWB p. 26)



“Case Solved” cards

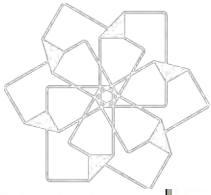
(LP p. 47)



“Case Solved” worksheet

(LP p. 48 & 49 and PWB p. 27 & 28)

- 1) Acting as the police chief say, “You all have done a very good job – let’s look at the last bit of evidence that has been brought in (“Taking the high road or the low road”.) This evidence should help you fill in the blanks for this case, along with a little connecting of the dots from you all. Let’s get this wrapped up gang – I’ve got a meeting with the news folks in 30 minutes”
- 2) Hand out one “Case Solved” card to each group and tell the group that the card displays Ms. Late’s cause of death, but many of the details are still missing. It is up to them to fill in those details using the “Case Solved” worksheet and any new bits of evidence that they were handed. They are to be given as much creative license as needed in this section. They only need to use the Case Solved worksheet as a guide if needed, but they will be asked to present their case after they are finished. Throughout many of the activities they were asked to write down any clues that seemed important to the case. Ask them to look this over or look into the evidence to build their conclusions. Tell them they can make up new characters if needed, or they can stick to the characters that have been introduced to them throughout the day. Within the solved case they should demonstrate skills that they have learned throughout the training - but above all they should have fun with this activity.
- 3) Have the groups share their solved cases with



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the rest of the class.

Case solved worksheet

What was the cause of conflict?

Why did one side lose?

What was resolved, if anyone?

What were some (if any) long-term consequences?

Describe a conflict that Mr. Lutz has memory?

How could Mr. Lutz avoid some of the solution-focused behaviors to solve the conflict?

What steps could Mr. Lutz have taken to resolve the conflict?

Did Mr. Lutz take the high road or the low road in the conflict? How so?



Discussion guide

- 1) After listening to each of the case scenarios, discuss how each of the groups demonstrated skills that they learned throughout the day.
- 2) What is the difference between crisis-focused behaviors and solution-focused behaviors?
 - The person is not looking for a solution to the problem, but rather looking for a way out of the problem, even if that means destroying the trust and relationships of others.
- 3) What does it mean to take the low road in problem solving? What are some behaviors that show that someone is taking the low road (**PWB p. 26**)?
 - Yelling
 - Blaming
 - Getting defensive
 - Focusing on negative intentions
 - Avoiding the situation
 - Making sarcastic remarks
 - Making personal insults
 - Complaining to others about the problem
 - Issuing ultimatums

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