



Georgia Department of Technical
and Adult Education

Module 8

COMMUNICATION

WORK ETHICS MODULES

LESSON TITLE: *Communication*

INTRODUCTION: Upon completion of this lesson students will understand the importance of good communication skills in the classroom and workplace. In addition, the objectives listed below should be met.

OBJECTIVES:

- Understand the importance of good communication skills
- Understand how nonverbal communication skills affect their overall communications in the classroom and at work
- Use effective listening techniques
- Use proper oral communication skills

EQUIPMENT AND MATERIALS:

Module 8 – Communication Skills
Overhead projector as needed

MODULE OVERVIEW:

All of us are constantly in a state of giving and receiving communications. Problems arise when one does not receive, or understand, the message sent in the communication as it was intended, or when one subconsciously sends a nonverbal message that contradicts the spoken word. This module attempts to help students understand the importance of good communications skills at school and at work.

COMMUNICATION

Communication occurs when a sender expresses an emotion or a feeling, creates an idea, or senses the need to communicate. The communication process is triggered when the sender makes a conscious or an unconscious decision to share the message with another person—the receiver.

Every communicative act is based on something that conveys meaning, and that conveyance is the message. The message may be either verbal (spoken or written) or nonverbal (body language, physical appearance, or vocal tone). Messages may also come from the context—or place and time—of the communication. For instance, if you choose to make a critical comment to someone, the place and the time you choose to make that comment will make a big impact on how it will be received.

Every message is sent and received through one of our five senses—it is seen, heard, touched, tasted, or smelled. The sensory media through which messages are sent and received are communication channels. In a work setting, messages may be seen through body movement, letters, memos, newsletters, bulletin board notices, signs, emails, and so on. Messages that are heard come through conversations, interviews, presentations, telephones, radios, and other audio media. Sight and sound are the two most frequent communication channels used in our society.

When the receiver gets the message (through seeing, hearing, feeling, touching, or smelling), he or she will usually give feedback (return message) unconsciously or consciously. Thus, the communications process is on-going.

The worst assumption a sender of a message can make is that the message will be received as intended. So many things can go wrong during the communications process that we should always assume that something will go wrong and take steps to prevent that occurrence. Barriers to good communications are always present. For instance, the language itself can be a barrier—unclear wording, slang, jargon, the tone. Another barrier is the failure of the sender to realize that his or her body language might contradict the spoken message. The channel used to convey the message might be wrong. For instance, you would not use the telephone to relay a lot of statistical information; you would need to write that message on paper. Poor listening skills can constitute a barrier also.

Nonverbal Communications

People telegraph their intentions and feelings, whether they are aware of it or not. They become unintentional senders. In other words, whatever goes on inside shows outside. The messages we convey to others go far beyond the words we speak. Probably over half of the meaning that others attach to our spoken message come not from the words of the messages themselves but from the tone of voice and from our body language. This nonverbal impact comes particularly from the face, eyes, body, clothing, gestures, and touch. We have to be careful not to assume that just because a person displays

one nonverbal signal that we are interpreting that signal correctly. We must look at the whole cluster of signals to see if they support our reading of that person. For instance, a person who crosses his arms might be expressing defiance, but he might also just be feeling cold. We would need to check out his facial expressions and other nonverbal signs to determine the correct reading.

Most of us depend on our reading of others' facial expressions to judge how they feel about us or a particular situation. We depend on the face as the most trustworthy indicator of emotions such as happiness, surprise, fear, anger, joy, sadness, disgust, contempt, interest, concern, and embarrassment. We also look at the face for insight into a person's character (for example, an "open, honest face," a "strong chin," or "beady eyes"). A man who has a moustache, beard, or long hair might suggest conformity or nonconformity, depending on the time and the context. The grooming of hair says much about a person's meticulousness. Narrowed lips or juttied-out chin might mean a person is angry or defiant.

The eyes convey much meaning. Eye contact—or a lack of it—might tell us something about a person's confidence, friendliness, honesty, or desire to dominate. The pupils themselves can signify interest or disinterest, among other things. Pupils dilate when a person is interested or excited; they grow smaller when a person is bored or uninterested. The brow area and the narrowing of the eyes tell a receiver much also. Frowns, scowls, and raised eyebrows might indicate displeasure or intensity. Narrowed eyes can suggest anger, irritation, or doubt.

The body is another rich source of nonverbal confirmation or denial of our verbal message. We draw conclusions about people before we ever exchange words based on their sex, posture, height, weight, and skin color. For instance, people often stereotype others by thinking that tall people make good leaders, overweight people are jolly, and women are too emotional. We notice how the senders of messages hold their bodies. We consider crossed arms to be a sign of defensiveness, defiance, or withdrawal. Hands on hips say that a person is goal oriented or ready and able to take something on. Leaning back in a chair with hands clasped behind the head can be interpreted as a sign of superiority, smugness, or authority. A slouched posture can be read to mean humiliation, defeat, or submission. Using our arms, bodies, and legs to block in others or things can be a sign of territorial feelings. Turning your shoulder or body slightly away from someone can be a sign of rejection of that person.

Our appearance can disclose several pieces of information about us. Someone who dresses immaculately is likely to be a careful person who attends to detail. Someone who prefers "old-fashioned" dress might be very conservative in his or her opinions and values. A person wearing excessive jewelry is possibly displaying signs of a materialistic nature. Our clothing during working hours can tell others what we do for a living. For instance, a blue-collar worker's clothes are designed to help or protect him or her in doing the job. The white-collar worker usually wears more formal clothes considered appropriate for business but having little to do with protection.

Our most common form of social physical contact—the handshake—is often relied upon as a source of data about another person. The handshake is an indication of welcome, liking, acceptance, and greeting. Therefore, it is considered extremely rude not to accept an offered hand. The way you shake hands is another source of data about you. A bone-crushing grip can be seen as a desire to dominate and a limp grasp as a sign of insecurity or a negative outlook on life. A mechanical pumping up and down of another's hand in a series of convulsive jerks suggests mental rigidity, strong will, and inflexibility. Other than the handshake, we have to be very careful with touching others in the workplace because of harassment issues.

People who are better readers of nonverbal messages tend to do the following things:

- They look at the totality of cues rather than isolated ones (remember the crossed arms?).
- They take context (time and place) of the message into account.
- They attempt to compensate for their own biases and prejudices.

Oral Communications

People who are successful communicators take full responsibility for success in the communication process. These people take responsibility for being certain that you understand what they are saying. They recognize that barriers to good communications exist so they speak in simple, grammatical, and understandable terms. They also give examples, ask for feedback, put what they said previously in different words, and make it easy for you to gain the true intent of their communications. However, this in no way frees the listener from responsibility from the process. Without proper listening, communication does not occur.

Listening Skills

Effective listening is active participation in a conversation. It is an activity which helps the speaker become understood. The listener must actually *hear* and not *assume* what is said. A passive listener is attentive but does nothing to assist the speaker. Active listeners sit or stand alertly, maintain eye contact with the speaker, concentrate on the speaker's words, make verbal responses, and summarize parts of what has been said when clarity is needed.

Because there is a difference in how fast one can speak and how fast others can listen, a time lag exists in conversations. Good listeners do not daydream during this lag; they use the time to organize what is being said and to relate to the message. The listener must guard against distractions to the message. The speaker's mannerisms, accent, dress or grooming, language style, or delivery can be distracting if the listener does not learn to tune them out. Also, listeners need to learn to avoid letting first impressions of a speaker color their ability to hear the message.

We cannot learn anything from others if we try to do all the talking. Therefore, let speakers finish out their own sentences. Don't interrupt them to interject your own

thoughts. We need to pay attention to the tone of the words and the nonverbal cues of the speaker. Sometimes, these things undermine the actual meanings of the words themselves. For instance, someone might be telling you that he or she is not upset, but the tone or the body language might tell you otherwise.

Overall, effective listening can be expressed as follows. You should concentrate so that competing external and internal distractions are eliminated. You should probe and reflect by asking questions to seek clarification and greater understanding. You might ask "Is this what you mean?" or "Could you repeat that?" or "Are you saying that...?" Finally, you should summarize (paraphrase) and feed back to the speaker what you think you have heard. When the speaker agrees that your understanding is indeed accurate, then effective listening and effective communication have taken place.

Telephone Skills

What does telephone usage have to do with our work ethic skills? A lot, if you consider that too often we tend to forget that the person on the other end of the line is a human being. When we cannot see the person, it is easier to be rude to him or her. Anger, irritation, and frustration can be suggested by our tone of voice. Ignoring our calls and our messages suggests that we are unconcerned about our clients and customers. When we transfer callers without trying to address their concerns, we are showing a disinterested, apathetic attitude. These are just a few of the negative ways that our lack of telephone etiquette can impact our work ethics.

When we speak on the phone at work, we should always have a smile in our voice. It might sound silly, but this is easy to achieve if we actually do smile when we answer the phone. Our voices should be clear and distinct. We should show that we have a service attitude by offering to give assistance however and whenever we can. We should not transfer calls blindly without making sure that the receiving party can take care of the caller's problem.

We must also be discreet when using the phone. Think through any requests for information and give out only information that is really needed by the caller. For instance, if someone calls asking for your supervisor, you would not say, "Mr. Jones is playing golf this afternoon." That would be giving unnecessary information. You would say, "Mr. Jones will be in the office tomorrow morning. May I help you or have him return your call?"

We should avoid slang in telephone conversations. Instead of saying "yeah," say "certainly." Instead of saying "bye-bye," say "goodbye." Doesn't it sound better to say "I beg your pardon. Would you please repeat that?" than to say "Huh?"

When taking telephone messages for others, don't be in such a hurry that you do not get all necessary information. Incomplete messages are frustrating. In fact, it is a good idea to repeat the message to the caller so that you can be certain that it is accurate.

If you have to put callers on hold to gather information to handle their call, always ask their permission to do so. Or you might offer to call them back if you think they will have to wait some time before you can get back with them. As a rule, nothing irritates a caller more than to be left on hold. When you return to the phone, apologize for having the caller wait for you.

Sometimes the caller is unhappy or angry about a situation. When this is the case, be very careful. A good tactic is to let the caller vent. When he or she is finished, you will hear a noticeable sigh at which point you can express your understanding of and concern for the situation. If you let the caller vent, he or she will then be ready to listen to you and to be reasonable as you try to get to the root of the problem. However, when the venting is nasty and involves foul language, it is permissible to warn the caller that if he/she does not refrain from using such language, you will hang up. If the ugliness does not cease, you do not have to listen.

In summary, when taking calls at work, you should remember to treat the callers as you would want to be treated yourself. Also, treat them as if they were standing in front of you. Remember this: To any caller on the other end of that telephone line, you are your company. The responsibility of being your company's sole ambassador during that phone conversation should help you remember to use correct telephone techniques.

References:

--*COMEX: THE COMMUNICATIONS EXPERIENCE IN HUMAN RELATIONS, 1984, South-Western Publishing Company*

--*OFFICE TECHNOLOGY AND PROCEDURES, 11th Ed., Fulton-Calkins, 1998, South-Western Publishing Company*

MODULE 8

Communication Activities

Suggested Activities For Module 8 COMMUNICATION

Activity	Title	Time	Page No.
1	Self-Appraisal Communications Survey	15	10
2	Reviewing Nonverbal Cues	10	13
3	Body Language—Exercises	5-10	16
4	Reading Nonverbal Cues	30	19
5	Nonverbal Cues—Gestures	5-10	22
6	Concentrating to Improve Listening	15	27
7	Practice Listening Skills	30	29
8	Telephone Etiquette	5	33
9	Correct Telephone Responses	10	39
10	How Do You Calm Down an Upset Customer?	10	41
11	Practicing Communication Skills	5	43
12	Been There, Said That	15	44
13	The Coat	5-10	45
14	Hunter's Game	5-10	47
15	Gizmos	20	50

Module 8 ■ Activity 1 ■ COMMUNICATION

Activity: Self-Appraisal Communications Survey

Materials Needed: Handouts/Transparency: Self-Appraisal Communications Survey

Directions: Students will complete the self-appraisal survey. Instructions and follow-up for the students are included on the form.

Many self-appraisal surveys of communication skills are flawed in that they call upon subjects to report on how well they actually communicate ("How well do you listen to others?"). Students cannot answer such questions with objectivity or much knowledge. How many people know how well they listen to others, and how many would be honest about their self-assessment?

This survey attempts to measure the extent that students work at becoming better communicators—a judgment they are more likely to be aware of and about which they can be candid. The fifteen (15) items of the survey closely parallel the major points made in the reading.

Follow-Up: Ask questions of the students such as:

- ◆ Does your score surprise you?
- ◆ Do you think it is accurate?
- ◆ What can you do to improve your score?

No answer key is needed.

**Time Required:
15 Minutes**

Source: Comex—The Communication Experience in Human Relations, Sussman and Deep, South-Western Publishing Company, 1984.

Self-Appraisal Survey—Communications

The purpose of this survey is to determine your susceptibility to being a source of communication breakdown. Since no one but you will see the results of this questionnaire, answer the questions as honestly as possible. Respond not as you would like to be seen as a communicator but as you really are.

Indicate how frequently you engage in the following behaviors when communicating with another person or persons.

Use this scale to describe your behavior.

- 4 – I always do this.
- 3 – I often do this.
- 2 – I sometimes do this.
- 1 – I seldom do this.
- 0 – I never do this.

- ___ 1. When I have something to say, I am open and honest about my need to say it.
- ___ 2. I communicate with an awareness that the words I choose may not mean the same thing to other people that they do to me.
- ___ 3. I recognize that the message I receive may not be the same one the other person intended to send.
- ___ 4. Before I communicate, I ask myself questions about who my receiver is and how that will affect his or her reception of my message.
- ___ 5. As I communicate to someone, I keep a watchful eye and ear out for an indication that I am understood.
- ___ 6. I make my messages as brief and to the point as possible.
- ___ 7. I consciously avoid the use of jargon with those who may not understand it.
- ___ 8. I consciously avoid the use of slang words and colloquialisms with those who may be put off by them.
- ___ 9. I try not to use red-flag words (words that might trigger an emotional response) that may upset or distract the receiver of my message.

Module 8 ■ Activity 1 ■ COMMUNICATION

- ___ 10. I recognize that how I say something is just as important as what I say.
- ___ 11. I analyze my communication style to determine what nonverbal messages I send and how well they conform to the meaning I desire to get across.
- ___ 12. I carefully consider whether my message would be best understood by my receiver in a face-to-face meeting, over the telephone, or in writing.
- ___ 13. I form opinions about what others say to me based on what I hear them saying rather than what I think of them as a person.
- ___ 14. I make a genuine effort to listen to ideas with which I don't agree.
- ___ 15. I look for ways to improve my listening skills.

TOTAL SCORE

Analyze Survey Results

Find your score on the following table.

Score	Interpretations
50 – 60	Are you sure you were honest? If so, you are an extremely effective communicator who almost never contributes to misunderstanding.
40 – 49	You are an effective communicator who only infrequently causes communication breakdown. The goal of these exercises is to move everyone up to this level.
30 – 39	You are an above average communicator with occasional lapses. You cause some misunderstandings but less than your share.
20 – 29	Many people (at least those who are honest) fall into this category. While things could be worse, there is much room for improvement in your communication style. The goal of these exercises is to move you to a higher category.
10 – 19	You are a frequent source of communication problems. Enthusiastically tackle the rest of these exercises and consider their implications for you personally.
Less Than 9	Your honesty is commendable, but it will take more than honesty to improve your communication effectiveness. Consider taking a communication course.

Source: *Comex—The Communication Experience in Human Relations*, Sussman and Deep, South-Western Publishing Company, 1984.

Module 8 ■ Activity 2 ■ COMMUNICATION

Activity: Reviewing Nonverbal Cues

Materials Needed: Handouts/Transparency

Directions: Give students a copy of the handouts on nonverbal communications. Use the handouts as a basis for discussion of our nonverbal behavior. During class, point out the nonverbal cues being exhibited by students, and ask the students to point out cues exhibited by you the instructor. No answers are required.

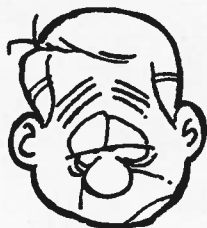
**Time Required:
10 Minutes**

Nonverbal Cues:

- ◆ Facial expressions
- ◆ Body language
- ◆ Eye contact
- ◆ Dress and physical appearance
- ◆ Gestures



Most People Express and Can Recognize Six Basic Emotions



Sadness



Anger



Happiness



Surprise



Disgust



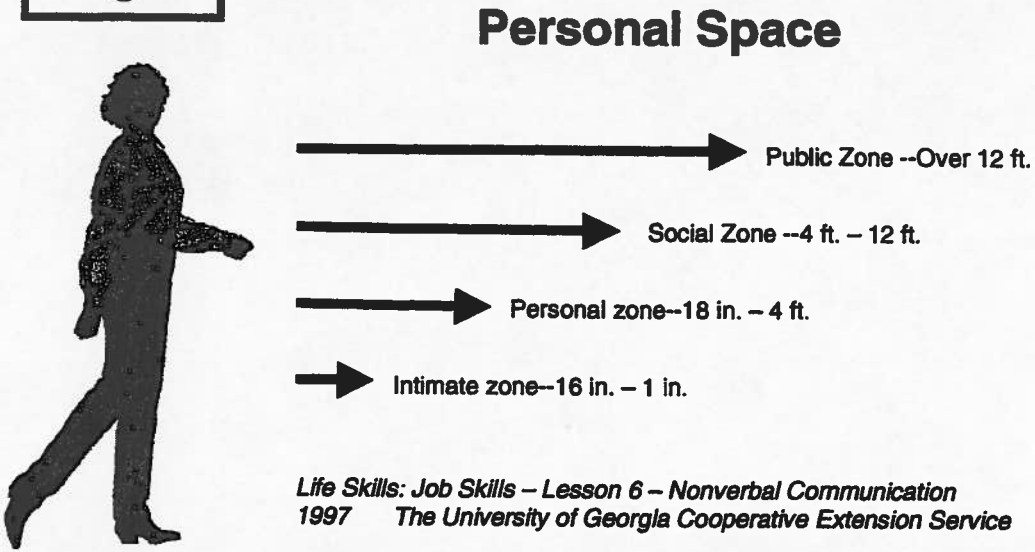
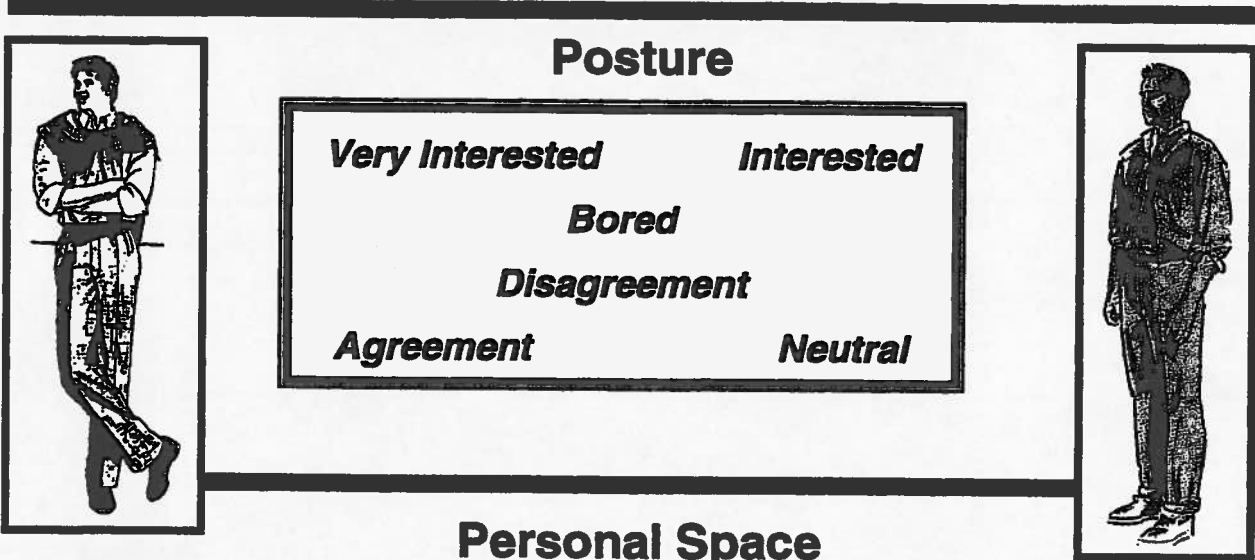
Fear

*Life Skills: Job Skills – Lesson 6 – Nonverbal Communication
1997 The University of Georgia Cooperative Extension Service*

Module 8 ■ Activity 2 ■ COMMUNICATION

Our Communication Comes From the Following Three Sources:

Words	∴	7%
Tone	∴	38%
Gestures	∴	55%



Life Skills: Job Skills – Lesson 6 – Nonverbal Communication
 1997 The University of Georgia Cooperative Extension Service

Module 8 ■ Activity 3 ■ COMMUNICATION

Activity: Body Language—Exercises

Materials Needed: Handouts/Transparency: "Body Language"

Directions: The handout contains several exercises to enhance the students' understanding of how nonverbal cues affect communications. You may complete all the exercises or choose certain ones. All directions are on the handout, and no answer key is needed.

**Time Required:
5-10 Minutes**

Body Language

These exercises are designed to help students tune in to the subtleties of body language and what they might mean about interpersonal behavior.

EXERCISE 1: Hand Gestures:

Ask students to demonstrate and describe the meaning of various hand gestures. You'll be amazed at how many there are. Discuss how facial expressions and other body movements influence the meaning of a hand gesture. What do hand gestures mean in different cultures?

EXERCISE 2: Bar Body Behavior:

Discuss body language in a bar or club. What personality types can you detect just by how people use their bodies? What are the obvious and subtle behaviors of the braggart, the flirt, the wallflower, the drunk, etc.? Consider such factors as personal space, posture, eye contact speed and angle of movement.

EXERCISE 3: The Tell

Gamblers and con artists long have known that people reveal their inner thoughts through body language without even knowing it. For example, if you place a coin in one hand behind your back and then present your fists to a body-savvy person, that person may be able to detect where the coin is. Your "tell" will indicate which hand holds it. You may lean your body to one side, hold one hand higher than the other, point your nose, or unintentionally leak some other behavior that gives away your "secret."

Have students form pairs to try this coin experiment. Some people are much more adept at it than others. If you're good at it yourself, demonstrate with a volunteer in front of the class. This exercise works best if the person with the coin is not told (initially) about the concept of the "tell."

EXERCISE 4: Mirroring (also works well as a warm-down to the role plays below)

Have students pair off. Either sitting or standing, one person in each pair takes the lead and begins to move in any way he/she wishes (tell them to avoid talking, since it's distracting). The task for the other student is to follow or mimic everything that the leader does. Encourage people to use both obvious and subtle behaviors. Do this for a minute or two, then switch roles of who is leading and who is following. Finally, tell the dyads to do the exercise one last time except that **NO ONE** is the leader or the follower. Both people in the pair should try to move in unison, as if they are mirroring each other simultaneously in a body language "dance." This is somewhat hard to do and takes a bit of practice before a pair gets the hang of it, if they can do it at all. If the pair IS successful, what usually happens is that there are rapid, minute shifts between leading and following.

Module 8 ■ Activity 3 ■ COMMUNICATION

Also have everyone switch partners several times and repeat the above steps.

This mirroring can be done with body language alone, facial expressions alone, or body language WITH facial expressions. This last one is considerably more difficult to do than the first two.

This simple exercise sensitizes the students to the details of body movement and expression. It also may say something about interpersonal styles. Some students prefer to "lead" while others prefer to "follow." In particular, some people are very empathetically in tune with the others' movements, while some people cannot focus on this. Also, moving in unison is easy with some people, but not others, which says something about how "in sync" a dyad is.

EXERCISE 5: Improvised Role Plays

Divide the class into small groups. Ask the groups to create a role play that involves ONLY body language and NO talking. The group can pick any scene and characters it wants. Encourage the group NOT to over-plan the role play. Instead, suggest that they pick a scene, define the characters in the scene, and think of a few possibilities for events that might occur in the scene. Then *IMPROVISE* within that general structure. This makes for a much more spontaneous and interesting role play than the more rigid alternative of carefully scripting all the action.

Each group takes its turn at improvising its scene in front of the whole class. A group may "set up" the role play by telling the class where the scene is taking place and who is in the scene. Another interesting and fun alternative is for the group to provide NO introduction to the role play. The class can then guess what is happening in the scene.

Rather than having students come up with the ideas for the improvisations, the instructor can provide them. Give each group a card with a scene on it that they will role play—a scene that involves NO talking. For example:

1. It's 11:30 on New Year's Eve. The bus is late.
2. It's the end of a party. You are the last people left.
3. You are all friends at a funeral.
4. You are family members on the way back from a vacation. A few minutes ago you had a big fight.

Each group takes its turn performing its role play in front of the whole class. Before each group starts, you can read to the class the scene descriptions from the cards, or NOT read the descriptions and let the class guess what the scene is about. After each role play, the class discusses what they believe was happening in the scene based on what they saw in the body language. What are the personalities of the people, their relationships with each other, the issues affecting the group, etc.?

Teaching Clinical Psychology—Body Language

Activity: Reading Nonverbal Cues

Materials Needed: Handouts/Transparency: "Survey of Nonverbal Impressions," pictures of five (5) men or five (5) women cut from magazines, mounted on small posters, and labeled A, B, C, D, and E.

Directions to Students:

You will be presented with a small group of people either on photographs or in person. Study these people for the nonverbal cues you receive from them. Complete the handout survey and be ready to discuss our reasons for your decisions.

Directions to Instructor:

The models should all be the same sex, race, and approximately of the same age in order to prevent students from falling back on stereotypes in making their rankings. Variations you should look for in selecting volunteer models are color of hair, presence/absence of facial hair, personality (it *will* show), height, weight, build, personal effects, and dress (from businesslike to very casual). Display the five (5) pictures in a way that all students can study them and complete their survey sheets.

Follow-up:

Afterwards, you might draw a chart similar to the survey handout on your whiteboard or on a transparency and ask students for their answers to each item on the survey. At any rate, you should lead the class in a discussion of the questions at the bottom of their survey handout.

Sample answers to these questions follow below.

Questions 1 – 5: Answers depend on students' own interpretations.

Questions 6: Several students may believe that the nonverbal cues they are not aware they send but that other people attribute to them are purely and simply unintentional. Share with them the argument that there may be no such things as unintentional nonverbals, only *subconscious* ones. Take a devil's advocate approach, if you must, to get students to consider the implications of their own nonverbal behavior.

Module 8 ■ Activity 4 ■ COMMUNICATION

Question 7: Any message—verbal or nonverbal—that we receive is biased by our senses in line with our values, attitudes, and experiences. Since a nonverbal message from a sender usually involves more interpretation by our senses than does a verbal message, we are more likely to be wrong in extracting meaning from a nonverbal cue. Therefore, we should look for other confirming cues—both nonverbal and verbal—before drawing conclusions about nonverbal meaning.

Question 8: As a receiver

- ◆ To the extent that nonverbal cues are subconscious, they may be more honest than the verbal cues we receive.
- ◆ Nonverbal cues may conflict with the verbal ones we receive.

As a sender

- ◆ We may be communicating messages of which we are not aware to others.
- ◆ By controlling our nonverbal communication, we can add desired impact to some of our messages.

**Time Required:
30 Minutes**

Module 8 ■ Activity 4 ■ COMMUNICATION

Survey of Nonverbal Impressions

Now that you have studied A, B, C, D, and E, make the following assessments of them.

- | | | | | | |
|--|---|---|---|---|---|
| 1. The coldest person is | A | B | C | D | E |
| The warmest person is | A | B | C | D | E |
| 2. The most intelligent person is | A | B | C | D | E |
| The least intelligent person is | A | B | C | D | E |
| 3. The hardest worker in this group is | A | B | C | D | E |
| The most lax worker in this group is | A | B | C | D | E |
| 4. The most assertive person is | A | B | C | D | E |
| The least assertive person is | A | B | C | D | E |
| 5. The wealthiest person is | A | B | C | D | E |
| The poorest person is | A | B | C | D | E |
| 6. The person most interested in pleasure is | A | B | C | D | E |
| The person least interested in pleasure is | A | B | C | D | E |
| 7. The person most likely to hold a position of leadership is | A | B | C | D | E |
| The person least likely to hold a position of leadership is | A | B | C | D | E |
| 8. The most trustworthy person is | A | B | C | D | E |
| The least trustworthy person is | A | B | C | D | E |
| 9. The most sexually active person is | A | B | C | D | E |
| The least sexually active person is | A | B | C | D | E |
| 10. The most satisfied (happy, contented, fulfilled) person is | A | B | C | D | E |
| The least satisfied person is | A | B | C | D | E |

1. For each person you rated, which nonverbal cues were the most apparent?
2. For each personal characteristic rated, which nonverbal cues were the most helpful?
3. To what degree were the ratings by the class consistent? To what do you attribute this degree of consistency?
4. Was it relatively easy or relatively difficult to assign these ratings based solely on nonverbal cues?
5. What are your most telling nonverbal cues?
6. When you emit a nonverbal cue of which you are unaware, is it more accurately termed unintentional or subconscious? What are the implications of your choice?
7. Why do you think we should suspend making judgments of others based solely on one or two nonverbal cues?
8. Why is it important to be aware of nonverbal communication?

Source: Comex—The Communication Experience in Human Relations, Sussman and Deep, South-Western Publishing Company, 1984.

Module 8 ■ Activity 5 ■ COMMUNICATION

Activity: Nonverbal Cues—Gestures

Materials Needed: Handouts/Transparency: "Gestures: What Do They Tell Us?"

Directions: Have students match the gestures listed with their meanings given in the opposite column. This assignment could be given on one day and the answers discussed the next. Students should be prepared to give reasons for their answers. An answer sheet follows the activity.

**Time Required:
5-10 Minutes**

Module 8 ■ Activity 5 ■ COMMUNICATION

**Gestures: What Do They Tell Us?
Part 1**

Many of the gestures we use are habits; some are objectionable ones which need to be modified. DIRECTIONS: Match the following items.

GESTURE	Letter of Correct Answer	ANSWERS TO CHOOSE FROM
1. Leg swung over chair		a. Doubt
2. Sitting backwards on a chair		b. Need of more information, anxiety
3. Hands behind one's back		c. Bored
4. Locked ankles		d. Comfort, unconcern
5. Rubbing palms		e. Sure of oneself
6. Thumbs in belt or pants		f. Confidence, pride
7. Unconscious throat clearing		g. Unsure or lying
8. Hands together pointing toward ceiling		h. Admonishment
9. One hand above the other on one's lap		i. Apprehension
10. Sitting with one leg under oneself		j. Everything under control
11. Covering the mouth while speaking		k. Expectation
12. Wiggling a foot		l. Holding back
13. Putting objects in one's mouth, such as pencils		m. Feeling superior
14. Rubbing eye or ear		n. Dominance
15. Conscious throat clearing		o. Unconcerned

Excerpt from You're the Boss by Natasha Josefowitz

Gestures: What Do They Tell Us? Part 2

Many of the gestures we use are habits, some are objectionable ones which need to be modified. DIRECTIONS: Match the following items.

GESTURE	Letter of Correct Answer	ANSWERS TO CHOOSE FROM
16. No eye contact		p. Opening up
17. Feet pointing toward door		q. Unwilling
18. Rubbing nose		r. Ready for action
19. Touching ear		s. Agreement
20. Hand to throat		t. Determined, angry
21. Clenched hands		u. Reprimand
22. Clenched fist		v. Anxious
23. Pointing finger		w. Need reassurance
24. Sitting on the edge of a chair		x. Doubtful
25. Moving forward of a chair		y. Rejecting what is being said
26. Arms crossed tightly across chest		z. Ready to leave
27. Unbuttoning of coat, uncrossing of arms and legs		aa. Sexual preening
28. Playing with one's hair or jewelry		ab. Concealing something

Excerpt from You're the Boss by Natasha Josefowitz

Module 8 ■ Activity 5 ■ COMMUNICATION

**Gestures: What Do They Tell Us?
Part 1
ANSWERS**

Many of the gestures we use are habits, some are objectionable ones which need to be modified. DIRECTIONS: Match the following items.

GESTURE	Letter of Correct Answer	ANSWERS TO CHOOSE FROM
1. Leg swung over chair	o	a. Doubt
2. Sitting backwards on a chair	n	b. Need of more information, anxiety
3. Hands behind one's back	m	c. Bored
4. Locked ankles	l	d. Comfort, unconcern
5. Rubbing palms	k	e. Sure of oneself
6. Thumbs in belt or pants	j	f. Confidence, pride
7. Unconscious throat clearing	k	g. Unsure or lying
8. Hands together pointing toward ceiling	f	h. Admonishment
9. One hand above the other on one's lap	e	i. Apprehension
10. Sitting with one leg under oneself	d	j. Everything under control
11. Covering the mouth while speaking	g	k. Expectation
12. Wiggling a foot	c	l. Holding back
13. Putting objects in one's mouth, such as pencils	b	m. Feeling superior
14. Rubbing eye or ear	a	n. Dominance
15. Conscious throat clearing	i	o. Unconcerned

Excerpt from You're the Boss by Natasha Josefowitz

Gestures: What Do They Tell Us?
Part 2
ANSWERS

Many of the gestures we use are habits, some are objectionable ones which need to be modified. DIRECTIONS: Match the following items.

GESTURE	Letter of Correct Answer	ANSWERS TO CHOOSE FROM
16. No eye contact	ab	p. Opening up
17. Feet pointing toward door	z	q. Unwilling
18. Rubbing nose	y	r. Ready for action
19. Touching ear	x	s. Agreement
20. Hand to throat	w	t. Determined, angry
21. Clenched hands	v	u. Reprimand
22. Clenched fist	t	v. Anxious
23. Pointing finger	u	w. Need reassurance
24. Sitting on the edge of a chair	r	x. Doubtful
25. Moving forward of a chair	s	y. Rejecting what is being said
26. Arms crossed tightly across chest	q	z. Ready to leave
27. Unbuttoning of coat, uncrossing of arms and legs	p	aa. Sexual preening
28. Playing with one's hair or jewelry	aa	ab. Concealing something

Excerpt from You're the Boss by Natasha Josefowitz

Module 8 ■ Activity 6 ■ COMMUNICATION

Activity: Concentrating to Improve Listening

Materials Needed: 2 textbooks, magazines, or newspapers

Directions to Students:

First try: The instructor will select two students to go to the front of the room and stand facing the class. Each will be given a different section of printed material to read to the class from a newspaper, textbook, or similar source. At a signal from the instructor, they will begin reading at the same volume until the instructor directs them to stop. They will read for about two minutes. Before the reading begins, choose the person to whom you will listen. When the readings have ended, summarize the message communicated by the person to whom you chose to listen.

Note to Instructor: Try to select readers with similar sounding voices and prompt them to read at competing volumes. The concurrent readings should last 2 to 3 minutes. Front-page stories from a local newspaper will provide appropriate text. This activity can also be done with three readers if the classroom is relatively small. A way to conserve time is to dispense with the written summaries and to do away with the discussion of them. Instead, after each reading you can ask for a show of hands of how many people believe they can summarize what was said. In order to validate the show of hands, you might even ask one or two to recite what they thought they heard.

Directions to Students:

Second try: The two readers will be given new sections to read. Once again, you are to choose in advance to listen to one of them and not the other. This time you should make a more concerted effort to block out the other person (who may have distracted you the first time around) and to focus solely on your speaker. Try these aids to listening. Sit more forward in your chair. Maintain constant eye contact with your speaker, even though he or she is not looking at you. Imagine that you and the speaker are completely cut off from any movement or sound in the outside world. Do whatever else you believe will improve your ability to listen. When the second readings have ended, summarize what your speaker has said.

Note to Instructor: You want students to do better this time in order to demonstrate the value of concentration. Therefore, be sure to emphasize to them the techniques for concentration.

Module 8 ■ Activity 6 ■ COMMUNICATION

Follow-up:

Chances are the second summary was more accurate and was easier for people to write than the first? Why? What concentration technique worked best for you? If your second summary was not easier to write, why not? The dramatic point of how simple it is to improve your listening through concentration should be highlighted in this discussion.

Source: Comex – The Communication Experience in Human Relation, Sussman and Deep, South-Western Publishing Company, 1984.

**Time Required:
15 Minutes**

Module 8 ■ Activity 7 ■ COMMUNICATION

Activity: Practice Listening Skills

Materials Needed: Handouts/Transparency: Observer Sheet

Directions to Instructor:

1. The class will divide itself into triads (groups of three). One member of the group is designated *Speaker*, the second is *Listener*, and the third is *Observer*.
2. Speaker chooses a topic that will serve as a focus of conversation. The topic should be one that Speaker is interested in and has definite views about and should be one that is likely to generate debate or disagreement. Examples of such topics include:
 - ◆ My views on affirmative action.
 - ◆ The role of unions today.
 - ◆ Money as a motivator.
 - ◆ The problem with public schools today.
 - ◆ The problem with most people is . . .
 - ◆ Women in the work force.
 - ◆ My definition of a successful life.
 - ◆ Gay rights.
 - ◆ Abortion.
 - ◆ Lottery.
 - ◆ Deadbeat Dads.
 - ◆ Religion.

The important thing is that Speaker selects a topic about which Speaker has definite and strong views.

3. Speaker and Listener hold a conversation for about three to four minutes. The purpose of the conversation is for Listener to practice these listening skills: probing, reflecting, and summarizing. At the conclusion of the conversation, Listener should summarize Speaker's position, including Speaker's

Module 8 ■ Activity 7 ■ COMMUNICATION

underlying logic and rationale. In other words, Listener should indicate what Speaker said and why it was said.

During the conversation, Observer is to analyze Listener's behavior. The Observer Sheet is designed for this purpose. Each of the questions on the sheet should be answered by Observer as soon as the summary ends. The sheets will be discussed.

4. Rotate the role assignments. Do this twice so that each person in the triad has a chance to be Speaker, Listener, and Observer.

Follow-Up Discussion:

Discuss the observer sheets. Then lead discussion on the following questions. Answers are italicized.

1. What did being in the Observer role teach you about effective listening?
Answers will differ
2. How does probing make implicit messages explicit?
You can ask, "Is this what you mean?"
3. Did you use any nonverbal probes? For example, can you probe without the use of specific questions but rather through gestures, eye contact, and posture?
Yes. When we look puzzled, the speaker will probably stop and clarify.
4. What kinds of questions and statements can be used to implement reflecting?
"Do you mean to tell me that . . .?"
"You're telling me that you're unhappy with your job."
5. What is the underlying purpose of exploring the implications of a person's message?
Often speakers do not share the intents of their messages. They often assume their implications are understood by listeners. Effective communication occurs when meaning intended equals meaning received. Intended meaning will only equal received meaning when implications are probed and brought out.

Module 8 ■ Activity 7 ■ COMMUNICATION

6. What has EXERCISE LISTEN taught you about your listening behavior?
Answers will differ
7. How can the skills you've developed in this exercise make you a better speaker?
This practice should reinforce the fact that communication is the process of sending and receiving messages. Senders should solicit feedback from listeners.
8. What are the likely consequences when listeners fail to summarize?
The speaker may erroneously assume he or she was correctly understood.
9. What is a paraphrase?
A statement by the listener of the speaker's message to check for understanding.
10. Why is summarizing important?
Summarizing tells you whether you have been an effective listener and/or indicates the effectiveness of the speaker. It is a final check; however, it can be used at critical points throughout an extended conversation.

**Time Required:
30 Minutes**

Module 8 ■ Activity 7 ■ COMMUNICATION

Observer Sheet

My name is _____

I am observing _____

Probing

- | | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. There was sufficient probing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The probing was natural, blending in with the flow of the conversation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The probing produced clarification. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflecting

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4. Listener extended Speaker's comments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Listener suggested implications of Speaker's comments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Listener sought to reveal Speaker's underlying thought patterns. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Summarizing

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Listener accurately paraphrased Speaker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Listener sought clarification if paraphrasing was inaccurate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Listener was able to tell Speaker <i>why</i> she or he held a particular position. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is there any advice you can suggest that would help this person become a better listener. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Source: Comex—The Communication Experience in Human Relations, Sussman and Deep, South-Western Publishing Company, 1984.

Module 8 ■ Activity 8 ■ COMMUNICATION

Activity: Telephone Etiquette

Materials Needed: Handouts/Transparency: Telephone Etiquette Checklist, Answering the Telephone With an Attitude, On the Phone, On the Telephone With Customers

Directions: Several activities are given in this section. Choose the ones you wish to use to review telephone etiquette with your class and either give students a copy or make transparencies to use on an overhead projector. Have students give examples of situations in which telephone etiquette was poor and resulted in poor communications. No answers are required.

**Time Required:
5 Minutes**

Telephone Etiquette Checklist

- Whenever possible, try to answer your phone by the second ring. Do not let the phone ring endlessly—doing so will most certainly annoy your caller. Answering calls quickly is good business.
- Show respect for your listener's time.
- Do not put someone on "hold" for more than a minute or so. If for some important reason you feel you must take another call or do some other work, offer to call the listener back later rather than keeping him or her on "hold."
- Control the overall length of a call, and limit the nonbusiness part of the call to a minimum.
- Identify yourself immediately when you place a call.
- Identify yourself immediately when you answer a call.
- Identify yourself immediately when you answer someone else's phone.
- Show a willingness to take a message for another person.
- Be sure not to reveal personal or confidential information when answering someone else's phone.
- Always be polite. Remember to say "please" and "thank you" whenever appropriate. Don't be rude and read documents or do other work while on the telephone. Give your listener your full attention.
- Adjust your voice quality to your telephone equipment. Make sure that your volume is clear, your rate of speed not too fast, your pitch and emphasis appropriate, and your enunciation and pronunciation correct.
- Don't shout at or snap at people or give others the impression that you feel superior or are being disturbed unnecessarily. Try to control any negative feelings you might have.
- Respect each person with whom you work, regardless of his or her rank or position.
- Treat your job—and every business caller—seriously and professionally.

Module 8 ■ Activity 8 ■ COMMUNICATION

- Do not say negative things about the company or any of its employees.
- Be helpful. Is there something you can do to help the caller—for example, send her a catalog, put her name on a mailing list, or find out a price? The "true professional" always tries to be as cooperative as possible.
- Do not argue or become defensive with a "problem caller."

BASIC POINTS TO KNOW

1. Know your telephone system and what all the features are.
2. Answer promptly (2-3 rings).
3. Identify yourself clearly.
4. Use your friendliest (not sickly sweetest) voice and enunciate your words.
5. Offer help to caller (within reason).
6. Never lose your temper no matter how angry the caller may make you.
7. Take messages carefully—Get necessary information tactfully.
8. Spell and/or pronounce caller's name correctly.
9. Avoid asking caller his/her name if the person being called is not in. Instead, ask if you can help or if you may take a message.
10. Never keep caller waiting for one minute without going back and checking with the caller.

Answering the Telephone With an Attitude



- ◆ Be prepared to answer calls. Keep pad and pen near phone.
- ◆ Answer on first or second ring.
- ◆ Do not be in conversation with someone else with picking up the receiver.
- ◆ Do not put caller on hold before asking permission and waiting for a response.
- ◆ Speak distinctly and slowly.
- ◆ Vary the tone of your voice.
- ◆ Identify yourself properly.
- ◆ Take messages carefully.
- ◆ Ask for verification of numbers and spelling of names and addresses.
- ◆ Repeat the message.
- ◆ Be tactful if you must screen calls, but avoid screening if at all possible.
- ◆ Be a good listener.
- ◆ Do not react to irate callers. Offer to help resolve the situation.
- ◆ Transfer calls properly and only when necessary.
- ◆ If a caller has been put on hold, do not leave caller dangling forever. Check with caller at least every 30 seconds or so. Offer to call him/her back if necessary.







On the phone

- ◆ Use variety in tone of voice
- ◆ Smile
- ◆ Answer in three rings
- ◆ Ask how you can help
- ◆ Be courteous

On The Telephone With Customers



-  Always smile when you are talking on the phone. The customer needs to feel understanding in your voice.
-  Answer the phone within the first three rings. This will give the customer a feeling that you are efficient and there to help him/her.
-  Ask what you can do to help him/her. Doing so will let the customer know that you are willing to help in any way you can.
-  Always be courteous when putting someone on hold or transferring calls. Ask if you may put them on hold or transfer their call before you do it.

How Do You Calm Down an Upset Customer?

- ◆ Make sure you see the problem from his/her side.
- ◆ Stay calm yourself.
- ◆ Let the customer talk. Don't interrupt!
- ◆ Write down what is said.
- ◆ Echo what they said and restate the problem, and this shows that you are listening.
- ◆ Try to find something on which the two of you can agree.
- ◆ Tell him/her what you can do for him/her, instead of what you can't do.
- ◆ Don't ever say "It's not my job!" Instead say, "Let me put you in touch with . . . She can help you with your situation."
- ◆ Don't ever say "What do you expect from me?" or "What do you want?" or "What else can I tell you?"



Module 8 ■ Activity 9 ■ COMMUNICATION

Activity: Correct Telephone Responses

Materials Needed: Handouts/Transparency: "Making Correct Telephone Responses"

Directions: Have students read each of the incorrect responses to a telephone request. Determine what a more suitable response would be. The activity can be completed as a group assignment.

Suggested

Answers: Following are some better responses to the items on the activity.

INITIAL RESPONSE	BETTER RESPONSE
1. Hold the line.	Will you hold a moment, please?
2. Her line is busy.	Her line is busy. Would you like to hold or shall I ask her to call you?
3. Call back later.	It will take a few minutes to get the necessary information. Would you like to hold or shall I call you back?
4. Mr. Jones isn't in.	Mr. Jones is out; I expect him back in approximately one hour; may I ask him to call you when he returns?
5. Mr. Jones is playing golf.	Mr. Jones should be back in approximately two hours. May I ask him to call you when he returns?
6. What did you say?	I'm sorry; I did not hear what you said. Would you please repeat it?
7. Who's this?	May I tell Mr. Jones who is calling please?
8. I don't know where Mr. Jones is.	Mr. Jones isn't in right now. May I ask him to call when he returns?
9. Your call is being transferred.	May I transfer your call to Mr. Dixon? I believe he can help you.
10. I am not responsible for the mistake; don't raise your voice at me.	Listen first; do not interrupt. After the caller has finished speaking, you might say, "I'm sorry for your inconvenience. I believe Mr. Jones will be able to help you. May I transfer you now?"

**Time Required:
10 Minutes**

Making Correct Telephone Responses

Read the telephone responses listed. Indicate a better manner of responding.

1. Hold the line.
2. Her line is busy.
3. Call back later.
4. Mr. Jones isn't in.
5. Mr. Jones is playing golf.
6. What did you say?
7. Who's this?
8. I don't know where Mr. Jones is.
9. Your call is being transferred.
10. I am not responsible for the mistake, don't raise your voice at me.

Module 8 ■ Activity 10 ■ COMMUNICATION

Activity: How Do You Calm Down an Upset Customer?

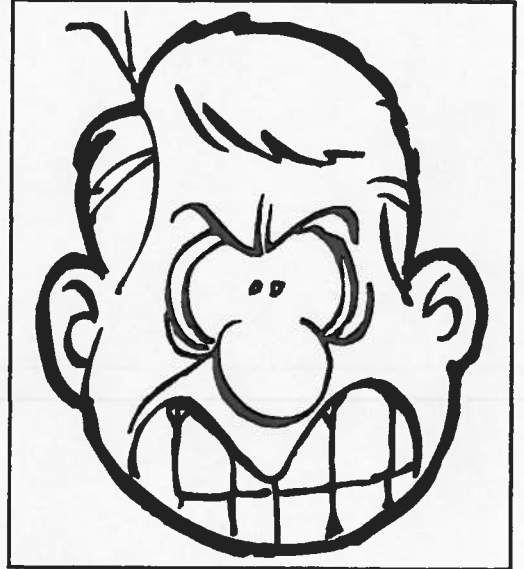
Materials Needed: Handouts/Transparency: "How Do You Calm Down an Upset Customer?"

Directions: Give handouts to the students. Go over the points. Role play a situation in which this material is used or ask students for examples of this type of situation which they've witnessed.

**Time Required:
10 Minutes**

How Do You Calm Down an Upset Customer?

- ◆ Make sure you see the problem from his/her side.
- ◆ Stay calm yourself.
- ◆ Let the customer talk. Don't interrupt!
- ◆ Write down what is said.
- ◆ Echo what they said and restate the problem; this shows that you are listening.
- ◆ Try to find something the two of you can agree on.
- ◆ Avoid emotional trigger words such as "problem" and "can't."
- ◆ Tell him/her what you can do for him/her, instead of what you can't do.
- ◆ Don't ever say, "It's not my job!" Instead say, "Let me put you in touch with . . . She can help you with your situation."
- ◆ Don't ever say, "What do you expect from me?" or "What do you want?" or "What else can I tell you?"



Module 8 ■ Activity 11 ■ COMMUNICATION

Activity: Practicing Communication Skills

Materials Needed: Blank sheet of paper for each student

Directions:

1. Say this to the students:

We are going to play a game that will show us some important things about communication. Pick up a sheet of paper and hold it in front of you. Now close your eyes; no peeking and absolutely no talking. Simply listen closely to the directions I will give you and follow them.

2. Give the following directions while you demonstrate with your sheet of paper:
 - ◆ The first thing I want you to do is fold your sheet of paper in half. (Give them time to do this.)
 - ◆ Now tear off the upper right-hand corner.
 - ◆ Fold it in half again and tear off the upper left-hand corner of the sheet.
 - ◆ Fold it in half again. Now tear off the lower right-hand corner of the sheet.
 - ◆ Now you can open your eyes and see what you have. If I did a good job of communicating, and you did a good job of listening, all of our sheets should look the same! (Hold your sheet up for them to see. It is highly unlikely that any of them will match yours.)
3. Observe differences. There will probably be much laughter.
4. Ask the participants why their papers did not match yours. (You will probably get responses like "You didn't let us ask questions!" or "Your directions could be interpreted in different ways.")
5. Point out to the group what a "poor job" you did as a communicator during this activity. Not only did you not allow for questions but you failed to recognize an important fact about the communication process: **The listener rarely makes the same assumptions as the speaker.** This means that when someone is told something, he or she will interpret the message based on personal experiences. Communicating has to be an interactive process so that the speaker and the listener can understand each other.

**Time Required:
5 Minutes**

Derived from Twenty Active Training Programs, Mel Silberman; Pfeiffer & Company, 1992, pp. 22-23.

Module 8 ■ Activity 12 ■ COMMUNICATION

Activity: Been There, Said That

Materials Needed: Markers and flip chart or marker board

Directions:

1. Explain that this activity is designed to emphasize the importance of active listening.
2. Divide the group into trios and ask each group to designate its members as A, B, and C.
3. Ask person A in each group to think of three words that summarize an entire experience he or she has had, e.g., "I did that," "We went there," or "I learned something," but not to reveal the actual experience.
4. Instruct person B to learn what that experience was by reflecting back what person A says and then clarifying by asking Who? What? Where? When? or How? questions. Tell participants that person B is not allowed to guess, and person A is restricted to answering only the question that is asked.
5. Instruct person C in each group to observe the interaction and to intervene if B starts guessing or if A volunteers more information than is asked.
6. Ask the group to describe what happened during the activity, giving examples of effective and ineffective listening and questioning. Conclude with a list of techniques on the flip chart for future use.
7. If time permits, use three rounds so that each person has an opportunity to practice effective listening and questioning skills.

**Time Required:
15 Minutes**

—Source: *101 Great Games and Activities*, Arthur VanGundy, Jossey-Bass/Pfeiffer, 1998.

Module 8 ■ Activity 13 ■ COMMUNICATION

Activity: The Coat

Materials Needed: A jacket, box of matches, or other prop

Directions:

Lay a jacket on the table. Select a “volunteer” and inform him or her that you don’t know what the jacket is or what to do with it. The volunteer’s task is to train you in the jacket’s use as quickly as possible. The “trainer” will often engage in telling behaviors whose effectiveness can be distorted by slow learner behaviors on the part of the “trainee” (e.g., grabbing the pocket when told to grab the collar, or inserting the arm up the sleeve in a reverse direction). The difficulty of completing the assignment can be further exaggerated by depriving the trainer of visual feedback, having the trainer turn his or her back to the trainee. After a brief time period of minimal progress, the class can be asked for its assistance. A fruitful alternative, of course, is to show the trainee how to use the jacket. This can effectively illustrate the merits of the classic Job Instruction Training (J.I.T.) approach, which is to:

1. Explain how to do it.
2. Demonstrate how to do it.
3. Request an explanation of how to do it.
4. Invite the trainee to do it.

Note: The same process can be used with other articles of clothing (e.g., shoes) or even with a box of wooden matches (with the goal of lighting one).

Follow-Up Discussion:

1. Why did the trainer initially have a difficult time with the task of training? *Because of assumptions about prior knowledge and common vocabulary, because of limited patience with a slow learner doing a “simple” task, or because of one-way communication.*
2. What are the benefits of demonstration? *Add the sense of sight, and the words take on additional meaning.*

Module 8 ■ Activity 13 ■ COMMUNICATION

3. What are the benefits of feedback? *Can gauge progress, understanding, and satisfaction of trainees.*
4. Bring out these points:
 - ◆ There is a danger in making assumptions about a participant's background knowledge and common vocabulary.
 - ◆ There is an advantage of modeling, demonstration, and interaction over one-way communication.

**Time Required:
5-10 Minutes**

—Source: *101 Great Games and Activities*, Arthur VanGundy, Jossey-Bass/Pfeiffer, 1998.

Module 8 ■ Activity 14 ■ COMMUNICATION

Activity: Hunter's Game

Materials Needed: Hunter's Game cards

Directions:

1. Duplicate the Hunter's Game Worksheet on card stock (one duplicate copy provides a set of game cards for one team of six participants). Cut each set of game cards into separate cards along the dashed lines. Note: If the total number of participants is not divisible by six, supplement the game cards with the DECOY cards (the cards at the bottom of the Hunter's Game Worksheet).
2. Distribute one game card to each participant (making sure that players keep their cards concealed from other players). Explain that each of these cards has the name of a particular animal on it that is not to be revealed to other players until later in the activity. Players will participate in a hunt in which each player will hunt for an assigned animal. Without making any sounds, each person must act out the animal shown on his or her card while attempting to find the player acting like the animal that the player is assigned to find.
3. Read the following list of animals that shows what animal each player must find. The list is circular:

ELEPHANT looks for LION

LION looks for WOLF

WOLF looks for DOG

DOG looks for CAT

CAT looks for MOUSE

MOUSE looks for ELEPHANT
4. Explain that some participants may have received DECOY cards, in which case the individual may act like any animal to fool the other players. The decoys try to find one another and stay together. Stress that each participant will be both a

hunter and a hunter animal. Each team will be comprised of one set of the six animals named or else will contain all DECOYS. When a participant thinks that his or her animal has been found, he or she taps that player on the shoulder; the hunted animal should then show its card to the hunter. If it is the correct animal, the hunter holds on to the player while continuing to search for that player's prey. In the end, each team should form a circle with the animals holding onto one another.

5. Monitor the activity. When all the teams have formed, lead a discussion with the reassembled group using the questions below.

Follow-Up Discussion:
(Answers may vary)

- ◆ How difficult was it to find your animal through actions only? Why?
- ◆ What role does perception play in an activity such as this?
- ◆ How does nonverbal communication affect the image others have of you?
- ◆ Why is communication, both verbal and nonverbal, so important in the workplace?
- ◆ How can we relate this game to teamwork in general? (*players all connected, need for clear communication, common goals, etc.*)

Time Required:
5-10 Minutes

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

Hunter's Game Worksheet

ELEPHANT	LION
WOLF	DOG
CAT	MOUSE
DECOY	DECOY

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

Module 8 ■ Activity 15 ■ COMMUNICATION

Activity: Gizmos

Materials Needed: A pencil and a Gizmos Worksheet for each participant; an additional Gizmos Worksheet for each team; a copy of the Gizmos Answer Sheet.

Directions:

1. Explain that there are some functional objects existing around us which we may not know by their proper terms. This activity will strive to “pool” the group’s knowledge to determine the technical terms for certain objects.
2. Distribute a pencil and one copy of the Gizmos Worksheet to each participant. Direct group members to complete the worksheet alone, matching the term they think is correct for each of the ten definitions. Allow approximately five minutes for completion of individual work.
3. When participants have completed the worksheets, instruct them to form teams of up to five members each. Assign one member of each group to act as the team leader.
4. Distribute one copy of the Gizmos Worksheet to each team leader. Explain that group members should work together to come to a team decision on the correct answer for each item. The team leader is responsible for coordinating group discussion and recording the team’s answers.
5. Allow approximately ten minutes for the group members to work together.
6. Using team feedback and the Gizmos Answer Sheet, review the correct terms for the described items with the participants. You may choose whether or not you wish to provide definitions for the other terms shown on the worksheet (these definitions are provided on the answer sheet).

Follow-Up Discussion:
(Answers may vary)

- ◆ Did group members do better with their individual answers or as a team? Why?

Module 8 ■ Activity 15 ■ COMMUNICATION

- ◆ What role did the leader take in the decision-making process?
- ◆ How does the use of technical terminology and/or acronyms affect the communication process?
- ◆ What other kinds of “filters” break down communication? (perception, experience, environment, etc.)
- ◆ How can we improve the overall communication process in the workplace?

**Time Required:
20 Minutes**

—Source: *Working Together*, Lorraine L. Ukens, Jossey-Bass/Pfeiffer, 1997.

Gizmos Worksheet

Circle the answer that best matches the definition provided.

<p>1. The small embroidered loop forming a decorative edging on ribbon.</p> <p>a) capuche b) frizette c) picot</p>	<p>6. The small round pulley that regulates the speed of magnetic tape in a recorder.</p> <p>a) capstan b) newel c) operon</p>
<p>2. The metal spike on hiking boots.</p> <p>a) crampon b) petard c) languet</p>	<p>7. The vertical strip dividing the panes of a window.</p> <p>a) cullis b) filature c) mullion</p>
<p>3. The little metal band around a pencil, right below the eraser.</p> <p>a) larch b) circumflex c) ferrule</p>	<p>8. The plastic or metal tip of a shoelace.</p> <p>a) aglet b) gusset c) goat</p>
<p>4. The block or slab on which a statue rests.</p> <p>a) foramen b) plinth c) palanquin</p>	<p>9. The pointed gardening tool that makes holes for planting bulbs.</p> <p>a) ostiole b) dibble c) pawl</p>
<p>5. The outer rim section of a wheel.</p> <p>a) druse b) felly c) parget</p>	<p>10. The small magnifying glass used by jewelers.</p> <p>a) lapin b) binnacle c) loupe</p>

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Gizmos Answer Sheet

<p>1. a) Capuche – hood of a cloak (espl. The cowl of a Capuchin friar)</p> <p>b) Frizette – a curled fringe of hair</p> <p>c) Picot – the small embroidered loop forming a decorative edging</p> <p>2. a) Crampon – the metal spike on hiking boots</p> <p>b) Petard – a bell-shaped bomb</p> <p>c) Languet – thing or part resembling tongue in shape or function</p> <p>3. a) Larch – a coniferous (pine) tree</p> <p>b) Circumflex – a phonetic mark used over long vowels (Greek)</p> <p>c) Ferrule – the little metal band around a pencil, right below the eraser, used to strengthen the shaft</p> <p>4. a) Foramen – medical term for a small opening or perforation</p> <p>b) Plinth – the block or slab on which a statue rests</p> <p>c) Palanquin – an enclosed litter (a conveyance borne on the shoulders of men using poles)</p> <p>5. a) Druse – crystals in a rock cavity</p> <p>b) Felly – the outer rim section of a wheel</p> <p>c) Parget - plaster</p>	<p>6. a) Capstan – the small round pulley that regulates the speed of magnetic tape in a tape</p> <p>b) Newel – the vertical support on a staircase</p> <p>c) Operon – a cluster of genes</p> <p>7. a) Cullis – a gutter</p> <p>b) Filature – spinning into thread</p> <p>c) Mullion – the vertical strip dividing the panes of a window</p> <p>8. a) Aglet – the plastic or metal tip of a shoelace</p> <p>b) Gusset – a triangular garment insert</p> <p>c) Groat – an old British coin</p> <p>9. a) Ostiole – a small opening or pore</p> <p>b) Dibble – a pointed gardening tool that makes holes for planting bulbs</p> <p>c) Pawl – a pivoted device on a ratchet wheel</p> <p>10. a) Lapin - rabbit</p> <p>b) Binnacle – a case, box, or stand for ship's compass and a lamp</p> <p>c) Loupe – the small magnifying glass used by jewelers and watchmakers; also used in the graphics industry</p>
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