

Participant Survey and Needs Analysis

Instructions: It is important to understand the needs of the participants who will attend your workshop. Although you may not be able to fulfill all their needs in the course, this assessment will make you aware of their interests and requirements and you will be able to keep these in mind while working with them.

1. The communication topics I would like to explore in a communication skills workshop are *[check all that apply]*:

- Listening
- Conflict resolution
- Assertiveness
- Internal vs. external communication
- Upward vs. downward communication
- Interpersonal communication
- Other _____

2. If I had to write the three most important topics in order of importance, the order would be

- a. _____
- b. _____
- c. _____

3. Is this selection defined by me or by my supervisor?

4. Is the culture of the company or organization one of open or closed communication?

Please write additional comments:

Participant Survey and Needs Analysis

5. In a workshop I like to receive information in the following ways [check all that apply]:

- | | |
|---|---|
| <input type="checkbox"/> Lecture from facilitator | <input type="checkbox"/> Discussion in pairs |
| <input type="checkbox"/> Study from workshop manual | <input type="checkbox"/> Learning activities |
| <input type="checkbox"/> Whole-group discussion | <input type="checkbox"/> PowerPoint presentation |
| <input type="checkbox"/> Small-group discussion | <input type="checkbox"/> A blend of all the above |
| <input type="checkbox"/> Other _____ | |

6. Have you attended a communications workshop in the past? _____
If so, what topics were covered?

What were the positive and negative aspects of the workshop?

7. What results will my organization or my supervisor expect to see in me following a communications workshop?

8. What personal results do I expect?

9. Additional information that will assist the workshop facilitator:

Thank you for the input! Your information will be treated confidentially.

Supervisor's Evaluation of Employee Participant

Instructions: This assessment is focused on the requirements of the participants' supervisors. It is especially useful for discovering discrepancies between the supervisor's evaluation of the participant's needs and the participant's own perceived needs. If you discover during the course of the workshop that there are glaring discrepancies between the supervisor and participant needs, personally contact the supervisor following the completion of the workshop to discuss the inconsistency.

1. In what professional situations is the employee required to exhibit clear and concise communication?
2. In what areas does the employee experience the greatest challenges in communication?
3. What are the employee's communication strengths?
4. Which skills would you recommend that this employee learn in a communications workshop?
5. What results do you expect for this employee following the communications workshop?
6. How will you support the continued development of the employee after the conclusion of the workshop?

Additional information that will assist the facilitator of the workshop:

Assessment 11-4

Listening Skills

Instructions: Mark the response that most closely matches your *typical* behavior. Be honest!

	USUALLY	OCCASIONALLY	SELDOM
1. When speaking with an associate, I finish his/her sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I interrupt an associate who explains something to me before he/she has finished speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions to be sure that I understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am quick to defend myself if an associate complains to me about something I have done or not done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I look beyond the words the speaker is using to mannerisms and tone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If I'm not interested in my conversation partner's topic, it shows in my facial/body expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain neutral and not be prejudiced in my reactions to a speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I get distracted easily when I should be listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can remain calm even if the speaker is angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I anticipate what the speaker will say and I stop listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I make quick judgments while listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I leave a discussion and find I cannot remember what my discussion partner said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How I feel when I have not been listened to:

What I can change about my listening approach:

Assessment 11-5

Interpersonal Skills

Instructions: One of the most effective means for you to assess improvement in your communication skills is to complete the following assessment after you have collaborated in a meeting.

1. How have my reactions and responses changed following the meeting?
 2. How will this meeting help me achieve greater professional effectiveness?
 3. Do I now have a stronger relationship with that person/those people in the meeting?
 4. Do I trust them? Do they trust me?
 5. Through collaboration, could we achieve success on both sides of our partnership?
 6. What leadership lesson have I learned from this interpersonal exchange?
-

Assessment 11-6

Negotiation Skills and Readiness

Instructions: Complete this assessment after you complete the negotiation exercise. It will give you the immediate opportunity to assess your negotiation style and preferences and will provide you with knowledge of the areas you might choose to improve.

1. What is (are) my greatest strength(s) in negotiation?
 2. What are my weaknesses?
 3. What will I remember to do differently next time?
 4. What information will I benefit from having before I enter into negotiation?
 5. What did I learn about myself when under pressure?
 6. What personal skills will I employ to enhance my future negotiations?
 7. What details of a negotiation will I undertake following the conclusion of this workshop?
-

Name (optional): _____ Date _____

Instructions: Answer the following questions to provide important feedback to the facilitator about his or her facilitation work and about the content of the workshop. You do not have to include your name if you prefer not to do so. Please leave the evaluation in the room when you go.

1. Did the workshop meet your expectations? If not, why not?

 2. Was [name] an effective facilitator? If not, why not?

 3. Were the materials appropriate and applicable? Yes No

 4. Did the facilitator have a good understanding of the material? Yes No

 5. Did the facilitator respond to questions and lead an interactive workshop? Yes No

 6. What three skills will you take from this workshop?

 7. Were there any elements you did not like?

 8. How would you change this workshop?

 9. Was this training worthwhile? Yes No

 10. Would you invite this facilitator back to lead another workshop? Yes No

 11. Additional comments:
-

Assessment 11-8

Learning Comprehension Level

Instructions: Answer the following questions as fully as possible. This assessment will help you identify your level of comprehension of the materials covered in this workshop.

1. Give a brief overview of your learning in this workshop. Begin your statements with "I have learned. . . ." This will help you focus your responses.
 2. How and where will you apply this knowledge in your workplace?
 3. Did you acquire this knowledge through lectures, practice, discussion, or a combination of all methods?
 4. Do you feel sufficiently confident to pass on this knowledge to your colleagues?
 5. Are there any knowledge areas that will require additional learning in order for you to feel confident?
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Tool 12-1

Frequently Used Action Verbs

You may wish to write these verbs on a flipchart page and hang it on the classroom wall. The list is a resource for participants during the workshop. These verbs are also used in chapter 9 as part of the vocal exercises activity.

Analyze	Determine	Initiate	Report
Appraise	Develop	Inspect	Represent
Assemble	Direct	Instruct	Research
Assist	Discuss	Investigate	Review
Authorize	Distribute	Monitor	Schedule
Calculate	Draft	Notify	Select
Collect	Establish	Obtain	Specify
Compile	Estimate	Participate	Submit
Conduct	Evaluate	Perform	Supervise
Consult	Execute	Plan	Train
Coordinate	Exercise	Practice	Verify
Correspond	Formulate	Prepare	
Delegate	Implement	Provide	
Design	Improve	Recommend	

My goals for this workshop:

1. _____
2. _____
3. _____
4. _____
5. _____

1. Which skills have I learned that will be the most useful for me?

2. Where will I apply these skills?

3. How will I keep practicing these skills?

Tool 12-2, continued

Journal Pages

4. How will I pass these skills on to others in my workplace?

5. Do I have/will I find a mentor who will help me focus these skills and keep me accountable? *[Identify a person/role and reasons for mentoring selection.]*

Additional thoughts

Goals for specific development

Tool 12-3

Tips for Understanding Body Language

Our body language speaks constantly. According to Dr. Albert Mehrabian, the author of *Silent Messages*, 50 percent of our communication cues are visual.

Here are some frequently used body signals:

BODY LANGUAGE	THE MESSAGE
Standing or sitting with tightly folded arms and crossed feet	Feeling skeptical or defensive*
Chin stroking	Making a decision
Cheek resting on fist, index finger pointing upward	Listening with interest
Hands clasped at chin, elbows on table	Feeling defensive or making an evaluation
Rubbing hands together	Feeling excitement or optimism
Holding hand over mouth	Skepticism, evaluation, or suppressing deceit
Chewing tips of fingers	Feeling anxiety

*This body language is also used when a person is feeling physically cold, so use caution with your interpretation.

The following scenario describes an employee's termination from his job after absences from work. The communication between the supervisor and the employee misses several steps that would ensure a more effective handling of sensitive news. Please explore this scenario, define the missing communication steps, and develop the scenario into an effective exchange that ensures that the employee understands why he is being terminated.

SCENARIO

Michael is the supervisor in the accounting department, and Robert works as an accounting assistant. The company's attendance policy permits three absences in one calendar year. Robert has been absent or tardy many times and he is nearing possible termination. To this point, Michael has given only verbal warnings when Robert was absent or late, but Robert's behavior is repeating itself so Michael sets up a meeting with Robert to discuss the situation. Here is the exchange:

Robert: "Sorry I was late. I won't let it happen again."

Michael: "That's all well and good, but it is setting a bad example for the rest of the department."

Robert: [Thinking: *Great, he's not really very mad. I'm probably not in very much trouble after all. He's just blowing off steam.*]

Michael: "If this happens again, I'll be forced to let you go. Does that sound unfair?"

Robert: "No, I don't have any problem with that." [Thinking: *This guy's a push-over. He'd never do that.*]

Michael: "Well, I'm glad we had this discussion and that we both understand the consequences."

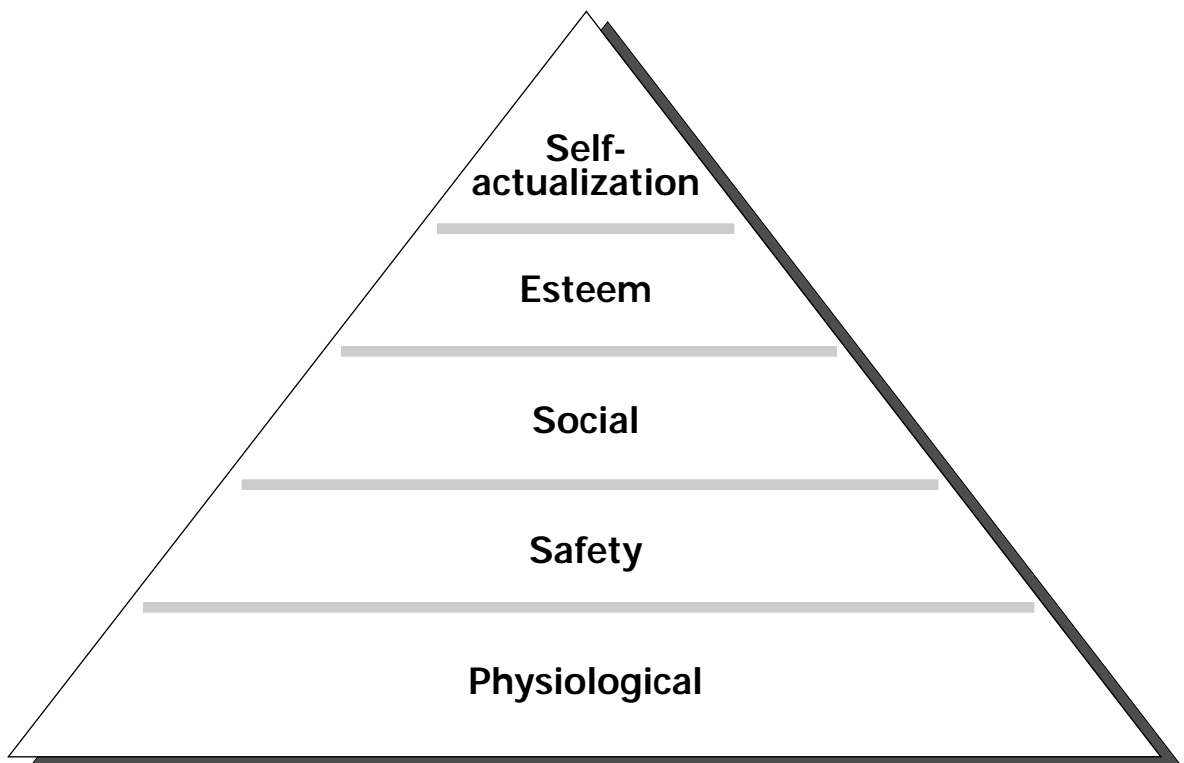
Two weeks later Robert misses a day of work. Witness the meeting he has with Michael when he returns to his job the following day:

Michael: "Robert, here's your final check. Please clear out your desk and security will escort you out."

Robert: "Why are you firing me? I just missed a day of work!"

Maslow's Hierarchy of Needs

Abraham Maslow designed the Hierarchy of Needs in the early 1950s to describe a theory of motivation based on fulfilling successively higher levels of human needs. The most elemental of our needs are physiological: food, drink, shelter, and sexual satisfaction. The second step up the hierarchy is the need for safety, for shelter and protection from physical and emotional harm so that we may develop emotionally and physiologically. The third level of needs are social ones—for love and a sense of belonging from our parents, siblings, or extended families in order to realize our individual self. The next level of need is for esteem. Needs here are both internal (e.g., self-respect and autonomy) and external (e.g., status and attention). When we are comfortable with ourselves we seek recognition from others that helps us define our place in society and in the global community. Finally we work to gain self-actualization, which is a “knowing” about life and its meaning for us and a sense that we fit into the paradigm. We seek to realize our full potential through satisfying relationships and professional roles, and much of this we achieve through effective communication.



Source: Abraham H. Maslow, *Motivation and Personality*, 2nd ed. New York: Harper and Row, 1970.

Tool 12-6

Nonconfrontational Language—Using “I” Rather Than “You”

When people are emotional about a situation, they often become aggressive and abrupt, using language that attacks another person rather than language that takes responsibility for their role or at least their feelings. “I” messages are a way to communicate thoughts and feelings in a non-aggressive manner.

Here are some examples of how you can convert a confrontational “You” message into a more effective “I” message.

“YOU” MESSAGE

“I” MESSAGE

You really wrecked the project when you took over.

I feel very upset about the direction the project has taken since you took over.

I can’t believe you did that!

I am really upset about the decision you made.

You don’t even care about the success of this project.

I feel disappointed because it seems like you are not concerned about the success of the project.

What follows are guidelines for developing successful interpersonal skills:

- ♦ Work on your own self-awareness. Stop making others villains and yourself a victim.
 - ♦ Stop trying to win arguments and start trying to find common ground. Seek win-win solutions.
 - ♦ Listen well. Invite the ideas of others.
 - ♦ Carefully share your feelings and opinions. Invite others to do the same.
 - ♦ Express your ideas as opinions rather than as “the truth.” That makes what you say easier for others to digest.
 - ♦ Be exceedingly honest with yourself, and with others.
 - ♦ Set specific goals for improving your interpersonal skills.
-

In a communication exchange, when one person is trying to draw information from another or help someone see the big picture, open-ended questions require “accountability” in the answer. In other words, because the identifying question doesn’t judge or stipulate an outcome, the receiver is able to provide input and information from his or her perspective.

1. Identify the challenge by asking open-ended questions that begin with
 - ♦ “What can we . . . ?”
 - ♦ “How would you . . . ?”
 - ♦ “Does the situation . . . ?”
 - ♦ “Is there a better way to . . . ?”
2. Starting questions with “Why?” raises defenses and creates an impasse.
3. Asking open-ended questions motivates buy-in from the other person.
4. The goal of successful interpersonal strategies is to reach a win-win resolution. That doesn’t mean that the other person will get his or her way, but finding a way in which both parties can embrace the outcome makes a difference in the reaction to discipline and change.
5. Be accountable for your actions.
6. Lead by example.

Benefits of Effective Interpersonal Strategies

- ♦ Reactions change
 - ♦ Productivity increases
 - ♦ Stronger relationships form
 - ♦ Successful communication is experienced by both parties
 - ♦ Trust increases
 - ♦ Leadership capability is recognized
-

Five Steps to Resolving Conflict

Some people enjoy conflict. They react to it as a means of having their say or to put their viewpoint across with strength and conviction. For those people who do not enjoy conflict, either one-on-one or in group situations, the following steps provide guidance for finding a win-win resolution. The use of open-ended questions (discussed in Tool 12-8) will help identify the conflict issue.

- Step 1.** Define the problem.
 - Step 2.** Clarify expectations and identify key players.
 - Step 3.** Identify action steps to be taken.
 - Step 4.** Resolve to take the agreed action steps.
 - Step 5.** Follow up to ensure the action steps have solved the problem.
-

Persuasion Guidelines

Persuasion is a widely used technique in the professional world. When any one of us believes we have a good idea, we set about persuading others to buy into it also. However, if our "opposition" is not convinced that our idea is worthwhile, then persuasion becomes an important tool. Always remember in persuasion that you may not win, and that you must be ever mindful of the other person's point of view. Therefore, the following techniques should be employed for a successful exchange:

- ◆ Active listening skills are required of the persuader because he or she must be aware of the objections coming from the other person.
 - ◆ Empathy should be conveyed by the persuader for the other person's point of view.
 - ◆ Persuasion requires an ability to communicate effectively. The persuader must include appropriate benefits for the receiver, which means understanding the other person's needs and requirements.
 - ◆ People usually need time to think when new ideas are being introduced. A decision in favor of the persuader may never be made, or it might not be made on the spot. The persuader must always have a timeframe in which he or she expects a result or an answer.
 - ◆ Patience goes hand in hand with time. If the persuader tries to push the idea along faster than the receiver can process it to his or her satisfaction, an impasse may result.
 - ◆ Use appropriate vocal and body tones. When the receiver is overwhelmed by urgent or pushy oral and body language, he or she could set up a barrier that prevents the flow of communication. Open, approachable body language with oral language to match will allow the idea to penetrate more effectively.
 - ◆ Adopt a willingness to deal with conflict. Even when persuasive communication is being handled appropriately and effectively, it can escalate into conflict. (Tool 12-9 details techniques for dealing with conflict when it arises.)
-

Negotiation Strategies

- ♦ Be sure you understand the issues and facts of the negotiation topic. Successful negotiation requires a strong foundation. Identify your desired outcome and know where you will be willing to compromise.
 - ♦ Know your negotiation partners. Consider their communication styles. How do they like to communicate? Do they prefer conflict? Will they be willing to compromise? What's in it for them?
 - ♦ Negotiate only the issue at hand. Do not drag up old issues or past occurrences because this will weaken and possibly jeopardize your current topic.
 - ♦ Be aware of your own oral and body language and those of your negotiation partners. Use open, positive hand gestures; maintain eye contact; and speak clearly and slowly. Be mindful of the language of your negotiation partners, and if you sense discomfort, ask open-ended questions related to the topic.
 - ♦ If at any time in the negotiation you sense that you are gaining an edge, do not use this situation against your partners. Stay calm and focused on the outcome.
 - ♦ When an outcome is reached by both/all parties, review the steps to be taken next. If an opposing party asks questions or wishes to negotiate further, be sure to answer all questions fully. If a decision is reached in your favor, show respect through appreciation and acknowledgment of others' participation in the discussion.
 - ♦ Be sure that everyone understands the outcome and the follow-up steps. This is vital to a successful negotiation. Summarize in writing and get signatures of both parties where necessary. Follow up with phone calls or emails to ensure that the appropriate steps and procedures agreed to in the negotiation are being followed.
-

Simple Guidelines for Giving Feedback

In the professional world, feedback can be a very powerful tool for growth and development. However, it can also be perceived as negative and critical. Understanding how and when to give feedback applies a positive element to the exchange and establishes favorable working relationships. The following guidelines will assist you in this process:

1. Decide what specific feedback you want to give.
 2. Respond quickly with feedback. Don't let the issue fester.
 3. Keep your temper and your criticism in check.
 4. Be respectful.
 5. Focus on behavior that can be changed.
 6. Use "I" statements.
 7. Focus on helping the recipient succeed.
 8. Follow up to ensure the feedback has been heard and understood.
 9. Congratulate positive results.
-

Conflict in Team Meetings

The following budget-cutting scenario is unfortunately all too common in meeting rooms. If an atmosphere of suspicion and negativity is allowed to permeate the meeting, a successful result or decision cannot be reached. In this scenario, assertiveness is replaced by aggression, which leads to a lack of understanding and to subsequent conflict. Please review this scenario and reword it in a positive, assertive manner whereby a win-win situation can be reached.

MEETING SCENARIO

The staff at a major hospital is figuring out how to tighten the facility's belt after budget cuts. Ned has just made a suggestion that doesn't make a lot of sense, but at least he's trying to devise a way to deal with the problem.

Susan: "That's the stupidest thing I ever heard!"

Ned: "Well, Susan, I don't hear any brainstorming coming out of your mouth."

Sam, the supervisor: "Come on, you guys, let's try to keep this meeting on track. We're all in this together, and we need to make some changes to the work flow."

Susan: "Well, Ned is always kissing up, trying to look good. He's just hoping for the next promotion. He really doesn't care about this department."

Ned: "I'm the one who's always working after hours to get the job done. Don't tell me I don't care about this department, Susan. You go home the minute your shift is over."

Sam: "We're supposed to be coming up with an action plan to survive these budget cuts, and this arguing doesn't help at all. So stop it."

Susan: "I have no clue what to do about this. Our budget was cut 25 percent and there is no way we can do this job the same way anymore."

José: "Susan's right. We can't run this department on half the budget."

Ned: "How about if we—"

Susan: "Oh, great. Another one of Ned's ideas is coming!"

Sam: "Come on, Susan, you're not helping this situation at all. Let's try to get back on track and figure this out."

Fun Phrases and Tongue Twisters

It is very important in communication to have a clear, articulated voice. Incorrect interpretations can be made by receivers if they do not hear words or phrases correctly. This leads to confusion and misunderstanding. The following phrases not only require definite articulation (the use of lips, tongue, and jaw when pronouncing the words); they also provide a fun break for everyone in the workshop. Ensure that participants distinctly pronounce “t” and “d” sounds at the ends of words. When pronouncing an “L” the tongue should hit the ridge at the top of the mouth where the teeth meet the hard palate.

- ◆ Billy Button bought a buttered biscuit
 - ◆ The painted pomp of pleasure’s proud parade
 - ◆ Like clocks, like locks
 - ◆ Drowsy tinklings lull the distant folds
 - ◆ Red leather, yellow leather
 - ◆ A library literally littered with contemporary literature
 - ◆ Katy caught a naughty kitten
 - ◆ Helen heard the horses’ hooves from her home on the hill
 - ◆ Last night the cows prowled around the yard
 - ◆ Dance past the last barn
 - ◆ Park your car in Harvard Yard
 - ◆ Proper copper coffee pot
 - ◆ Mixed biscuits
 - ◆ Six thistles
 - ◆ Cup of cocoa
 - ◆ Little kettles
 - ◆ Purple metal
 - ◆ Lovely yellow lilies
 - ◆ Singing kettles
 - ◆ Tipping teapots
 - ◆ The Leith police dismisseth us
-

Successful presenting is not about me; it is about my audience.

A speaker who connects with his or her audience, engaging them in the topic and in the experience, demonstrates sophisticated communication skills. The ability to successfully convey information to an audience is a powerful skill. The following tools will help in the development of effective skills.

1. Breathe, relax, and loosen up before you speak. Remember that speaking is a performance. Prepare appropriately. Practice voice exercises (hmmaaah, "horse lips," and HA-HA-HA).
2. Adopt the "speaker-ready" stance. Place your weight on the balls of your feet. Imagine a string from the top of your head that reaches to the ceiling. Flex your knees. You are now centered for speaking.
3. Use the "steeple" for hand placement. The steeple places the tips of the fingers together in a "resting place." It conveys the coming together of ideas. It also gives the speaker confidence because of the element of touch. If the steeple feels too formal or stiff, interlock the fingers—a more relaxed gesture. Use the waist as the starting and resting place for your hands. Make positive, open-palmed gestures from waist-level and above. Extend your gestures beyond the parameters of your body. Use your hands to add energy and color. Avoid the "fig-leaf" stance (hands clasped with arms extended downward); don't rest your hands on your hips or put your hands in your pockets; and don't wring your hands.
4. Think of your speech as a conversation you're having with someone. The thought of speaking to an audience of more than 50 listeners can be very daunting for some people. Instead of thinking of them as an overwhelming number of 50, think of them as 1 person x 50. By doing this, you will speak to each person as though you are having a one-on-one conversation. This simplifies the process and enables the speaker to slowly gain confidence, one person at a time.
5. Make eye connection with your audience. Look at each person for three to five seconds and interact with him or her. Your message is written on the faces of your audience. When an audience member is absorbing your words and embracing your message, he or she will maintain eye contact with you. If there is agreement with what you are saying he or she may nod or smile or tip the head to one side. If the audience member disagrees, he or she will frown or turn away. As the speaker, if you are aware of the message behind these mannerisms you will continue when the responses are in agreement, and if you sense disagreement or doubt, you can stop and ask a question. For example, ask "Is there anything I can clarify at this point?" When you believe that your message is written on the faces of your audience you will stay focused on them and not start running an internal message that will take you away from the moment to the thoughts inside your head.

continued on next page

6. Use the “Z” approach or divide the room into four segments when you speak to large audiences (more than 100 people). The Z approach to eye contact means starting at the back of the room first. (Always try to do this because the people in the back of a room are normally left out of contact by a speaker.) Slowly sweep your eyes along the back of the room to form the top of the Z. Then diagonally cross the room with your eye contact—the middle of the Z. Finally run your eyes across the front of the room, which forms the bottom of the Z. If you prefer to divide the room into four segments of a box, go to the back first and address a person in the “center” of the back left box. Then move laterally onto the next box and focus on the center person. Repeat this for the front two boxes also. In this context, the eye contact you maintain with the center person can increase to 10 seconds, which gives the people surrounding that person the feeling that you are speaking to them.
7. Remember that speaking is a 360° process. The effectiveness of your delivery is reflected by the audience. They, in turn, feed back their reactions to you.
8. Smile, use your eyes, and speak with your body. Bodies contain feelings, words contain thoughts. When you speak you deliver your thoughts. When you smile, use facial animation, or move, you are adding emotion to your message. A successful presentation needs both elements.

What Influences an Audience

When several of us walk into a meeting room carrying a message of importance to the company or organization, it is sad to say that the middle-aged, white male among us will carry the greatest influence. We cannot change (ostensibly) the first three bullet points below, but we can alter or enhance the remaining four bullet points through practice and development of self-esteem.

Here are the factors that influence an audience:

- ◆ Race
- ◆ Gender
- ◆ Age
- ◆ Posture, confidence, and space
- ◆ Eye contact, facial expression, and energy
- ◆ Appearance
- ◆ Handshake

*Sometimes, who you are speaks so loudly,
I cannot hear what you are saying.
– Anonymous*

Steps for Developing a Three-Point Presentation

There are many theories for the development of an effective presentation, but the one most frequently used and preferred is the method that uses three key message points. (This could also be referred to as a five-point presentation because the opening and conclusion are vital to the composition of the speech as well.) The following guidelines will help you develop a three-point presentation:

- Step 1.** Research and analyze your audience. Focus on what they want to/need to know and how they will benefit.
 - Step 2.** Select your topic.
 - Step 3.** Define your speech objective: to inform, advise, persuade, convince, instruct, show, promote, motivate.
 - Step 4.** Write three key points that you will cover in your presentation.
 - Step 5.** Add two to three subpoints for each main point.
 - Step 6.** Wherever possible, use a story to illustrate one or more of the main points.
 - Step 7.** Insert appropriate visual aids to enhance your message.
 - Step 8.** Use your speech objective to create a dynamic opening. Options: Tell the audience something about yourself, ask rhetorical questions, use a powerful quotation, share a personal anecdote, or tell a story.
 - Step 9.** Outline your key points at the beginning of the speech.
 - Step 10.** Prepare a convincing conclusion that is tied to your objective. Summarize your key points.
 - Step 11.** Transfer your key elements to note cards, held lengthwise. Write clearly. Highlight key points. Write reminders to breathe, smile, and connect.
 - Step 12.** Practice your speech aloud, on your feet, in front of colleagues. Record yourself. Make smooth transitions from one point to the next. Ensure that your language is positive (e.g., will, can, knows, does, is). If appropriate, use your company name whenever possible. Practice a conversational style.
 - Step 13.** Remember that less is more! Eliminate unnecessary words and avoid repetition. Get to the point, and your audience will get your point.
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Webster's Dictionary defines a story as a narration of an event; fictional prose intended to interest or amuse; an anecdote.

It defines an anecdote as a short and interesting or humorous account of a real or fictitious incident; previously unknown details of history or biography.

1. Use personal stories. If the incident happened to someone else, give credit.
 2. Know *why* you are telling the story. Do not become a storyteller just to get the limelight. A story must have professional and timely relevance; in other words, it must further the learning experience for the audience.
 3. Use the key line of the story to link back to your presentation. For example: "So this embarrassing experience of mine at the podium at the San Diego Convention Center, when I tripped on the microphone cord and ricocheted across the platform, should help you remember that when you are speaking, you are first and foremost a human being with foibles and frailties. Most audiences are forgiving. Allow them to forgive you by acknowledging you through laughter."
 4. Use the moments after the audience has had a good laugh to get serious, speak to the minds and emotions of your listeners, ask for business (if getting business is your goal).
 5. Practice your story. Do other people *really* laugh, get involved, and seem interested? If they do not, either rehearse the story endlessly with good friends or colleagues who will give you effective feedback, or drop the story.
 6. Practice the "less is more" rule, and tell your story succinctly. Sometimes you need only a few sentences to recount the circumstances effectively.
 7. Paint pictures with words. Speak to the senses. Here are some examples of sensory phrasing: the sound of water spilling over rocks, the sight of colorful birds soaring in flight, the taste of success.
 8. Tell stories that fit *your* style. Emulation is flattering, but it doesn't always work if you decide to copy language that you do not use on a regular day, or if you deliver quotes from Shakespeare to embellish your story when you've never before spoken Shakespeare's lines.
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Using Stories and Analogies

The use of stories and analogies in a presentation adds variety and interest. Even the most complex scientific or mathematical presentation is well served with stories and analogies. They break up routine, prevent monotony, engage the audience, and enable listeners to take away practical explanations for complicated topics. A personal story can inspire in a way that leads to some desired change for an audience member.

Stories are experiences. They highlight points you want to make. They bring color to a speech or presentation. They connect your subject and your audience.

Analogies are parallels. They are incidents or events that can be related to the point of your speech. They are useful for explaining complex ideas because they relate something unknown to something known.

There are stories and analogies everywhere. Start paying attention to them and practice weaving them into your presentations. Use descriptive language, energetic body language, and eye contact to tell them effectively.

If you're not certain if something is a story or an analogy, remember this example of a story: An experience you had on a job that tells how you mobilized a team or brought an idea to implementation.

And here's an example of an analogy: A baseball game is an analogy for teamwork.

Now try your hand at it:

- ♦ Driving to work on the freeway is an analogy for _____

It can be helpful to sit down and make a list of analogies and another list of personal stories that you might use in a presentation. Having this resource at your fingertips lets you build a dossier of your ideas and experiences, rather than having to seek them in books or on the Internet. You will be a sought-after speaker if you imbue your presentations with real-life examples and parallels that empower your audience.

Meetings can strike fear in the hearts of professionals. "Oh, no, not another meeting!" is a common exclamation heard in corporations or organizations. Knowing how to run a successful meeting can make you sought after for your efficiency and courtesy.

You probably wouldn't invite people to your home for dinner without doing a few hours of preparation before your guests arrive. Therefore, preparation should be done before participants arrive at a meeting.

1. Appoint a facilitator and a timekeeper.
2. Create a "parking lot" for issues that can't be covered when they arise. Use the parking lot issues for the next meeting.
3. Call for a process check regularly. After two or three agenda items, depending on their length and complexity, ask the attendees these questions: "How are we doing? How is everyone feeling? Are we making progress?" This allows for reviews of the process at different intervals.
4. When an agenda item is completed, move on to the next and don't waste time. If all business is completed ahead of time, end the meeting. Don't feel that you have to drag it on until its usual completion hour, and don't linger after the meeting for an "after-meeting meeting."
5. Serve food.
6. Allow stretch time.
7. Let meeting participants drive the agenda. It helps the flow of a meeting to delegate specific agenda items to the participants, not only to the chair or other senior members. When people feel the meeting belongs to them, they will approach it and interact appropriately.
8. Meet outdoors or outside the work environment. When a meeting topic is challenging, working outside the usual meeting space can change the dynamics of interaction. Participants feel freer to speak and engage. Meeting away from the office prevents interruptions and distractions.
9. Model good meeting behavior. Courtesy should be practiced at meetings. This includes not speaking when others are speaking, listening actively, asking open-ended questions, drawing the more quiet participants into the conversation, and taking any urgent phone call outside the meeting room.
10. Give others' ideas precedence over yours.
11. Listen to everyone. Paraphrase, but don't judge their remarks.
12. Assume that everyone's ideas have value.

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13. Control the dominant people without alienating them.
14. Let your interest and alertness be contagious.
15. Keep track of the agenda and advise the attendees of progress through it. Even with an agenda in front of them, participants in a meeting will lose track. From time to time, refer to the agenda item coming up for discussion, or recall a previous item to bring value to the current topic.
16. Check with anyone who “owns” a problem under discussion to find out if it is worth pursuing. Occasionally one topic will trigger another that is not on the agenda. If it carries importance for the participants, side conversations and discussions may arise. Check with the person responsible for the new topic to see if it needs to be discussed immediately. If not, table it for discussion later in the meeting or at the next meeting.
17. From time to time, ask other participants in the group to lead the meeting. This enables them to better understand the process and to provide feedback from their own experience. Remember this: Those who lead, learn.

Personal Action Plan for Improving Your Communication Skills

Instructions: Complete this Personal Action Plan and place it in an envelope labeled with your name, address, and return date. Exchange envelopes with another workshop participant and agree to return the envelope on the appointed date.

Describe your three key learnings today:

1. _____
2. _____
3. _____

List three actions you will take to specifically improve your personal communication skills (e.g., active listening, tone, attentiveness, and so forth):

1. _____
2. _____
3. _____

List three actions or areas you will work on to improve your interpersonal communication with others (e.g., providing feedback, sharing honest and open communication, being genuine, and so forth):

1. _____
2. _____
3. _____

THE 30-DAY ACTION PLAN

Instructions: Choose the most important of the action items listed above. Write yourself a note identifying what you want to do and by what date:

Training Instrument 9-1

Evaluation of a Presentation

Instructions: When you have viewed the videotape of your partner's presentation, use this instrument to record your evaluation of that presentation. You will use these notes in class to present a brief assessment of the positive aspects of your partner's work.

Name _____ Organization _____

Speech topic: _____

What worked:

Recommendations for the next speech:

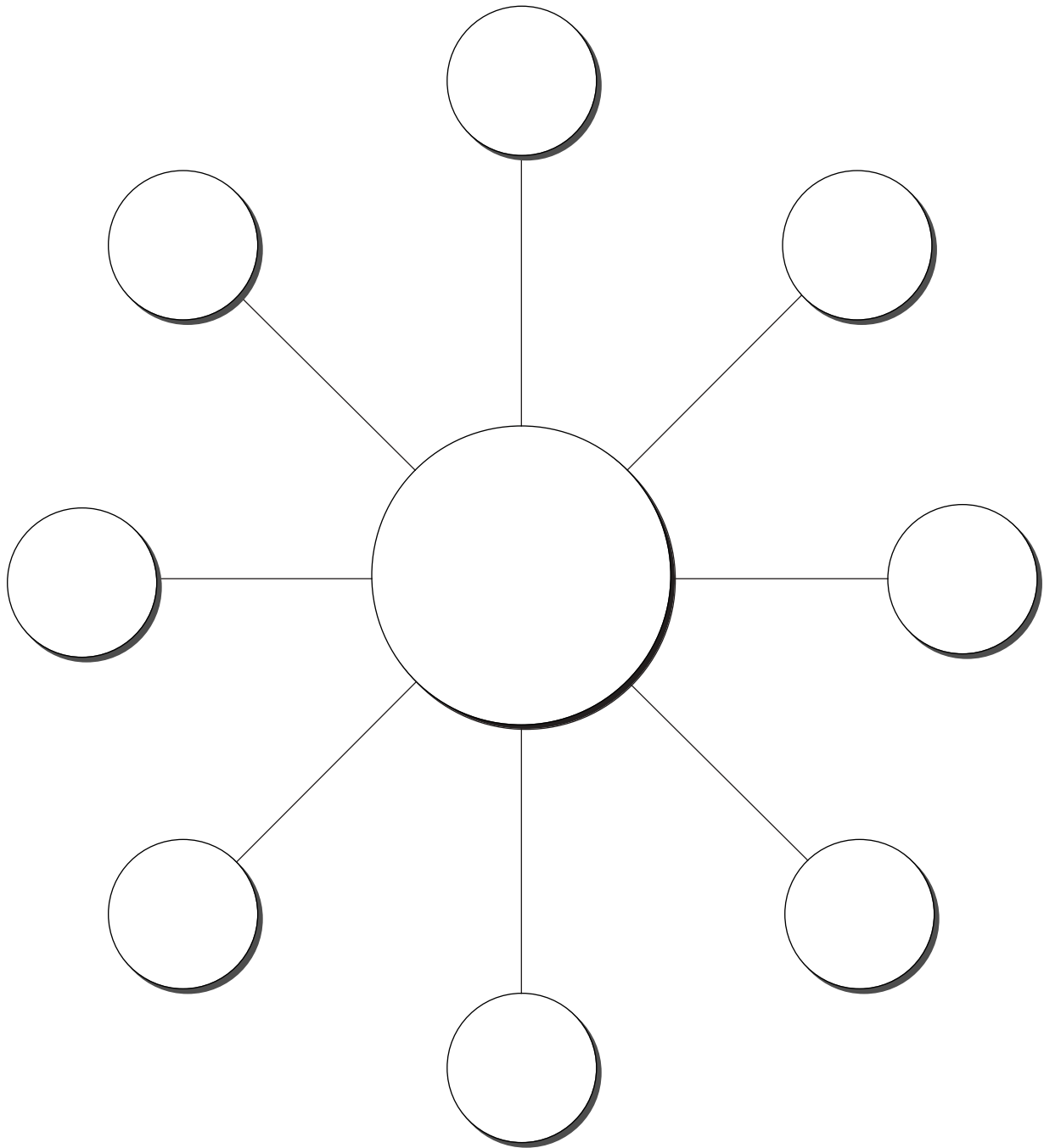
Overall observations:

Evaluator's name _____ Date _____

Training Instrument 10-1

The Circle of Influence

Instructions: Place yourself in the large circle in the center. In the surrounding smaller circles, list the major influences that make you the person you are.



Training Instrument 10-3

Johari Window

Instructions: In Boxes 1 and 3, write simple phrases about yourself that fit the “knowing” criteria listed there. Seek information from a partner or colleague that you can place in Box 2.

<p>1. I Know Others Know</p> <p>Open/Public Self</p>	<p>2. I Don't Know Others Know</p> <p>Blind Spot</p>
<p>3. I Know Others Don't Know</p> <p>Private Self</p>	<p>4. I Don't Know Others Don't Know</p> <p>Unknown Self</p>

Source: Created by Joseph Luft and Harrington Ingham. Adapted from Joseph Luft, *Of Human Interaction*. Palo Alto, CA: National Press Books, 1969.
