

MASTER THE MESSAGE



Instructor's Guide

EDGETraining
systems inc.

By Tony Iyob




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*Master The Message
Communicating For Success
Instructor's Guide*




Purpose:	This course is designed to help participants become more effective communicators in order to build productive relationships between their peers and employees. Participants will have the opportunity to experience effective communication skills through a variety of learning models, including theory, practice and experiential learning activities.
Audience:	This class is designed for employees at all levels of development.
Class Size:	Approximately 8 to 24 participants.
Prerequisite Material:	None.
Materials/ Equipment:	The following materials are recommended for this course: <ul style="list-style-type: none">◆ Video Clips: Edge “<i>Master the Message</i>”◆ Flipchart stand and paper or dry erase board◆ Notepaper◆ Tent cards or name tags◆ Edge Communicating Effectively PowerPoint & Projector
Organization:	The instructor's guide is designed to be used with the supporting Participant Course Book.




<p>Slide 1</p>	 <p>The slide features the title "Master The Message" in a large, bold, black font, underlined with a red line. Below it, the subtitle "Communicating For Success" is displayed in a smaller, bold, black font, enclosed in a red-bordered box. The EDGE logo is visible in the bottom left corner.</p>	<p>Welcome the group to Master The Message, communicating for success.</p> <p>Have participants sign in using the edge workshop sign in form.</p> <p>2 Minutes Opening Slide</p>
<p>Slide 2</p>	 <p>The slide is titled "Course Agenda" in bold black font, underlined with a red line. It lists six items with red arrowheads: "Benefits Of Effective Communications", "Stating Clear Expectations", "Communication Breakdowns", "Video Component", "Group Communications", "Active Listening Skills", and "Putting It All Together". The EDGE logo is in the bottom right corner.</p>	<p>Cover the course agenda</p> <p>Page #1 5 Minutes</p>
<p>Slide 3</p>	 <p>The slide is titled "Course Objectives" in bold black font, underlined with a red line. It lists five objectives with red arrowheads: "Discuss The Benefits Of Effective Communications", "Establish Guidelines To Improve Our Communications Skills", "Recognize The Value Of Listening", "Eliminate Communication Barriers", and "Demonstrate The Use Of Best Practice Communications". The EDGE logo is in the bottom right corner.</p>	<p>Discuss the course objectives</p> <p>2 Minutes Page #2</p>




<p>Slide 4</p>		<p>Activity Split into two groups, have one group flip chart benefits of effective communication, and the other group flip chart consequences of ineffective communications</p> <p>Debrief as a group discussion</p> <p>10 Minutes Page #3</p>
<p>Slide 5</p>		<p>Anticipated Responses Initiative, Teamwork, Accountability, Quality, Productivity, etc.</p> <p>Compare responses from the group</p> <p>2 Minutes</p>
<p>Slide 6</p>		<p>Anticipated Responses Lack of Initiative, Teamwork, Accountability, Quality, Productivity, etc.</p> <p>Compare responses from the group</p> <p>2 Minutes</p>




<p>Slide 7</p>		<p>In a short statement, ask the participants to make a paper cup, they have 2 rules, it must hold water and it must be aesthetically pleasing. Do not allow any questions.</p> <p>The objective is to give them vague directions, with no specific details.</p> <p>3 Minutes</p>
<p>Slide 8</p>		<p>Explain the above slide, asking participants about the paper cup activity. Did you state clear expectations when giving directions on the paper cup activity?</p> <p>Would you have been able to complete the activity if clear expectations were given?</p> <p>5 Minutes Page #4</p>
<p>Slide 9</p>		<p>Break the participants into 3 groups.</p> <p>Using the same paper cup activity as before, now using the guidelines on page #4, communicate the activity.</p> <p>You can also use the Hand Outs HO# 1A, Partial Directions HO# 1B, Partial Directions HO# 1C, Complete Directions</p> <p>10 Minutes</p>




<p>Slide 10</p>		<p>To emphasize the importance of stating clear expectations, explain that many times poor performance is not caused by a lack of knowledge or by a lack of hard work- but simply by not understanding what is expected or ineffective communications</p>
<p>Slide 11</p>		<p>Have participants individually complete the Communications Checklist</p> <p>6 Minutes Page#5</p>
<p>Slide 12</p>		<p>Adding a little humor, have participants total the checklist and read the ratings</p> <p>3 Minutes</p>


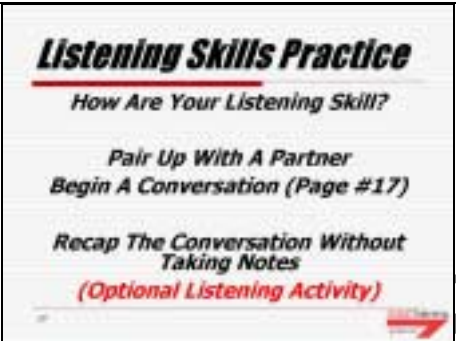
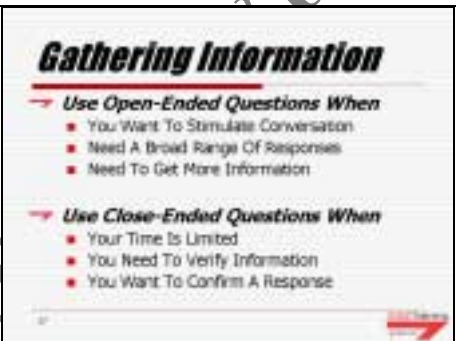
<p>Slide 13</p>		<p>Begin an open discussion with the group about breakdowns in communications. Flip Chart responses from the group before moving into the next slide.</p> <p>5 Minutes Page #6</p>
<p>Slide 14</p>		<p>Compare the group responses to these responses and incorporate into the group discussion.</p> <p>Focus on email as a last resort in effective communications. Face to face is the best type of two-way communications.</p> <p>5 Minutes</p>
<p>Slide 15</p>		<p>Introduce the Edge Video "Master The Message" (16 Minutes)</p> <p>Have participants take notes on page #7</p> <p>18 Minutes Page #7</p>




<p>Slide 16</p>		<p>Recap the “Communication Tips” from the video.</p> <p>5 Minutes Page #7</p>
<p>Slide 17</p>		<p>This activity will focus on the 1st Tip, Communicating with clarity.</p> <p>Pair up participants and have them complete and re-write the vague statements. Have them present their re-writes to the group. Get through as many as time allows.</p> <p>10 Minutes Page #8</p>
<p>Slide 18</p>		<p>The “Lead Manager” should do the following: Facilitate the discussion by asking probing questions when an idea or statement needs clarification or exploring Recap discussions to ensure that everyone has drawn the same conclusion Focus the discussion if it starts to go astray or get bogged down in dead ends Mediate disputes or debates to work toward consensus without shutting down team members Encourage equal participation from all members Provide positive feedback for active participation and innovative thinking.</p> <p>5 Minutes Page #9</p>




<p>Slide 19</p>		<p>Choose a “problem” from the options below. Appoint a “Lead Manager” from your group to head this brainstorming session.</p> <p>He or she should recap the situation using his or her own words and prompt discussion from the group.</p> <p>10 Minutes Pages #9, #10, #11</p>
<p>Slide 20</p>		<p>Debrief the group communications activity by explaining the following tips.</p> <p>3 Minutes Page #12</p>
<p>Slide 21</p>		<p>Explain the process of sharing knowledge</p> <p>5 Minutes Page #12</p>




<p>Slide 22</p>	 <p><u>Time for a Break</u></p>	<p>Time for a break. 15 Minutes</p>
<p>Slide 23</p>	 <p><u>Non-Verbal Communication</u> <i>Pair Up With A Partner</i> <i>Read Page #13</i></p> <p><i>Practice A Role-Play Session</i> <i>Using The Scenario Provided</i></p>	<p>Pair up with a partner; take turns playing the supervisor and the subordinate. The first time through, the supervisor should attempt to compliment the employee on some aspect of his or her work performance. The supervisor should deliver this compliment with his or her arms folded across the chest and without smiling. Now switch roles and have the new supervisor criticize some aspect of the employee's work performance. This time around the supervisor should deliver the message while nodding his head and smiling. Other body language should attempt to depict a relaxed attitude.</p> <p>10 Minutes Page #13</p>
<p>Slide 24</p>	 <p><u>Non-Verbal Communication</u></p> <ul style="list-style-type: none"> → How Genuine Did The Compliment Feel? → How Would You Feel If Your Supervisor Delivered His Compliments In This Way? → How Seriously Did You Take The Criticism? → How Would You Feel If Your Supervisor Delivered All His Criticism In This Way? 	<p>Recap the activity by asking these questions.</p> <p>5 Minutes Page #13</p>

<p>Slide 25</p>		<p>In our group, begin a casual, “small talk” conversation that everyone can participate in, about a topic such as the weather or plans for the weekend.</p> <p>While conversing, each group member should alternately (not all at the same time) display some of the following nonverbal behaviors using the non-verbal cards or HO#2:</p> <p>Have one group member observe the body language of the participants.</p> <p>Take notes on your group’s interpretation of each behavior and share it with the class.</p> <p>HO#2 Non-Verbal Cards 10 Minutes Page #14</p>
<p>Slide 26</p>		<p>Explain the importance of Active Listening Skills</p> <p>2 Minutes Page #15</p>
<p>Slide 27</p>		<p>Explain these steps in listening. Given our hectic schedules and the information overload we are often subjected to, it’s no wonder that listening skills sometimes suffer. However, being aware of improper listening habits that may creep into our conversations can help us learn to absorb more of what we hear.</p> <p>3 Minutes Page #15</p>

<p>Slide 28</p>		<p>Present the slide as stated, ask participants to add their comments on why listening can be difficult, and flip chart responses.</p> <p>Optional Activity; If time allows, you can also insert the Listening Self Survey on Page #16</p>
<p>Slide 29</p>		<p>Ask participants to pair up and begin a conversation on the topic on page #17. Their objective is to have the listener recap and present to the group what they heard.</p> <p>Do this with all participants and then have them switch roles and repeat the activity.</p> <p>10-15 Minutes Page #17 Optional Activity Page #18</p>
<p>Slide 30</p>		<p>Explain in detail the difference between open and closed ended questions.</p> <p>Examples Page #18</p> <p>5 Minutes Page #18</p>

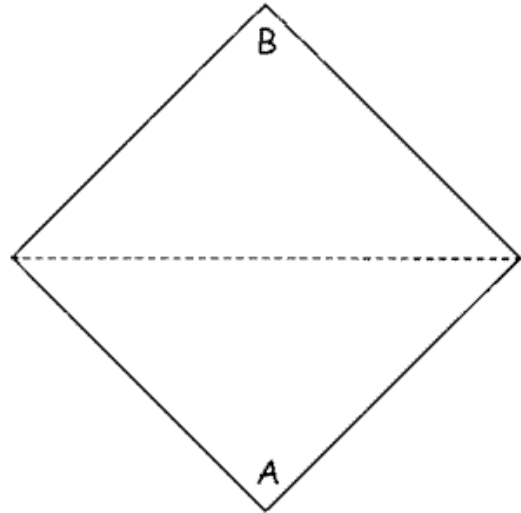
<p>Slide 31</p>	 <p>Open-Ended Questioning Stand Up And Form A Circle In Order To Take A Seat You Must Ask An Open-Ended Question</p>	<p>Have participants stand up and form a circle. Using a “Koosh” ball or some soft object, throw the object to a participant, who has to ask an open ended question. If he does, he can throw the object to someone else and they will do the same.</p> <p>The only way to sit down is to ask an open ended question.</p> <p>Do this until everyone has taken a seat</p> <p>5 Minutes Page #18</p>
<p>Slide 32</p>	 <p>Recognizing Barriers</p> <ul style="list-style-type: none"> → Environmental noise or background distractions → Jargon or acronyms that may not be understood → Multitasking or working at a computer while someone talks → Certain nonverbal behaviors such as failing to maintain eye contact, looking away → Interrupting people while they speak → Not giving the speaker 100% attention 	<p>Review the topics on recognizing barriers to communications. In a group discussion, ask participants their ideas on how to eliminate these kinds of barriers.</p> <p>Flip chart responses</p> <p>10 Minutes Page #19</p>
<p>Slide 33</p>	 <p>Communication Process</p> <ul style="list-style-type: none"> → Sender Has Idea → Sender Encodes Idea in Message → Message Travels Over Channel → Receiver Decodes Message → Feedback Travels to Sender 	<p>Explain the communication process on page #20. Walk the participants through the process, explaining each step as you discuss.</p> <p>5 Minutes Page #20</p>

<p>Slide 34</p>		<p>Explain the Best Practices for communications. Of course, the most effective being one on one or face to face communications.</p> <p>In today's business environment, with the proliferation of communications, email, voice mail, IM's, etc our messages get bogged down.</p> <p>5 Minutes Page #21</p>
<p>Slide 35</p>		<p>Wrap up today's session by reviewing the information covered in today's class.</p> <p>Emphasize the importance of face to face or one-on-one communications as the most effective way to communicate.</p> <p>Emphasize that emails, voice mails and memos are the least effective forms of communications and that they can easily be misinterpreted.</p> <p>5 Minutes</p>
<p>Slide 36</p>		<p>Have participants go to pages #22 & #23 and explain the quick reference sheets on communications & non-verbal communication.</p> <p>5 Minutes Pages #22 & #23</p>

<p>Slide 37</p>		
<p>Slide 38</p>		
<p>Slide 39</p>		<p>Solicit and respond to any questions the group may have. If you do not have an answer, list question with name of person and email or call them with the answer when you have the answer.</p> <p>Have participants complete course evaluations, stand in the back of the room while participants complete course evaluations and thank them for their participation as they exit the room.</p> <p>Course Evaluation – Last 2 pages</p>

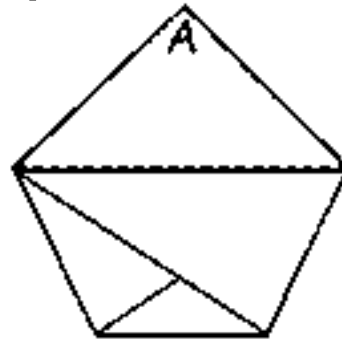
Step 1:

Fold your square on the diagonal, matching up corners **A** and **B**.



Step 2:

Take the top flap (flap **A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.



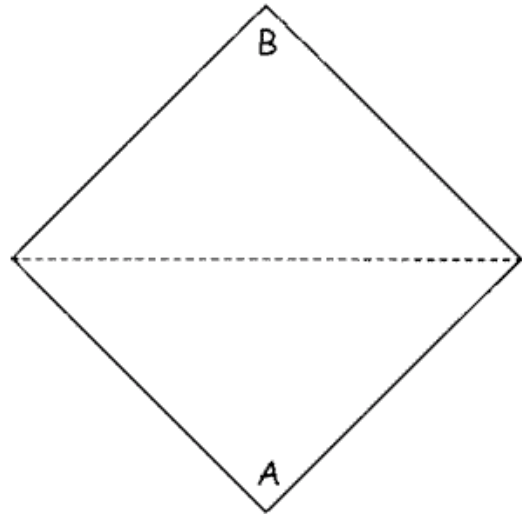
Step 3:

Enjoy your cup! If you followed the instructions above, your cup should look like this and be able to hold water.



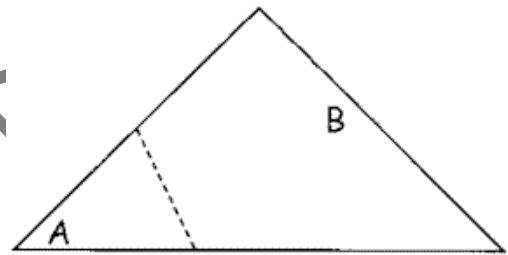
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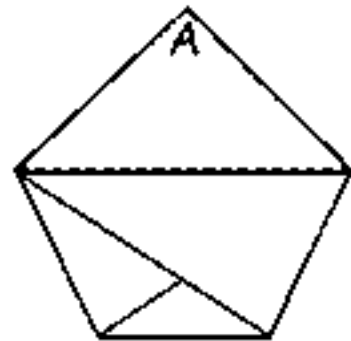
Step 2:

Fold corner of **A** to edge **B**.



Step 3:

Take the top flap (flap **A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.



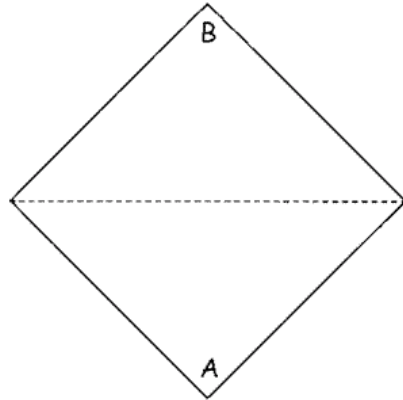
Step 4:

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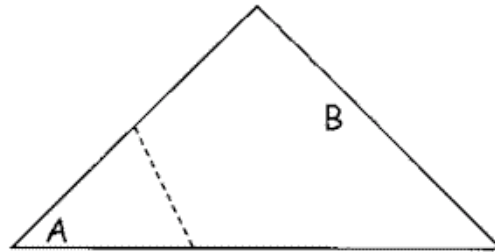
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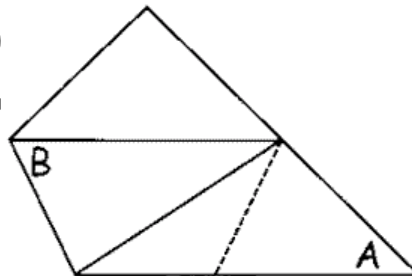
Step 2:

Fold corner of **A** to edge **B**.



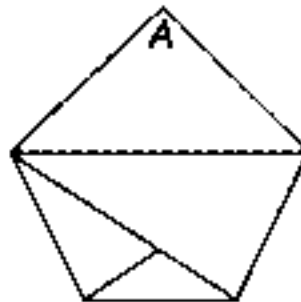
Step 3:

Fold corner **A** to corner **B**.



Step 4:

Take the top flap (flap **A**) and fold down toward you. Turn the cup over and repeat the step with the other remaining flap.



Step 5:

Enjoy your cup! If you followed the instructions above, your cup should look like this and be able to hold water.



**Cross &
Uncross Your
Arms**

**Lean Forward
In An Intense
Manner**

**Lean Back In
A Relaxed
Manner**

**Slouch Down
In Your Chair**

For Preview Purposes Only

Cover Your
Mouth While
Speaking

Twirl Your
Hair Or Fidget
With A Pen

Lean On The
Table With
Chin In Hand

Make Intense
Eye Contact

**Clasp Your
Hands
Together &
Place On The
Table**

**Point Your
Finger While
Responding**

**Avoid Eye
Contact, Look
Away**

**Stare Into
Space, Day
Dream**