

Session plan

| | | |
|---|--|------------|
| 0 | <p><i>Preparations:</i></p> <ul style="list-style-type: none"> • Arrange room: seating in U-shape, name cards, OHP etc • Certificates • Name pyramids • 20 objects • Check tool kit | name cards |
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Day 1 - 0930

| | | |
|---|---|-----------------------------|
| 1 | <p>Introductions-1</p> <ul style="list-style-type: none"> • Provide overview of the programme • List objectives • Ask participants to introduce themselves. Each member introduces self stating: <ul style="list-style-type: none"> Name Professional statement Personal statement Link of communication with object • Allow time for participants to write their name cards | 30 min OHS 20 objects |
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| 2 | <p>Change through training: Old lady – Young lady</p> <ul style="list-style-type: none"> ▪ Split group into two ▪ Show individual picture of old & young lady to group 1 & 2 respectively. ▪ Show combined picture, allow time to discuss ▪ Summarise how mind perceives and trains to react. (Townsend's Brain) | 15 min Additional handout OHS |
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| 3 | <p>The need for training</p> <ul style="list-style-type: none"> ▪ Question participants on the need for training on communication & list key points ▪ Define communication | 10 min Flip chart OHS |
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| 4 | <p><i>Introduction-2</i></p> <ul style="list-style-type: none"> ▪ Stress that 3 communication techniques is enough for anyone ▪ Explain working methods used during the subsequent sessions | 10 min OHS |
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10 45 hrs Tea Break – 15 min

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| 5 | <p>Exercise: <i>self assessment - 1</i></p> <ul style="list-style-type: none"> ▪ To improve communication skills, one has to know oneself first. ▪ Refer to self-assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity. ▪ Do not collect results ▪ Make inventory of “good presenter”. Make sure clear talking & writing are listed ▪ Tape results on the wall for frequent reference. | 30 min OHS Handout Flip charts |
|---|---|---|

| | | |
|---|---|-----------------------------|
| 6 | <p><i>Guided exercises (round 1)</i></p> <ul style="list-style-type: none"> ▪ Invite first presenter for 05-10 minutes presentation: volunteers first ▪ Ask presenter for +/- response, rephrase as tips ▪ Ask audience for +/- response, rephrase as tips ▪ Add (some of) your own tips, be kind for the first volunteers ▪ Tape review notes on the wall | 30 min OHS Flip chart |
|---|---|-----------------------------|

| | | |
|---|--|----------------------|
| 7 | <p><i>Guided exercises (round 2)</i></p> <ul style="list-style-type: none"> • Repeat above with 2nd volunteer | 30 min Flip chart |
|---|--|----------------------|

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|---|--|---------------|
| 8 | <p>Main (6) elements of presentation skills</p> <ul style="list-style-type: none"> • Explain <i>preparations, objectives, story line, questions</i> | 30 min OHS |
|---|--|---------------|

1245 hrs Lunch Break – 60 min

Day 1

| | | | |
|------------------------------|--|--------|------------|
| 9 | Icebreaker: <i>Buzz</i> | 15 min | Flip chart |
| 10 | Exercise: <ul style="list-style-type: none">• Cover <i>use of visual aids</i> through open inventories in 4 groups.• Ask one person from each group to make the presentation. These are also presentations! (# 3, 4, 5 & 6) | 60 min | OHS |
| 11 | Main (6) elements of presentation skills <ul style="list-style-type: none">• Summarize tips on visual aids. Agree on actual use right now. | 10 min | OHS |
| 12 | Main (6) elements of presentation skills <ul style="list-style-type: none">• Explain <i>personal style</i> with funny impersonations.• Recap, refer to checklist in handout• Tips on the walls and in handouts are to be applied• Lecturing has serious limitations | 15 min | OHS OHS |
| 15 30 hrs Tea Break – 15 min | | | |
| 13 | Review (as time allows) <ul style="list-style-type: none">▪ Recorded presentations to be analyzed | 60 min | VCR-TV |

Day 2- 0930

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|--------------------------------|--|---------|-------------------------------|
| 1 | Icebreaker - <i>Volley ball</i> | 15 min. | |
| 2 | Introduction <ul style="list-style-type: none"> Introduce topic, explain importance, check job skills and instruments available for practice: forms, equipment, computer, formulas Ensure that some people are unfamiliar with selected skills / instruments | 15 min | OHS |
| 3 | Guided exercises (round 1) <ul style="list-style-type: none"> Invite first volunteer (# 7), check whether he really prepared, check the objective in mind Don't guide, allow 10-15 minutes Ask volunteer for +/- response Ask audience for +/- response, start with person who was unfamiliar with skill: can he do it now? Add (some of) your own observations Tape tips on the wall | 30 min | |
| 4 | Tips <ul style="list-style-type: none"> Explain the structure and tips on skills training Note that the same is applied in this training! | 15 min | |
| 10 45 hrs Tea Break – 15 min | | | |
| 5 | Guided exercises (round 2) <ul style="list-style-type: none"> Other instruments (paper plane?), more volunteers (# 8), more critical reviews, as under 3 | 30 min | Additional handout |
| 6 | Guided exercises (round 3) <ul style="list-style-type: none"> Again other instruments (saving a file), more volunteers (#9), more critical reviews, as under 3 | 30 min | Additional handout |
| 7 | More tips <ul style="list-style-type: none"> Summarize skills communication | 05 min | OHS |
| 8 | Exercise: <i>self assessment</i> <ul style="list-style-type: none"> Once again to improve discussion skills, one has to know oneself first. Refer to self assessment questionnaire in handout. Ask to reflect on personal communication skills. Explain the questions. Stress anonymity. Do not collect results Make inventory of "good discussion leader" Tape results on the wall for frequent reference. | 30 min | OHS Handout Flip charts |
| 9 | Introduction <ul style="list-style-type: none"> Give overview of discussion styles Compare with situation in meetings Explain applications of <i>inventory method</i>. Refer to self-assessments as examples. | 05 min | OHS |
| 10 | Guided exercises (round 1) <ul style="list-style-type: none"> Ask one participant to do the inventory Review: personal, group, yourself (# 10) | 15 min | OHS Flip chart |
| 12 45 hrs Lunch Break – 60 min | | | |
| 11 | Guided exercises (round 2) <ul style="list-style-type: none"> Apply in groups for <i>paper clip</i> Ask participant to do the inventory Review: personal, group, yourself (# 11) | 40 min | OHS Flip chart |
| 12 | Tips <ul style="list-style-type: none"> Explain inventory method Explain " E " | 15 min | OHS |
| <i>Focused questioning</i> | | | |
| 13 | Introduction <ul style="list-style-type: none"> Explain applications of <i>focused questioning</i> method. | 05 min | OHS |
| 14 | Guided exercises (round 1) <ul style="list-style-type: none"> Ask participant to try a session (20 min) Review: personal, group, yourself (# 12) | 20 min | OHS Flip chart |

Day 2

| | | | |
|------------------------------|---|----------------|---------------------------------|
| 15 | Game: Human and robots <ul style="list-style-type: none"> • Ask participants to choose a lively topic • Distribute headgear to selected robots and humans • Explain the rules of the game • Allow 20 min. discussion time • Ask audience for +/- response, rephrase as tips • Tape review notes on the wall | 30 min. | Ohs Flip chart |
| 15 30 hrs Tea Break – 15 min | | | |
| 16 | <i>Guided exercises (round 2)</i> <ul style="list-style-type: none"> • Ask participant to try a session (20 min) • Review: personal, group, yourself (# 13) | 15 min | OHS Flip chart |
| 17 | More tips <ul style="list-style-type: none"> ▪ Explain focused questioning in detail | 05 min | OHS |
| 18 | Review (as time allows) <ul style="list-style-type: none"> ▪ Recorded presentations to be analyzed | 45 min | VCR-TV |
| 19 | Conclusions <ul style="list-style-type: none"> ▪ Linking up with your observations, explain personal improvement plan ▪ Tips on the walls and in handouts are to be applied ▪ Last questions and discussion, if time allows | 10 min | New handout & OHS Handout |
| 20 | Evaluation: Formal & questionnaire based <ul style="list-style-type: none"> • Explain purpose of training evaluation • Explain evaluation form • Remain standby for questions, but do not read results in front of others. | 30 min | OHS Handout |
| | <ul style="list-style-type: none"> • Last questions and discussion, if time allows • Farewell • Get your materials and tools together. Collect evaluation forms, Return properties of the host (equipment etc.). Leave a clean venue behind. | | |

5 Overhead sheets

Communication Skills

*Good morning
and
welcome to you all*

Our programme for next two days

Day 1 Presentation / Lecturing
skills

Day 2 Transferring skills &
Discussion techniques

Our style

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

Our objectives:

After the next sessions you will be able to:

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

Your

***personal improvement
depends on***

your

active participation

How are you & who are you ?

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

(insert old lady + young lady)

combined + seperate

Communication ?

Action

bridge the gap / clarify

ideas, feelings

Communication techniques

Our focus – only three

1. Presentations / lectures

2. Transferring skills

3. Discussions

Working method

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

Self assessment - 1

How do you communicate right now
?

What are your strong & weaker
points ?

Presentation skills - exercise

- Prepare
- Present (05-10 minutes)
- Review

Presentation skills - exercise

- Next

Main elements of presentation skills

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

Presentations skills (1)

preparation

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

Presentation skills (2)

relevant objectives

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

Presentation skills (3) *structure / story line*

Head / start

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

Body

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

Tail / rounding off

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

Presentation skills (4)

questions

Recognise type of question:

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

Your response:

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

Let's play 'the *Buzz* game'

Presentation skills (5) *visual tools*

Group 1

List equipment on the market and note advantages & limitations

Group 2

Prepare guidelines for flip-charts

Group 3

Prepare operation guidelines for overhead projectors

Group 4

Prepare guidelines for production of overhead sheets

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

(More) tips on visuals

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

Main elements of presentation skills

1. Preparation
2. Clear objectives
3. Rigid structure
4. Dealing with questions
5. Use of visuals
6. **Personal style, habits**

Make & use your personal checklist

See handout

Limitations of lecturing

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

Review

Analyze performance: your own / others as
yourself

Let's play 'Volley Ball'

Why skills training is important

- Jobs are based on skills, not knowledge
- Skills in one job imply understanding in other jobs

Which skills / procedures are you going to train ?

How to run a skills training session (1)

Prepare

- Get the real equipment / forms / software & make sure it works
- Master all details yourself, over and over again
- Write out step-by-step actions / procedures
- Golden rule: tell, demonstrate, practice for all under your guidance. It's a cooking session !

How to train skills ?

- Prepare yourself
- Run a 10-15 minutes session
- Reviews

How to run a skills training session (2)

1 Tell

- Define final result
- Break down the action in clear, successive steps
- Always avoid background stories, related skills & special conditions

2 Demonstrate

- Make sure everybody sees what you are doing
- Repeat exactly the steps of action

3 Guide exercises for all

- Allow mistakes, don't correct too quickly
- Give lots of positive support
- Stick to original sequence of steps, no deviations
- Avoid questions and other distractions
- Split in coached groups to save time

How to train skills ?

1. Prepare (paper plane)
2. Run a 10-15 minutes session
3. Reviews

How to train skills ?

Next

How to run a skills training session

“Golden rule”

**Tell, Demonstrate, and Practice
for all**

Self assessment – 2

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

Discussions in groups

1 *Open inventory of facts, ideas, opinions*

- Any outcome is acceptable
- Often no need to prepare on topic

2 *Focused questioning towards pre-defined outcome*

(information, concepts)

- Only your outcome is acceptable
- Preparation required

Applications of open discussions - 'inventories'

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

Open discussions 'inventories' **- exercise**

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

Open discussions 'inventories' **- exercise**

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

Tips for open inventories

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

When you loose control (poor reaction)

- Summarise findings
- Reformulate the topic
- Provoke with questions

When you loose control (over-reaction)

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

E

Applications of discussions – ‘focused questioning’

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

Discussions – ‘focused questioning’

Questions, categories

- Open
- Closed

Discussions ‘focused questioning’- exercise

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

How to kill group discussions: humans and robots

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

How does it feel to be a robot ?

Discussions ‘focused questioning’- exercise

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

Tips discussions 'focused questioning' - 1

At the start

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

When you do it

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

In case of poor reaction

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

In case of over reaction

- Make a break
- Split in smaller groups

'Focused questioning' building difficult consensus-3

Preparation & start

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

'Focused questioning' building difficult consensus-4

During the discussion:

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

Review

Analyze performance: your own / others as
yourself

Personal improvement plan

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

Evaluation – this course

Why

- We want to improve
- Analyze present learning process

How

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

Participants handout

HYDROLOGY PROJECT

TECHNICAL ASSISTANCE

Participants handout

Communication skills

Communication skills programme

Day 1 – 0930 hrs

| | | |
|--|------------------------|--------|
| 1. Introductions-1 | | 30 min |
| 2. Change through training: Old lady – Young lady | | 15 min |
| 3. Need for training | | 10 min |
| 4. Introduction- 2 communication techniques | | 10 min |
| | 10.45 hrs. Tea Break | 15 min |
| 5. Exercise: <i>self assessment - I</i> | | 30 min |
| 6. Guided exercises (round 1) | | 30 min |
| 7. Guided exercises (round 2) | | 30 min |
| 8. Main (6) elements of presentation skills | | 30 min |
| | 12.45 hrs. Lunch Break | 60 min |
| 9. Icebreaker: <i>Buzz</i> | | 15 min |
| 10. Exercise: <i>visual aids</i> | | 60 min |
| 11. Main (6) elements of presentation skills: <i>visual aids</i> | | 10 min |
| 12. Main (6) elements of presentation skills; Conclusions | | 15 min |
| | 15.30 hrs. Tea Break | 15 min |
| 13. Review | | 60 min |

Day 2 – 0930 hrs

| | | |
|---|------------------------|--------|
| 1. Icebreaker - <i>Volley ball</i> | | 20 min |
| 2. Introduction – training of ‘skills’ | | 20 min |
| 3. Guided exercises (round 1) | | 30 min |
| | 10.45 hrs. Tea Break | 15 min |
| 4. Tips | | 15 min |
| 5. Guided exercises (round 2) | | 30 min |
| 6. Guided exercises (round 3) | | 30 min |
| 7. Tips | | 05 min |
| 8. Exercise: <i>self assessment - II</i> | | 30 min |
| 9. Introduction: discussion | | 05 min |
| 10. Guided exercises (round 1) | | 15 min |
| | 12.30 hrs. Lunch Break | 60 min |
| 11. Guided exercises (round 2) | | 40 min |
| 12. <i>Tips</i> | | 15 min |
| 13. Introduction: <i>Focused questioning</i> | | 05 min |
| 14. <i>Guided exercises (round 1)</i> | | 20 min |
| 15. Game: <i>Human and robots</i> | | 30 min |
| | 15.30 hrs. Tea Break | 15 min |
| 16. <i>Guided exercises (round 2)</i> | | 15 min |
| 17. More tips | | 05 min |
| 18. | Review | 45 min |
| 19. Conclusions | | 10 min |
| 20. <i>Evaluation: Formal & questionnaire based</i> | | 30 min |

- Last questions and discussion, if time allows
- Farewell

Our programme for the next two days

Day 1 Presentation skills

Day 2 Transferring skills & discussion techniques

Our style

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

Our objectives:

After the next sessions you will be able to:

- deliver focused presentations / lectures
 - effectively transfer skills
 - facilitate lively group discussions
 - know your strong & weaker communication skills & take corrective actions.
-

Your personal improvement depends on your active participation

How are you & who are you ?

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

Communication?

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

Communication techniques

Our focus – only three

- Presentations / lectures
 - Transferring skills
 - Discussions
-

Working method

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

Self assessment - 1

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

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

1.
2.
3.

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

1.
2.
3.

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

1.
2.
3.

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

1.
2.
3.

Presentation skills - exercise

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

Main elements of presentation skills

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

Presentations skills (1) preparation

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

Presentation skills (2) relevant objectives

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

Presentation skills (3) structure / story line

Head / start

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

Body

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

Tail / rounding off

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

Presentation skills (4) questions

Recognise type of question:

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

Your response:

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

Presentation skills (5) visual tools

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

Group 2 - Prepare guidelines for flip-charts

Group 3 - Prepare operation guidelines for overhead projectors

Group 4 - Prepare guidelines for production of overhead sheets

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

(More) tips on visuals

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

Main elements of presentation skills

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

Make & use your personal checklist

Use your personal checklist

Structure, story line

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

Argument

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

Language use

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

Body language

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

Interaction with group

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

Audio-visual aids

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

Limitations of lecturing

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

Review

Analyze performance: your own / others as yourself

Why skills training is important

- Jobs are based on skills, not knowledge
- Skills in one job imply understanding in other jobs

Which skills / procedures are you going to train ?

How to run a skills training session (1)

Prepare

- Get the real equipment / forms / software & make sure it works
 - Master all details yourself, over and over again
 - Write out step-by-step actions / procedures
 - **Golden rule:** tell, demonstrate, practice for all under your guidance. It's a cooking session !
-

How to train skills ?

- Prepare yourself
 - Run a 10-15 minutes session
 - Reviews
-

How to run a skills training session (2)

1 Tell

- Define final result
- Break down the action in clear, successive steps
- Always avoid background stories, related skills & special conditions

2 Demonstrate

- Make sure everybody sees what you are doing
- Repeat exactly the steps of action

3 Guide exercises for all

- Allow mistakes, don't correct too quickly
 - Give lots of positive support
 - Stick to original sequence of steps, no deviations
 - Avoid questions and other distractions
 - Split in coached groups to save time
-

How to train skills ?

- Prepare
 - Run a 10-15 minutes session
 - Reviews
-

How to run a skills training session

“GOLDEN RULE”

Tell, Demonstrate, and Practice for all

Self assessment 2 – group discussions

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

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

Lists three qualities:

1.
2.
3.

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

Lists three characteristics:

1.
2.
3.

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

1.
2.
3.

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

1.
2.
3.

Discussions in groups

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

Applications of open discussions - 'inventories'

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

Open discussions 'inventories' - exercise

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

Tips for open inventories

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

When you loose control (poor reaction)

- Summarise findings
- Reformulate the topic
- Provoke with questions

When you loose control (over-reaction)

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

“ E ? ”

Applications of discussions – 'focused questioning'

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

Discussions – ‘focused questioning’

Questions, categories

- Open
 - Closed
-

Discussions ‘focused questioning’- exercise

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

How to kill group discussions: humans and robots

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

How does it feel to be a robot ?

Discussions ‘focused questioning’- exercise

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

Tips discussions ‘focused questioning’

At the start

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

When you do it

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

In case of poor reaction

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

In case of over reaction

- Make a break
 - Split in smaller groups
-

‘Focused questioning’ building difficult consensus

Preparation & start

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

During the discussion:

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

Review

Analyze performance: your own / others as yourself

Personal improvement plan

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

Evaluation – this course

Why

- We want to improve
- Analyse present learning process

How

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

Additional handouts

Check list

1. **Master** with session plan + OHS
 2. **Handouts:** programme, work sheets, backgrounds reading **in blue folder, with label**.
 3. Old woman & young woman
 4. Poor example of overhead sheets
 5. Human & Robot signs
 6. Evaluation form
 7. Instructors Manual
-

Extra

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

Check tool kit:

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

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

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

Final evaluation

Course: Communication skills: NWA, Pune;

June 03 – 04, 2002

1 Contents and relevance

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

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

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

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

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

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

2 Trainers

Please comment in key words on performance of the trainers:

| | strong points | weaker points |
|----------------|---------------|---------------|
| Rajeev Varma | | |
| Sandeep Jagota | | |

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

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

3 Materials

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

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

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

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

4 Logistics

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

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

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

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

5 General

Would you recommend a similar course to your colleagues?

- Yes, because
- No, because

What improvements would you recommend for future similar courses?

- 1
- 2
- 3

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

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

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

Human

Robot

