

Communicate with Confidence

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# COMMUNICATION SKILLS & THE THEORY OF TEACHING

# INTRODUCTION

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# 1 COMMUNICATION: THE BASICS

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## INTRODUCTION

- On the surface this appears to be an easy topic because we can all speak - after a fashion - and so we believe that we can communicate.
- It is a far more complex process than the mere uttering of sounds and can be divided into three parts:
  - Verbal
  - Non-verbal &
  - Written communication

## 1.1 VERBAL COMMUNICATION

- Good speech conveys to the listener, without attracting attention, exactly what the speaker intended to convey - neither more nor less. It involves all levels of being: physical, mental, emotional and spiritual. It is not something that can be learned in a cram course.
- The following contribute to good speech:
  - 1. Breathing:
  - Without proper breath control, the voice will become weak, thin and strained. It is not possible to breathe properly if one is sitting hunched up or standing badly. These postures prevent the diaphragm from expanding fully. The sustained control of the outgoing breath is also important in voice control. The neck and shoulders should be relaxed as any strain or tension will be felt in the voice and consistent strain can lead to all sorts of complications from "losing the voice" to developing nodules on the vocal cords.

- 2. Thought:
  - Think clearly and purposefully before you speak. This helps you to know what you want to say and the way you want to say it. Knowing what you want to say enables you to avoid bad speech habits such as "um's", "er's" and "ah's".
- 3. Vocabulary:
  - This enables you to present what you have to say interestingly. Clear, colourful, concise speech is not boring. Avoid phrases such as "sort of", "kind of" and "you know". When speaking to novices or "English as second language" people, speak more slowly and use simple and uncomplicated language.
- 4. Tone:
  - Develop a flexible range of vocal tone. Your voice is affected by your attitudes, emotions and feelings e.g. when tired the voice becomes dull; when bored it lacks modulation and range; when anxious it is strained, hard and/or wrongly pitched. You hold people's attention by the tone of your voice and the manner in which you present what is to be said. Keep a smile in your voice as it helps you avoid harshness and a mechanical drone. Keep your voice strong and audible - do not let it trail away. However, do not "boom" at people, as they will withdraw mentally.
- 5. Rhythm:
  - Develop an awareness and feeling for the rhythm of speech. Good speech has a rhythm which makes the meaning clear and listening easy. Develop an easy flow of language. Remember to complete sentences. Vary your pace from time to time. Use pauses for effect, to draw attention to a point or to give people the opportunity to ask questions. Change your pitch with change of thought.
- 6. Pronunciation:
  - Learn to pronounce words correctly - especially foreign language words commonly used in English speech.

- 1.2 NON-VERBAL COMMUNICATION

- This is often referred to as "body-language".
- When people communicate face to face, 95% of the impression produced comes from the non-verbal aspects of communication. Over and above the use of words, the package we use to get a message across includes eye contact, facial expressions, tone of voice, body movement, gestures, appearance, proxemics, smell and props.
- We all have our own movement patterns which are peculiar to ourselves and which can reveal a great deal about our personality to a trained observer. There are also national characteristics such as spatial awareness.
- The Mediterranean people have a different spatial awareness from the Nordic people

- Understand national characteristics and behaviour. Learn about cultural differences in greetings for example - whether to shake hands - how to shake hands - or whether to bow, or keep one's distance etc. In this way you will avoid giving offence. Learn to identify your own idiosyncrasies - do you fiddle with a pen, or twitch your shoulders or mouth? Do you have any other irritating little shadow gestures, which could detract from what you are saying and become the focal point? Do you have a pleasant countenance, even at the end of a long day? Or are you inclined to show the strains and irritations?
- Common Body Language signals are summed up as follows:
  - Inward (You to Me)
    - Positive: Paying Attention; Direct Eye Contact; Quiet and Still
    - Negative: Avoiding Eye Contact; Arms folded (read with body position); Fidgeting
  - Outward (Me to You)
    - Positive: Confident; Relaxed
    - Negative: Nervous Gestures; Facial Expression

- Typical Stages of Meeting a Stranger:
- ADVANCE IMPRESSION :
- Credentials - What you know or think you know about the person before you meet.
- APPEARANCE :
- Clothes (Neatness); Appropriate Dress; OK = OK
- VOICE:
- Pitch; Speed; Style (Abrupt); Grammar; Accent
  
- *YOU ARE JUDGED ON THE IMPRESSION YOU MAKE AS A PERSON.*
- *YOU ARE ALSO JUDGED ON YOUR BODY LANGUAGE.*

- 1.3 PLANNING YOUR COMMUNICATION
  
- 1. WHY, WHAT, WHO, WHEN, WHERE, HOW?
  
- *WHY* ....do we need to do it?
- *WHAT*.... do we want to achieve?
- *WHO*.... is the audience/recipient of the message?
- *WHEN*.... is the best time to do the training?
- *WHERE*.... is the best place?
- *HOW* ....do we put the plan into effect?

- 2. WHY, WHAT & WHO
- To launch
- To inform
- To educate
- To train
- To explain
- To inspire
- To motivate

- 1.4 COMMUNICATION DELIVERY

- 1. CONSIDERATIONS

- Top Ten Fear List
- Communication
- The Combo Nine
- Types of Presentations

- 2. INGREDIENTS

- Research
- Your Audience
- Your Subject
- The Venue
- Lecture Style
- Preparation

- 3. INTRODUCTION

- Welcome
- Introduce self
- Outline of Aims & Objectives
- Outline Agenda
- Orientation of Facilities
- Introduce Participants

- 4. THE MIX

- Structure and Delivery
- The Beginning
- The Middle
- The End
- Questions

- 5. SUMMARY
  - We have a thought of message
  - We want to share the message with an audience
  - We determine the best way to express the message
  - We share/deliver the message
  - We anticipate response/feedback
  - We react to the feedback
  
- 6. NO's NO's
  - Don't make assumptions
  - Don't Speak over their heads
  - Don't patronize
  - Don't use jargon
  - Avoid idiosyncrasies
  - Never humiliate
  - Don't go over time
  - Avoid excessive movement
  - Dress with respect

- 7. ESTALISHING RAPPOR

- The definition of the word “rapport” according to the Oxford Dictionary is:
  - 
  - *rapport (rap-or) n. a harmonious and understanding relationship between people*
- Establishing rapport is a vital component to communicating successfully with people. It requires winning the confidence and trust of a person and will enable you to accomplish effective exchanges of information, both giving and receiving.
  - 1. Know the desired result you want to achieve
  - 2. Encourage conversation
  - 3. Observe characteristics and body language
  - 4. Listen
  - 5. Reflective response
  - 6. Obtain information
  - 7. Conclusion

## STYLES OF LEARNING

A - Visual	B - Auditory	C - Kinesthetic
<ul style="list-style-type: none"> <li>•Need to “SEE” to understand</li> <li>•Like to read</li> <li>•Love TV</li> <li>•Enjoy viewing photos, plans, cartoons</li> <li>•Feel comfortable with spelling and writing</li> <li>•See in vivid pictures when visualising</li> <li>•Get distracted by untidiness or movement</li> <li>•Remember faces</li> <li>•Forget names</li> <li>•Spell by “seeing” the word</li> <li>•Dislike listening for too long</li> <li>•Talk sparingly</li> </ul>	<ul style="list-style-type: none"> <li>•Learn by LISTENING</li> <li>•Love to talk</li> <li>•Think in sound ,”hear” ideas</li> <li>•Love the phone</li> <li>•Read in talking style, “hearing” the text</li> <li>•Appear to daydream whilst talking inside head</li> <li>•Get attracted to sound and noise</li> <li>•Enjoy music</li> <li>•Spell by “sounding out”</li> <li>•Prefer to hear, rather than to read a story</li> <li>•Forget faces</li> <li>•Remember names</li> <li>•Remember dates</li> </ul>	<ul style="list-style-type: none"> <li>•Learn by DOING</li> <li>•Enjoy sport and games</li> <li>•Find yourself constantly moving, tapping, shifting in your seat</li> <li>•Go to the toilet just to MOVE</li> <li>•Love dancing and movement</li> <li>•Need lots of stretch breaks or state changers</li> <li>•Find you’re not keen on too much reading</li> <li>•Like words to “feel” right when spelling</li> <li>•Remember things best that you do</li> </ul>

- 3. IMPROVING YOUR SKILLS AS AN EDUCATOR
  
- 3.1 CONDUCTING A NEEDS ANALYSIS
  
- In order to find out what the specific needs are of the people you will be training, you need to conduct a “Needs Analysis”. You can do this yourself directly or have others involved in doing some or all of it for you.
  
- You also have to determine if the trainees must first have certain knowledge or skills without which they are unable to start learning your subject.
  
- Prospective trainees must be screened for the prerequisite knowledge, and the instructor must be prepared to give a “crash course” to bring participants up to standard so the training can then proceed. Not to do so is really an exercise in futility.
  
- To conduct a Needs Analysis, follow these steps:

- 1. Identify the target audience.
- Who is to be trained? In general terms, what are their job responsibilities, experience, needs, previous education/training, expectations, and, if relevant, age?
- 2. Review the relevant aspects of their particular jobs.
- Identify the skills and knowledge needed now (and/or in the future) to perform the job at a reasonable and acceptable level. You also need to know about any probable changes in the work situation. It may be that new technology is being introduced into certain work areas, so you would have to decide what would be needed for performing in the new way.
- 3. Find out what the people involved, feel is needed.
- You can ascertain this by surveying or interviewing the actual target group (or a sample of them), their immediate supervisors/managers, or other relevant people in the organization. You can ask straightforward questions about what they believe should be learned, what improvements in performance are needed, or what problems or concerns they have that could be appropriately addressed by training

## 3.2 TRAINING DELIVERY METHODS:

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### 1. Lecture/Talk

- This is an uninterrupted talk where the trainer makes a presentation to a passive audience. An overview of the subject is given. It is a useful way of filling the learners in on background or general information. It is up to the trainer to make sure the learners are in the best seating arrangement, comfortable, with no distractions. Lecturer works out a structural outline and objectives and tells the learners the purpose of the lecture and where it fits in to the course. Power point, whiteboard, paper, posters, charts or an overhead projector are used to help establish the key points of the talk. References are given for later study. Audio-visual aids should be organised to support what is being said. Other teaching strategies can also be implemented.

### 2. Brainstorm

- A quick-fire technique where the group calls out ideas that are rapidly recorded on a board or flipchart paper. The group leader sets the question to be considered. Someone is appointed as recorder. A time limit is set. People call out ideas, they are written down as fast as they are called out. They are not assessed in any way. The recorder may ask for clarification, but generally tries to keep the flow going. When the brainstorm is over the group organises the ideas into groups or issues and examines each idea in more detail.

- 3. Discussion Groups

- This is a structured discussion where the class examines questions with the trainer's guidance. The trainer determines objectives for the discussion. The topic is clearly defined, it takes into consideration what the learners already know and what they might be interested in. An outline or plan for the discussion is prepared, especially if it is a large group. The plan should include an introduction, questions and timing for topics. Discussion is summarised at the end for the learners. Discussion is guided towards the goals set. The trainer must deal with under-talkative, over-talkative learners and the "Red Herrings" as they occur and also ensure that enthusiasm is maintained.

- 4. Problem-Centered Groups

- Learners run small group discussions by themselves, working on specific problems set by the trainer. The trainer divides the group up, and sets the issues to be discussed. The groups analyse the problem, come to conclusions and present their findings to the total group for discussion. The trainer observes, assists the groups where necessary and coordinates the follow up discussion.

- 5. Demonstration

- The trainer shows the group a skill, familiarising the learners with the equipment, materials, and processes involved. The task is broken down into steps. Questions should be asked at the key points. Objectives of the demonstration are explained to the learners. Equipment and materials need to be ready prior to the demonstration. Trainer needs to make sure they can all see what is being done, preferably from the same angle as the trainer. If the Learners are not familiar with the processes being demonstrated, or the process is complicated, you need to:
  - demonstrate once at normal speed to give them the flow of the actions, then
  - demonstrate again, slowly, giving detailed explanations, then,
  - repeat a third time, at normal speed, to put it all together.

- 6. Simulation Games

- The trainer runs a game that simulates some real-life situations and problems in an enjoyable way. This allows the learners to explore another point of view. The trainer should select a game where the learners have to make real choices and decisions. The players should be briefed on the rules, equipment and atmosphere of the game before it starts. A trial run is a good idea. Enough time should be allowed to establish and run the game. At the end of the game the trainer must debrief the players, analyse the results with the group, draw conclusions and evaluate the success of the game.

- 7. Role Plays

- Learners act out a role in a simulated situation. The trainer defines the situation the role-play will be based on and chooses the roles the learners will play. No one should be forced into a role that they do not want to play. The trainer then gives more details to learners about the features of each character and also some ideas about motivation behind each character. A follow-up discussion is essential.

- 8. Case Studies

- The trainer writes up the details of a real life case study. It should be written simply, just the facts. The fact that the case study is based on an actual event or industrial situation should be made clear to the learners. All participants need a copy so they can analyse the case, and answer the questions. The class is divided into study groups. The groups report their findings. Generally a group discussion to examine the conclusions follows.

- 9. Field trips
- The group goes to a relevant industrial location to examine actual work conditions, equipment and practices. Planning is done well in advance. A field trip needs to fit in the course objectives. Trainer visits the organisation, to establish whether it is suitable; organises dates, transport and numbers; confirms all details. Learners should be prepared. They have to know what they are going to see and why. Tasks are set for learners, so that they observe specific aspects of the operations. The group needs to keep to a schedule. At the end of the trip, a group discussion is held to share the information collected by individual learners.
  
- 10. Practical Session
- The learners (either individually or in groups) undertake practical work to solve problems given by the trainer. Learners need clear written instructions including:
  - objectives of the lesson
  - list of tasks to be completed
  - notes on the way the learners should proceed
  - notes on the assessment criteria.
- Equipment and materials required should be available and accessible, challenging, but achievable. Work should be assessed promptly, giving the learners feedback including the positive and negative points of their work.

- 11. One-on-One Coaching
- The coach and trainee work through a process of:
  - Demonstration
  - Practice
  - Feedback
- This practical approach to training is usually conducted on the job.

- 3.3 HOW WE LEARN

- 1. HOW ADULTS LEARN

- Learning does not stop once you leave school. Learning is a lifelong process! We are continually learning - in social interactions, through our hobbies and recreational interests, via exposure to the media and through work. It is said that adults learn in different ways to children. Adults tend to:
  - be self-directed,
  - learn for a purpose, and
  - build on previous experience in the learning process.

- 2. ASSUMPTIONS ABOUT THE ADULT LEARNER
- The seven key factors found in learning programs that stimulated adult development are:
  - An environment where students feel safe and supported.
  - An environment that fosters intellectual freedom and encourages experimentation and creativity.
  - An environment where adult students are accepted and respected as intelligent experienced adults, whose opinions are listened to, honored, appreciated.
  - Self-directed learning, where students take responsibility for their own learning.
  - Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little.
  - Active involvement in learning, as opposed to passively listening to lectures.
  - Regular feedback mechanisms for students to tell what works best for them and what they want and need to learn

- 3. LEARNING
- The way adults learn is described according to the following principles:
  - 1. Active learning
  - People learn best when they learn by being actively involved in the learning process rather than passive listeners.
  - 2. Repeated practice
  - 
  - People learn new skills by having the opportunity to repeat and put into practice what they have learnt.

- Meaningful information
- People learn best when they can see the relevance of what they are learning to the job they will be asked to perform. Multi-sensory learning. People learn best when they use many of their senses. (E.g. When checking for any injuries or abnormalities in an animal a person listens for a cough, smells irregular droppings, looks at nasal discharge.) Learning activities should involve seeing, listening, discussing, hands on experience and sometimes even smelling.
- 4. Feedback
- People learn best when they are told how they are going and given constant and continuous feedback.
- 5. Reward
- People learn best when they experience success.
- 6. First and last impressions
- People will remember best the first and the last instructions/information they are given.

- ❖ I hear and I forget
- ❖ I see and I remember
- ❖ I do and I understand.

(Confucius circa 450 BC)