Core Exercises – Overview

Complexity Level: 2

The core exercises at Level 2 focus on the skills and learning objectives listed in the table below. At least one exercise for each of the skill areas is included in this facilitator's manual.

It is not necessary to cover all six skill areas in a one-day workshop. Nor is it required to include exercises from only one level. Facilitators are encouraged to choose topics and exercises that are most relevant to the abilities, needs and interests of their learners. Please refer to the *Getting Started* section for suggestions on organizing workshop content.

The core exercises are meant to act as building blocks to allow learners to strengthen their oral communication skills as the workshop progresses. Wherever possible, facilitators should make connections between the exercises and discussions so that participants can link together the various pieces of the workshop.

Topic / Skill	Learning Objectives
Listening	• Learn strategies to become more effective listeners • Become aware of barriers to listening • Understand the difference between hearing and listening • Practise listening skills
Asking Questions	• Learn to ask effective questions and clarify the message sent • Understand the difference between open and closed questions • Practise asking questions
Giving Instructions	• Learn how to give clear and precise instructions • Understand the importance of clear instructions • Practise giving instructions
Sharing an Opinion	• Understand why it is important to voice one's opinion • Understand how to share an opinion in a way that is respectful • Learn to share an opinion to ensure clear understanding • Practise sharing an opinion
Saying 'No'	• Learn how to say 'no' assertively—without aggression • Gain confidence in clearly expressing one's position • Understand when and why saying 'no' is sometimes necessary
Giving and Receiving Feedback	• Understand the components of effective feedback • Practise giving both positive and improvement feedback • Practise receiving feedback

The Art of Listening

Skill(s)	• Listening • Paying attention
Level	• 2
Learning Objectives	• Practise listening skills • Become aware of the barriers to effective listening • Learn strategies to become more effective listeners • Distinguish between hearing and listening • Understand that good listening skills are part of effective communication
Time Required	• Approximately 30 minutes
Materials	• Flipchart or whiteboard • Flipchart markers or whiteboard markers • Handout: *Communication Loop* (Participant Handout 2-1) • Handout: *The Way It Is* Model (Participant Handout 2-2)

Facilitation Steps:

1. <u>Set-up</u>

- Refer to the *Communication Loop* and *The Way It Is* Model presented earlier in the workshop (found in the PowerPoint slides).

- Ask the learners: "What is the difference between listening and hearing?"

To *Hear* means to have the capacity of apprehending sound. ~ Merriam Webster Online ~	To *Listen* means to pay attention to sound or to hear something with thoughtful attention. ~ Merriam Webster Online ~

- Ask participants: "What are the barriers that prevent *really hearing* the message sent?" Barriers might include:
  - o Our thoughts
  - o Our judgment about the speaker or what is being said
  - o Formation of our response
  - o External noise (bird singing, computer humming, clock ticking, etc.)

Interesting Fact: Humans speak at a rate of 150 words per minute. Humans listen at a rate of 500 words per minute.	*Food for Thought:* Seek first to understand rather than to be understood. ~ Stephen Covey ~ Good communicators listen more than they talk. ~ Denise Bissonnette ~

- Ask the learners: "How can we overcome these barriers?"
  - Record participant responses on the flipchart or whiteboard

- Important points to make:
  - Pay attention to what is being said
  - Become aware if and when your mind starts to wander or you begin to tune-out
  - Avoid judging the speaker
  - In case of emotional response, re-focus attention on the speaker
  - Listen to the facts and the feelings
  - Keep eye contact with the speaker
  - Avoid preparing your response while listening

2. Exercise

- Split participants into pairs. Have participants decide who is A and who is B. A is the speaker, B is the listener.
- A chooses any topic of interest (e.g. a news story, travel experience, family event, hobby, etc.) and talks about it for three to five minutes.
- B's task is to listen. B is not allowed to speak or interrupt A at any time.
- Announce when time is finished.
- Give Bs one to two minutes to summarize what they heard to As. B is not to ask A any questions.
- Ask As to let Bs know how accurate the summary was (i.e., inaccurate, somewhat accurate, completely accurate)
- Next, participants switch roles. A becomes the listener, B, the speaker, and the exercise is repeated.
- It is important for each learner to experience both roles.

3. Debrief

- Ask participants the following questions:
  - What did you think/feel as a speaker versus listener?
  - Did anything interfere with your ability to listen?
  - Is there anything that would improve your ability to listen?
  - How much of what was said did you remember at the end of the exercise?
  - Was your story remembered accurately by your partner?

- Record participant responses on the flipchart or whiteboard.

- If participants are not contributing, try asking these questions:
  - Did you want to share your opinions or thoughts?
  - Did your mind drift at any point while the speaker was talking? If yes, why?
  - Did you want to ask the speaker questions?
  - Is there anything that distracted you as you were listening? If yes, what was it?

- In closing, ask participants what they learned from this exercise and what impact listening has on oral communication.

Asking Questions

Skill(s)	• Effective questioning
Level	• 2
Learning Objectives	• Understand the difference between open and closed questions • Learn how to use questioning to clarify the message sent • Practise asking open and closed questions
Time Required	• 45 minutes
Materials	• A box with an item in it (for example pen, book, map, phone, cup, etc.) • Flipchart or whiteboard • Flipchart markers or whiteboard markers • Handout: *Open and Closed Questions* (Handout 2-3)
Special Note	• It is recommended to conduct this exercise after *The Art of Listening* exercise to further strengthen listening skills.

Facilitation Steps:

1. <u>Set-up</u>

   - Ask the learners: "How can asking questions help with listening?" If appropriate, record participant responses on the flipchart or whiteboard. Examples may include:
     - o Clarify what the speaker is saying
     - o Be more actively involved in the conversation
     - o Stay focused
     - o Deepen the discussion

   - Refer to the *Open and Closed Questions* handout.
   - Explain that there are two main types of questions.
   - Ask participants if they know what they are.
   - If there is no response, explain that there are open questions and closed questions.
   - Ask if participants can define each type of question.
   - If no response, explain open and closed questions (refer to the handout page for information).
   - Record the main points on the flipchart or whiteboard.
   - Ask learners to provide examples of open and closed questions.
   - If no input, share examples on the flipchart or whiteboard.

> *Food for Thought:*
>
> You can tell whether a man is clever by his answers.
> You can tell whether a man is wise by his questions.
>
> ~ Naguib Mahfouz ~

Application Example #1
- Give participants the *Open and Closed Questions* handout.
- Divide participants into small groups.
- Instruct participants to create three open and three closed questions.
- Allow participants two to three minutes to complete this task.
- Ask participants to share their questions with the rest of the group.
- Encourage participants to write additional examples on their handout.

Application Example #2
- Prior to the workshop, prepare a box with an item inside (the item could be a pen, notebook, CD, phone, scissors or any other item of your choice).
- Show the box to the group, but do not tell them what is inside.
- Let the group know that there is a mysterious object inside the box.
- The group's task is to uncover what is in the box by asking open and closed questions.
- In the case where the item is uncovered quickly, repeat the example with a new item.
- If you sense that the learners are not able to uncover the item, offer to provide a clue.
- After the item is uncovered, ask participants:
  - When were open questions most useful?
  - When were closed questions most useful?

Variation: Begin the set-up with Application Example #2. Then proceed to the discussion of Open and Closed Questions. Conclude the set-up with Application Example #1.

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2. Exercise

- Split participants into pairs. Instruct participants to decide who is A and who is B.
- A will be the speaker and B will be the questioner.
- Each participant will get the chance to play each role once.
- Person A will briefly (in one sentence) introduce a situation he/she recently encountered at work or in personal life. This may be a challenge, problem or accomplishment. For example,
  - I had a disagreement with my co-worker, boss, friend, parent, child or sibling
  - A client complained about my work to my boss
  - I received a promotion last month
  - I received a thank you card from a customer, friend, or family member
- Person B's task is to question the speaker, using a combination of open and closed questions. The goal is to fully understand the story, getting as much detail as possible.
- Person B should listen carefully to the speaker and periodically summarize what he or she is hearing. Person A can then provide feedback on Person B's summary.
- Each person plays each role for about five minutes.
- The roles are then reversed, and the exercise is repeated.

3. <u>Debrief</u>

- Ask participants the following questions:
    o How did the exercise go?
    o How easy/difficult was it to find the right questions to ask?
    o What benefit came from asking the questions?
    o Did you find value in summarizing what you heard? If yes, in what way was it helpful? If no, why was it not helpful?

- If appropriate, record participant responses on the flipchart or whiteboard.

- In closing, ask participants:
    o What did you learn from this exercise?
    o How will this change/affect your oral communication?
    o Is there anything you may wish to change in the way you communicate?

The Blindfold Game

| Skill(s)	• Giving instructions • Following instructions
Level	• 2
Learning Objectives	• Understand the components of clear instructions • Practise giving instructions • Become aware of the importance of giving clear instructions
Time Required	• 30 minutes
Materials	• Flipchart or whiteboard • Flipchart or whiteboard markers • One blindfold or dark scarf • One bucket • About fifteen sheets of paper

Facilitation Steps:

1. Set-up

   • No introduction is required for this exercise. Rather than providing participants with guidelines for giving clear instructions, have participants uncover the importance and components of giving clear instruction themselves through this exercise.

2. Exercise

   • Ask for two volunteers from the group.
   • Explain that one person will be blindfolded. His/her job will be to toss paper balls into a bucket.
   • Show participants the bucket and explain that it will be randomly placed behind the blindfolded person.
   • The other person will be the assistant. His/her job will be to hand the paper balls to the blindfolded person and retrieve them if they don't make it into the bucket.
   • The remainder of the group is to give the blindfolded person 'instructions' that will allow him or her to be successful. They are only permitted to 'instruct' the blindfolded person on what to do. They may not tell the blindfolded person where the bucket is.
   • Give the large group five minutes to decide on their communication plan.
     o Ask the group to prepare their instructions for the blindfolded person and decide on who will speak when.
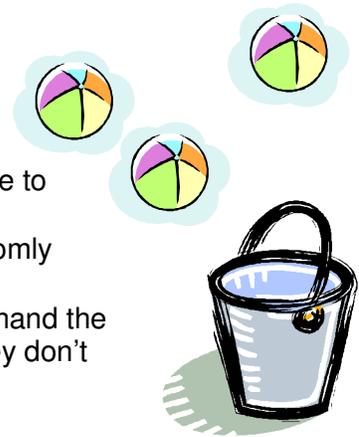
- While the larger group is creating their communication plan, instruct the assistant to create 10 to 15 paper balls.
- Blindfold one of the volunteers at the front of the room.
- Place the bucket behind the blindfolded person—you decide where and how far behind. Make it somewhat challenging.
- Using the communication plan decided upon, the group is to give instructions to the blindfolded person to enable him/her to get the paper balls into the bucket.
- Set a goal for the group (for example, get three balls into the bucket).
- You may choose to set a time limit for the activity (e.g. 10 minutes) or on the number of throws (e.g. 20 tries).
- Debrief the activity even if success has not been achieved within the established limits.

3. Debrief

- Ask participants the following questions and record key discussion points on the flipchart or whiteboard:
  - o What communication plan did you decide upon? Why?
  - o Did that help/hinder the completion of the task?
  - o Is there something in hindsight that would have worked better? Why?
  - o What instructions worked the best?
  - o What were the qualities of effective instructions? *(Note these on a flipchart.)*
  - o What types of instructions or actions limited success? *(Note these on a flipchart.)*
  - o What about group interaction: Did the way in which the group worked together affect performance? What did you learn from this?

- Refer to the *Communication Loop* presented earlier in the workshop (*Giving Instructions* is part of sending the message. To follow instructions properly, instructions have to be given in a clear way).

Option: If you feel that the group has learned what they needed to learn about giving instructions, move on to the next exercise. If you wish to give them more practice with this skill area, invite learners to re-do this exercise, this time trying to achieve greater success by giving clearer instructions.

Share Your Opinion

Skill(s)	• Sharing opinions with others
Level	• 2
Learning Objectives	• Understand why it is important to voice one's opinion • Understand how to share an opinion in a way that is respectful • Learn to share an opinion to ensure clear understanding • Practise sharing an opinion
Time Required	• 45 minutes
Materials	• Flipchart or whiteboard • Flipchart or whiteboard markers • Handout: *Guidelines for Sharing an Opinion* (Handout 2-4)

Facilitation Steps:

1. Set-up

   • Open with comments such as the following:
     o Communication begins with a willingness and ability to share information. Your opinion matters. It's important that people learn to speak up about what they know, think, feel and believe. Moreover, to ensure effective communication it is important to share an opinion in a way that is respectful of other people and their viewpoints.

   • Ask participants: Why is it important to share your opinion?
     Sample responses may include:
     o Allows one to feel more connected or involved
     o Provides an opportunity to contribute to the team
     o Makes one feel heard/valued
     o May help to create positive change
     o Helps to build confidence and self-esteem
     o Makes communication more honest and open

   > *Food for Thought*
   >
   > Difference of opinion leads to inquiry, and inquiry to truth.
   >
   > ~ Thomas Jefferson ~

   • Ask participants: What can happen when people do not share their opinions?
     Sample responses may include:
     o People may feel unheard
     o People may become angry over time because others are not doing things "right"
     o Not sharing an opinion may negatively affect a team
     o If someone has an opinion that is crucial to doing a really good job, not sharing it may lower productivity

   • Give participants the *Guidelines for Sharing an Opinion* handout
     o Review each point with the group, asking for input from participants as appropriate.
     o Ensure that learners understand the following key point:

In sharing an opinion, it is important to find a balance between being heard, being understood and being respectful of others at the same time.

- Prior to the workshop, prepare two opinions of your own, according to the guidelines.
- Share these two opinions as examples with your group.
- Invite participants to share some of their opinions, according to the guidelines.
- Examine each example (yours and the group's) to see if they are consistent with the guidelines.

2. Exercise

- Split participants into small groups of three to four.
- The task of each person in a group is to share an opinion about
    o a current event
    o something that happened at work or in personal life
    o an issue that he/she feels strongly about
    o or a topic of his/her choice
- Instruct participants to take a few minutes to think about what opinion they would like to share.
- Give participants three to five minutes to write down a few points regarding reasons for holding their opinion.
- Remind participants to use the guidelines.
- Emphasize that each person in the group should take two to three minutes to share his or her opinion, according to the guidelines.
- While the speaker is sharing an opinion, others are to carefully listen and pay attention.
- After the speaker has finished, other group members should ask questions to clarify.
- Give participants about 15 – 20 minutes to complete this exercise.

3. Debrief

- Ask participants the following questions:
    o Did you experience any challenges in sharing an opinion?
    o What was it like to be the speaker versus the listener?
    o Did you find the *Guidelines for Sharing an Opinion* helpful? If not, what would have been helpful?
    o Were you able to share your opinions according to the guidelines?
    o Were you able to achieve balance between being heard and being respectful? If not, what got in the way? If yes, what strategies did you use?

- Summary Comments
    o Oral communication is effective when:
        - We speak in ways that encourage people to listen
        - We say things in a way that is clear and specific
        - We share our viewpoints openly, honestly and respectfully
        - We keep an open mind

Saying 'No'

Skill(s)	• Clearly state one's position • Speak up • Say 'no' assertively
Level	• 2
Learning Objectives	• Learn how to say 'no' assertively—without aggression • Gain confidence in clearly expressing one's position • Understand when and why saying 'no' is sometimes necessary • Practise saying 'no' in a challenging situation
Time Required	• 45-60 minutes
Materials	• Flipchart or whiteboard • Flipchart or whiteboard markers • Overhead or PowerPoint Slides on *Saying 'no' Guidelines (*if applicable*)* • Handout: *Saying 'No' Guidelines* (Handout 2-5) • Scenarios for groups (cut up individually and placed in envelopes)

Facilitation Steps:

1. Set-up

   • Ask the learners: "Why is it important to sometimes be able to say 'no'?"
   Record participant responses on the flipchart or whiteboard.
   Sample responses may be:
     o To set realistic expectations
     o To have a manageable workload
     o To prevent becoming too stressed
     o To let someone know if he or she has pushed too far
     o To set reasonable limits

   • Ask the learners: "Why might saying 'no' be difficult?"
   Record responses on the flipchart or whiteboard.
   Sample responses may be:
     o It may seem uncooperative.
     o Someone might think I am lazy/not a team player.
     o People may not like me and treat me differently.
     o People may get angry, defensive or aggressive.

> *Food for Thought*
>
> You have to decide what your highest priorities are and have the courage—pleasantly, smilingly, non-apologetically—to say "no" to other things.
> And the way you do that is by having a bigger "yes" burning inside.
>
> ~ Stephen Covey ~

- Present the *Saying 'No' Guidelines.*
  o Hand out the *Saying 'No' Guidelines* to participants and/or show the overhead or PowerPoint slides of these guidelines.
  o Review and explain each point and/or ask for input from the group.
  o Encourage participants to share relevant examples from their experience.
  o Instruct learners to write down the points/strategies for each step in their handouts.
  o Reinforce main goal of saying 'no'—to be able to speak up on your own behalf in a way that encourages the other person to listen and respect what you're saying.

Sample Review / Explanation of *Saying 'No' Guidelines*:

o *Listen to the request.*
  ➤ Give the speaker(s) your full attention
  ➤ Stop typing
  ➤ Turn off your cell phone
  ➤ Put down your pen
  ➤ Face the speaker

o *Make sure you understand what you are being asked to do.*
  ➤ Ask questions
  ➤ Use both open and closed questions (refer to the *Asking Questions* exercise)
  ➤ Ensure that you have all the details you need to make an informed decision

o *Empathize with the speaker(s).*
  ➤ Say things that indicate your understanding and empathy, such as
    • "I really understand the situation you're in— it sounds tough."
    • "Sounds like you're in a real bind."
    • "I know how important it is to finish this project….."
    • "I know it must be hard to have to talk to the boss….."

o *Explain why you must say 'no'.*
  ➤ Honestly and clearly explain your reasons
  ➤ Give the facts only

o *Explain what you can/will do instead (if possible).*
  ➤ "What I can/will do however is….."
  ➤ Try to end things on a positive note

Application Example

- Share this situation with the learners as an example *(modify example as needed.)*

  It has come to my attention that I will require an extra 30 minutes to finish this workshop. So rather than finishing at 4:30 as previously indicated, I will now finish at 5:00. Is this acceptable to you?

- Invite learners to respond to this request using the saying 'no' guidelines.
- Invite a variety of responses—as many as the group will offer
- Encourage learners to ask questions, empathize, etc.
- Ask the learners:
  o How did it feel to say 'no' to me?
  o Did the guidelines help you? If 'yes' how so? If not, what would help?

2. <u>Exercise</u>

- Split participants into small groups (with no more than four people per group)

- Select one of the following three options:

  o *Option #1.* Each group will create a role play using one of the following scenarios. These scenarios can be photocopied on coloured paper, cut up and handed to groups in individual envelopes.

    - **Scenario A:** Your boss asks you to stay late for the 10th time this month.

    - **Scenario B:** Your friend wants to borrow $20. This friend says that he/she will pay you back after the next paycheck in two weeks.

    - **Scenario C:** A team member asks you to take on one of his projects, and your supervisor is not aware of this.

    - **Scenario D:** A co-worker asks you to help finish his/her project by tomorrow's deadline. This is not the first time this co-worker has asked you to 'cover' for him/her.

    - **Scenario E:** A customer is demanding a full refund for a product purchased four months ago. The return policy states that full refunds are provided for purchases made within 45 days.

  o *Option #2:* Prepare your own scenarios ahead of time, which may be more appropriate to the learners' needs and interests.

  o *Option #3:* Ask each group to come up with their own scenario.

- Instruct participants to develop a short role play (no more than five minutes) based on the scenarios from Option 1, 2 or 3.
- Ask for two volunteers from each group.
- Explain that role plays will involve these two volunteers: A and B. A will be doing the 'asking' and B, saying 'no'. The rest of the group will help to create the role play.
- The objective for A is to keep trying to get his/her way.
- The objective for B is to clearly and assertively refuse, using the *Saying 'No' Guidelines*.
- Give participants 15 minutes to get the role play organized and ready to present.
- Invite each group to take up to five minutes to present their role play. Presentations can be conducted at the front of the room of wherever the participants are comfortable.
- After each presentation, invite participants to briefly provide feedback about the role play. (Refer to *Guidelines for Providing Feedback*).

3. Debrief

- Ask participants the following questions:
  - How did it feel to be the one saying 'no'?
  - What have you learned as a result of this exercise?
  - How will you apply the *Saying 'No' Guidelines* in your daily life?
  - Is there anything you would like to change or do differently?

- If appropriate, record participant responses on the flipchart or whiteboard.

Scenarios for Groups

Photocopy the following scenarios on coloured or white paper, cut them out individually, and place each in an envelope.

Scenario A:
Your boss asks you to stay late for the 10th time this month.

Scenario B:
Your friend wants to borrow $20. This friend says that he/she will pay you back after the next paycheck in two weeks.

Scenario C:
A team member asks you to take on one of his projects, and your supervisor is not aware of this.

Scenario D:
A co-worker asks you to help finish his/her project by tomorrow's deadline. This is not the first time this co-worker has asked you to 'cover' for him/her.

Scenario E:
A customer is demanding a full refund for a product purchased four months ago. The return policy states that full refunds are provided for purchases made within 45 days.

Introduction to Feedback

Skill(s)	• Giving feedback • Receiving feedback
Level	• 2
Learning Objectives	• Understand the components of effective feedback • Practise giving both positive and improvement feedback • Practise receiving feedback
Time Required	• 60 – 75 minutes
Materials	• Flipchart or whiteboard • Flipchart or whiteboard markers • Handout: *Feedback Overview* (Handout 2-6) • Handout: *Feedback Examples* (Handout 2-7) • Handout: *Guidelines for Giving Feedback* (Handout 2-8) • Handout: *Guidelines for Receiving Feedback* (Handout 2-9) • Scenarios for groups (cut up individually and placed in envelopes)
Special Note	• It is recommended to conduct this exercise towards the end of the day to summarize and integrate the learning from the other exercises.

Facilitation Steps:

1. Set-up

   • Ask participants these questions:
     o When I say the word 'feedback' what do you think of? Sample responses might be:
       • Telling people what you think
       • A way to address problems/change behaviour
       • A way for people to learn
     o How many of you like/dislike giving feedback? Why?
     o How many of you like/dislike receiving feedback? Why?
     Record the key discussion points on the flipchart or whiteboard.

   • Give learners the *Feedback Overview* handout. Explain each point and/or ask for input from the group.

   • Encourage participants to share relevant examples from their experiences.

   • *Key points to review:*
     o The purpose of feedback is to encourage positive change, growth and learning.
     o The attitude needed to give feedback effectively starts with intention.
     o Discuss these questions with learners:
       • Why is attitude important in giving feedback?
       • What happens if our attitude is negative or our intention is destructive?

- Explain to learners that there are two types of feedback: positive and improvement.

- Ask learners if anyone can define each type of feedback.

  o *Positive feedback means encouragement or praise of behaviour.*
    ➢ People tend to repeat the behaviours that are praised or encouraged
    ➢ Positive feedback makes people feel good about themselves
    ➢ Positive feedback confirms what is going well

  o *Improvement feedback means constructive criticism.*
    ➢ Improvement feedback can help people learn, change and grow
    ➢ Improvement feedback needs to be given in a constructive way
    ➢ When giving improvement feedback, give positive feedback first

- Give participants the *Feedback Examples* handout.
  o Review examples of positive feedback, both less and more effective.
  o Review examples of improvement feedback, both less and more effective.

- Ask participants
  o How does it feel to receive positive feedback?
  o How does it feel to receive improvement feedback?
  o What feedback do you find most/least helpful? Can you share any examples?
  o Record key discussion points on the flipchart or whiteboard.

- Give participants the *Guidelines for Giving Feedback* handout.
  o Explain each point and/or ask for input from the group.

- Give participants the *Guidelines for Receiving Feedback* handout.
  o Explain each point and/or ask for input from the group.

Application Example:

- Ask learners to think about someone they know and write down one strength and one weakness of this individual.
- Ask learners to use the *Guidelines for Giving Feedback* to write down a positive feedback statement for the strength and an improvement statement for the weakness.
- Create a table on the flipchart or whiteboard such as the one shown below.

Positive Feedback	Improvement Feedback

- Invite participants to share their feedback statements, without naming names.
- Ensure that participants are following the guidelines.
- Work with participants to make the feedback statements as effective as possible.
- Record the feedback statements on the flipchart or whiteboard.

2. Exercise

- Split participants into small groups (four or five per group).
- Give each group an envelope containing one of the five case scenarios.
- Instruct each group to assign roles and create a role play, based on their scenario.
- In each group, at least one person has to demonstrate certain behaviours, and at least one other person has to offer either positive feedback, improvement feedback or both depending on the scenario.
- All group members must participate in creating the role play.
- Give participants 15 minutes to prepare their role plays.
- Ask groups to present their role plays to the large group.

- *Option*: Instead of using the scenarios provided, prepare your own scenarios ahead of time, which may be more appropriate to the learners' needs and interests.

- *Variation:* Ask participants to create two role plays for each scenario, one that demonstrates effective feedback, and one that demonstrates ineffective feedback.

Food for Thought

Peer out the front window—glance out the back. Yesterday is past, tomorrow is the future. Today is the real gift. Good or bad, listen to feedback—learn from it, then let it go. You are a work in progress.

~ Denise Bissonnette ~

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3. Debrief

- At the end of each presentation, ask the participants:
  - How effective was the feedback provided?
  - What changes, if any, can you suggest to make the feedback more effective?

- At the end of all of the presentations, ask participants:
  - What did you learn today about feedback?
  - How will you apply what you learned to your work or daily life? Encourage participants to share out loud.
  - If appropriate, record key discussion points on the flipchart or whiteboard.

Scenarios for Groups

Photocopy the following scenarios on coloured or white paper, cut them out individually and place each in an envelope.

Scenario A:

You and your friends are at a restaurant having lunch. The food is terrific – everyone is impressed. The service is very good as well. You want to let the server know this.

Scenario B:

Tom is your co-worker. He has come into your office to inform you that one of your clients has just called back to complain about what you said to this client on the phone. Tom is visibly angry and tells you that he is tired of being stuck fixing your mistakes. He tells you to 'smarten up' or you may lose your a job! Then, he storms out of your office. You would like to provide Tom with feedback on his behaviour.

Scenario C:

Harry works for you driving the company truck. He is a pleasant man who loves his job, which is reflected in his work. He always arrives early. His customers frequently call to say how much they appreciated the 'extras' he provides as a part of his delivery service. You want to share this feedback with Harry.

Scenario D:

You work with Monique. You have been training her to input invoices into the accounting system on the computer. Although she has tried hard to do what you ask, you find consistent errors in her work. You need to let her know this.

Scenario E:

One of your suppliers consistently sends you products at least two to three days behind the promised delivery date. You need to give this supplier feedback about this problem.