

Introduction to Communication Essentials

Welcome to *Communication Essentials* – a Modular Workshop! The purpose of this resource is to provide facilitators with tips and tools needed to effectively develop and deliver this workshop, and help learners build and practise their oral communication skills.



Workshop Overview

This resource offers a flexible, modular curriculum for a one-day workshop. The curriculum includes a variety of exercises and presentation materials to help learners practise and strengthen their oral communication skills. This flexible structure allows facilitators to customize the instructional content to the needs of the intended learners. In fact, facilitators are encouraged to use this manual as a suggested guide and not a rigid formula.

Ideal Group Size

The recommended number of participants for a single facilitator is between seven and fifteen. This group size usually allows a sufficient level of both participant-to-participant and facilitator-to-participant interaction to ensure deep and sustained learning.

Oral Communication – One of Nine Essential Skills

Oral Communication is one of the nine Essential Skills that people need for work, learning and for life in general. Research has shown that all Canadians need Essential Skills as a foundation for learning all other skills. For more information about Essential Skills, or detailed information about Oral Communication, please refer to hrsdc.gc.ca/essentialskills.

Oral Communication has four levels of complexity, where one is the most basic level and four the most advanced.



Workshop Curriculum

The curriculum in this workshop is targeted for learners at Levels 2 and 3. The introduction and conclusion modules of the workshop can be used with both Level 2 and Level 3 audiences with minimal adaptation. The core exercises, however, are specifically targeted to Level 2 or 3 and should be selected based on the needs of the learners. Please refer to the sample workshop templates for suggestions for planning and organizing workshop content.



Step-by-Step Instructions

To get maximum benefit from this facilitator manual, we suggest the following steps:

1. If Essential Skills are new to you, familiarize yourself with the Essential Skills framework, specifically oral communication skills. We suggest visiting the Essential Skills website at www.hrsdc.gc.ca/essentialskills (click on “Understanding Essential Skills” on the left).
2. Review the background information on communication provided in the PowerPoint slides. If the topic of oral communication is new to you, you may wish to use a search engine to locate relevant resources by using such keywords and phrases as *communication skills*, *oral communication*, *effective communication strategies*, etc.
3. Assess the needs and interests of your learners. Identify what they would like to learn from the workshop and at what complexity level they function (two, three, or somewhere in between).
 - a. You may wish to administer a brief questionnaire to the target learners prior to the workshop. For example, ask questions such as the following:
 - i. What would you like to learn in this workshop?
 - ii. What would you like to improve about your communication skills?
 - iii. What would you like to improve about communication in your organization?
 - iv. What types of communication issues seem to come up more frequently for you/your team?
 - v. What types of oral communication skills do you need/use in your job/workplace?
 - b. Refer to the *Tips for Planning the Workshop* for additional guidance.
4. Review the workshop template and sample outlines. Select an outline that seems most appropriate to your audience and adapt it as needed to suit the needs of your learners.
5. Review the PowerPoint presentation included in this manual. Select the slides you wish to use during your workshop and review the facilitator notes included with each slide.
 - a. Note that it is not recommended to use all the slides.
 - b. You may wish to print the slides you are using as handouts for participants.
6. Select the icebreaker(s) and the core exercises you would like to include in your workshop. Review the instructions and prepare all materials and participant handouts ahead of time.
 - a. You may wish to give participants their handouts one at a time OR
 - b. Put together a participant booklet containing all the handouts for the day.
 - c. It is a good idea to have more exercises planned than you may be able to fit into the workshop. This prepares you for unexpected situations and allows you to be flexible.
 - d. Use the *Supplies Checklist* provided to prepare your materials.
7. Facilitate the workshop. Arrive early to set up and be ready to greet learners as they arrive.
8. Evaluate the workshop by asking yourself: What went well? What did not go well? How can I improve my facilitation? Refer to the evaluation form provided in the Conclusion module.

We hope you will find this resource useful as you help others develop oral communication skills!

Tips for Planning the Workshop

When preparing for your workshop, consider the following questions. Responding to these will help you select appropriate curriculum for your participants.

Questions	Examples
WHO?	<ul style="list-style-type: none"> target audience
WHY?	<ul style="list-style-type: none"> learning objectives, participants' needs, goals, interests, etc.
WHAT?	<ul style="list-style-type: none"> topics, activities, resources, handouts, PowerPoint presentations, overheads, other materials
WHERE?	<ul style="list-style-type: none"> location, room size/set-up, accessibility, lighting, noise level, furniture, equipment, etc.
WHEN?	<ul style="list-style-type: none"> dates, timing, availability, etc.
HOW?	<ul style="list-style-type: none"> delivery style, facilitation techniques, seating arrangements

To get to know your participants, consider the following elements:

- Age
- Gender
- Interests
- Needs
- Goals
- Cultural backgrounds
- Education levels
- Abilities
- Experience levels
- Complexity levels
- Prior knowledge
- Positions/Jobs
- Motivation



Suggestions for Seating Arrangements:

- Arrange your learners in a way that will promote the most openness and interaction.
- Round tables that can seat four to five participants each are often effective (if round tables are not available, small square tables may be used instead).
- U-shape arrangement may also work, though this tends to be a less effective option.
- Avoid arranging learners in a lecture style (i.e., seating people in rows, all facing the front).

Supplies Checklist

This is a general list of supplies that facilitators can have as part of their toolkit. These supplies are useful for facilitating workshops and organizing materials. Use this checklist when planning and setting up your workshop.

- Flipchart stand(s) – at least one is recommended for every seven to eight participants
- Flipchart paper
- Flipchart markers (different colours)
- Whiteboard markers (different colours)
- Recipe cards
- Sheets of paper (different colours)
- Post-it notes
- Nametags
- Scissors
- Stickers
- Hat or box
- Box of pens / pencils
- Overhead transparencies (if an overhead is used)
- Envelopes
- Sheet protectors
- Binder(s)
- File folders
- Props, handouts or other materials required for specific exercises
- CD player and CDs (if music is used)
- Relevant reference books – optional



Workshop Overview

The *Communication Essentials* workshop consists of three modules:

1. Introduction
2. Core
3. Conclusion

Each of the modules has specific goals, activities and suggested duration, described in the table below. The recommended activities and duration should be used as a guideline, not a rule. Facilitators are encouraged to adapt these recommendations to suit the unique needs of their workshop participants.

The Introduction and Conclusion modules may be used with both Level 2 and Level 3 learners; the Core exercises, however, are specific to Level 2 or 3. Facilitators may choose to focus the workshop on one of these two levels or use exercises from both levels.

The following table provides a summary of each workshop module.

Module	Overall Goals	Activities	Duration
Introduction	<ul style="list-style-type: none"> • Create a non-threatening environment and engage participants in learning 	<ul style="list-style-type: none"> • Introduce the workshop topic and purpose • Provide an overview of the workshop • Discuss learning objectives • Encourage learners to get to know each other 	45 – 75 minutes
Core	<ul style="list-style-type: none"> • Meet key learning objectives 	<ul style="list-style-type: none"> • Lead participants through 4-6 interactive core exercises, selected based on learners' abilities and needs • Engage participants in deep learning by providing hands-on opportunities to build and practise oral communication skills 	4 – 5 hours
Conclusion	<ul style="list-style-type: none"> • Integrate the learning and apply it to the workplace 	<ul style="list-style-type: none"> • Summarize workshop objectives and outcomes • Debrief the learning experience • Discuss opportunities for practise/application to the workplace 	30 – 45 minutes

The *One-Day Workshop Template* provides a further breakdown of the modules into workshop sections. Each workshop section lasts between 10 and 75 minutes depending on the size and interests of the group. The sections provide the basic building blocks for a one-day workshop.

One-Day Workshop Template

Note: suggested timing and duration of the workshop sections and breaks may be moved or modified to accommodate the needs of the learners and ensure smooth flow of the workshop.

Module	Section	Description	Duration
Introduction 8:30 am–9:45 am	Welcome and Introductions	<ul style="list-style-type: none"> Facilitator introduces him- or herself to the group Facilitator gives a brief overview of the session Facilitator discusses proposed learning objectives Facilitator invites participants to introduce themselves and share their learning expectations Facilitator invites participants to ask questions throughout the workshop 	15 – 20 mins
	Icebreaker Exercise	<ul style="list-style-type: none"> Facilitator engages participants in a quick exercise to create a non-threatening learning environment for all participants and introduce the topic of <i>Oral Communication</i> Facilitator may use more than one icebreaker throughout the workshop, interspersed with other activities 	15 – 30 mins
	Presentation	<ul style="list-style-type: none"> Facilitator shows facts and figures on communication Facilitator discusses principles of effective communication 	20 – 30 mins
Core 9:45 am–12 noon	Core Exercises	<ul style="list-style-type: none"> Facilitator leads participants through 2-3 core activities Facilitator uses activities appropriate to the level of the learners (Level 2, Level 3 or a combination of both) Following each exercise, facilitator and participants debrief the activity and discuss learning outcomes <p><i>Note: 10-15 min break may be required at around 10:15 am</i></p>	30 – 75 mins each
~ Lunch Break (45 min – 1 hr) ~			
Core 1:00 pm–4:00 pm	Core Exercises	<ul style="list-style-type: none"> Facilitator leads participants through 2-3 core activities Facilitator uses activities appropriate to the level of the learners (Level 2, Level 3 or a combination of the two) Following each exercise, facilitator and participants debrief the activity and discuss learning outcomes <p><i>Note: 10-15 min break may be required at around 2:30 pm</i></p>	30 – 75 mins each
Conclusion 4:00 pm–4:30 pm	Summary and Next Steps	<ul style="list-style-type: none"> Facilitator invites participants to ask questions Facilitator summarizes the workshop and, together with the participants, draws conclusions about the learning experience Facilitator encourages participants to reflect on their learning Facilitator discusses opportunities for further development and gives additional resources to participants 	20 – 30 mins
	Evaluation	<ul style="list-style-type: none"> Facilitator asks participants to fill out an evaluation form Facilitator is available for one-on-one questions 	10 – 15 mins

Suggestions for Organizing Your Workshop

Icebreakers

- You may choose to use more than one icebreaker during the course of the workshop. For example, one icebreaker may be used in the morning and a different one in the afternoon, after the lunch break.
- You may substitute the *Perceived Pig* with *Three Things about You* or *The Message*, depending on which icebreaker is best suited to the learners.

Presentation

- Please note that it is not necessary to use all the slides included in the PowerPoint presentation. It is recommended that you choose and use slides that are most relevant to your learners.
- Refer to the notes provided with each slide for ideas on leading the discussion.
- Use the discussion questions that best suit the audience and the purpose of your workshop.
- If you choose to spend more time on the PowerPoint presentation, one of the core exercises may be omitted (e.g. *Share Your Opinion*, *The Blindfold Game*, *Saying 'No'*, *Building Consensus*).

Core Exercises – Level 2

- It is recommended to begin with *The Art of Listening*. Listening skills are vital for effective communication and act as the foundation for developing other oral communication skills.
- *Asking Questions* is a good follow-up exercise to *The Art of Listening*, as it encourages listeners to become active in the conversation by asking questions.
- It is recommended to use *Saying 'No'* and *Giving and Receiving Feedback* towards the end of the workshop. These two exercises are more involved than the others and require more advanced understanding of oral communication. These two exercises should be used as a way to summarize and integrate the learning from the other exercises and components of the workshop.

Core Exercises – Level 2/3

- It is recommended to begin with *Active Listening*. Active listening skills are vital for effective communication and act as the foundation for developing other oral communication skills.
- It is recommended to conduct an exercise on assertive communication in the first part of the workshop. Together with active listening, assertive communication skills solidify the foundation needed to develop more advanced oral communication skills.
- *The Blindfold Game* can be used at the beginning of the afternoon session because it is a quick exercise that can function as an energizer to get learners warmed up after lunch.
- The exercise on *Giving and Receiving Feedback* will help learners move into an arena where there is a potential for conflict or challenge. It is recommended to conduct this exercise prior to moving into *Dealing with Conflict*.
- It is recommended to conduct *Dealing with Conflict* towards the end of the workshop as it can help learners to summarize and integrate the learning from the day.

Core Exercises – Level 3

- It is recommended to begin with *Active Listening*. Active listening skills are vital for effective communication and act as the foundation for developing other oral communication skills.
- It is recommended to conduct an exercise on assertive communication in the first part of the workshop. Together with active listening, assertive communication skills solidify the foundation needed to develop more advanced oral communication skills. You may choose one or both of the following two exercises depending on the needs of their learners:
 - *Introduction to Assertive Communication*
 - *Assertive Communication in the Workplace*
- The exercise on *Building Consensus* is an engaging way to help learners move into an arena where there is a potential for conflict or challenge.
- It is recommended to conduct *Training and Developing Others* and *Dealing with Conflict* towards the end of the workshop. These two exercises are more involved and can be used as a way to help learners summarize and integrate the learning from the day.

Timing

- The suggested workshop duration is 8:30 am to 4:30 pm.
- For shorter workshops, you may remove a core exercise and/or shorten the introduction and/or the PowerPoint presentation. You may also shorten morning, afternoon and lunch breaks.
- For longer workshops, you may add an icebreaker, lead more involved discussions after the exercises and/or use more PowerPoint slides.

Introduction Module: Facilitator Notes

Time Required	<ul style="list-style-type: none"> • 45-75 minutes
Materials	<ul style="list-style-type: none"> • Flipchart or whiteboard • Flipchart markers or whiteboard markers • Handout: Workshop Outline (See Sample Outlines) • Handout: <i>Things to Remember</i> • Handouts for Icebreaker activity • PowerPoint presentation

Welcome and Introductions

- Introduce yourself to the group.
 - Welcome participants to the workshop.
 - Take two to three minutes to tell participants a little bit about yourself (your name, background, experience, interests).
- Give a brief overview of the session.
 - Prepare and photocopy a workshop outline ahead of time. (Note that sample outlines and a blank outline are provided in the *Getting Started* section.)
 - Your workshop outline should list the day's activities and give an approximate schedule.
 - Give each participant a copy of the outline so that they know what to expect.
 - You may wish to write the outline on a flipchart or whiteboard with approximate duration written beside each activity.
 - Briefly review the outline with participants.
 - Check with the group to see if they have any questions about the proposed outline.
- Invite participants to introduce themselves and share their learning expectations.
 - Option #1: Invite learners to take turns briefly introducing themselves to the group (for example, you can ask each participant to share his or her name, position and one learning objective/expectation for this workshop).
 - Option #2: Divide participants into pairs and ask them to introduce themselves (name, position and one learning objective/expectation for this workshop) to their partner. Have each person introduce his or her partner to the large group.
 - List participants' learning objectives/expectations on the flipchart or whiteboard; abbreviate or simplify where possible.
- Discuss proposed learning objectives.
 - Review participants' learning expectations and link these with the proposed workshop outline and learning objectives.
 - Note that learning objectives are included at the top of each core exercise.
 - Invite participants to reflect on their learning throughout the workshop.
 - Give each participant the *Things to Remember* handout or direct the group's attention to this handout if it is included in the participant package.
 - Encourage participants to use *Things to Remember* at the end of each core activity by giving them a few minutes to write down key points they have learned as a result of the exercise.
 - At the end of the workshop, participants can use *Things to Remember* to develop their Action Plans.

Icebreaker Exercise (15 – 30 mins)

- Engage participants in a quick exercise to create a non-threatening learning environment for all participants and introduce the topic of *Oral Communication*.
 - Choose one of the icebreakers provided in this manual or use one of your own.
 - Choose an icebreaker that is most relevant to your group's learning objectives.
- You may use more than one icebreaker throughout the workshop, interspersed with other activities.

PowerPoint Presentation (20 – 30 mins)

- Discuss the principles and models of effective communication and share interesting facts and figures on oral communication.
 - Select only those slides and suggested activities that are most relevant to your learners.
 - It is not recommended to use all the slides or suggested interactive activities included in the facilitator notes.
 - Please refer to the facilitator notes provided in the *PowerPoint Slides* section of this manual for more information and detailed instructions.

The Message

Icebreaker Exercise

Level	<ul style="list-style-type: none"> • 2 & 3
Learning Objectives	<ul style="list-style-type: none"> • Understand that our perceptions filter the messages we send and receive • Become aware of reasons why miscommunication occurs • Practise sending and receiving a message
Time Required	<ul style="list-style-type: none"> • 30 minutes
Materials	<ul style="list-style-type: none"> • Copy of <i>The Message</i> for each learner (sample messages provided) • Flipchart or whiteboard • Flipchart or whiteboard markers • Handout: <i>Communication Loop</i> (Handout 2-1)

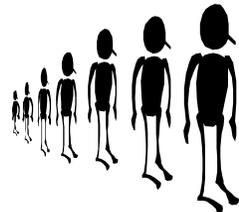
Facilitation Steps:

1. Set-up

- Draw a *Communication Loop* on the flipchart or whiteboard to be used later.

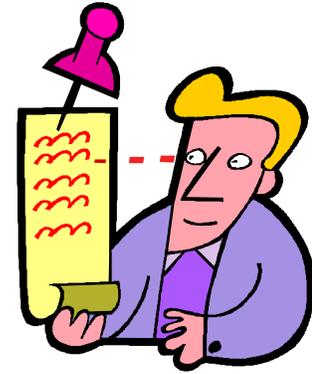
2. Exercise

- Ask participants to form two lines, with about seven to eight people in each line (if there are only nine to ten participants, one line will be sufficient).
- Allow about two feet between the people in line so that they can't hear what is being said to the person next to them.
- Explain to learners that the goal of this exercise is to communicate a message down the line, from one person to the next, as accurately as possible.
- Let participants know that the messages are made up and are for fun only.
- Give the first person in each line a typed message (three sample messages are included).
 - Option 1: Use the same message for both lines
 - Option 2: Use two different messages, one for each line
- Give the first person in each line one minute to silently read the message, and then another minute to quietly say or whisper the message to the next person in line.
- Give the second person in each line one minute to communicate the message to the next person in line, and so on.
- Call time at the end of each one-minute interval.
- Ask the last person in line to say the message out loud (if two lines, learners take turns).
- Ask the first person in line to read the original message out loud (if two lines, learners take turns).
- Ask participants to take their seats.



3. Debrief

- Give participants the *Communication Loop* handout and a copy of the message(s) used for the exercise
- Ask participants: “How does the original message compare to the one we heard at the end?”
 - Sample responses might be:
 - It was somewhat/very different
 - It was distorted
- Ask participants: “Why was the message different at the beginning than at the end?”
 - Sample responses might be:
 - Too much information to remember
 - No ability to write it down
 - Had to summarize/interpret the message
 - Record responses on the *Communication Loop* diagram in the space between the sender and the receiver.
- Ask participants: “Why do our summaries and interpretations of the message differ?”
 - Sample responses might be:
 - Our perceptions
 - Unique life experiences
 - Our cultural differences
 - Our personal biases
 - Our emotional reactions
 - Record responses on the *Communication Loop* diagram in the space between the sender and the receiver.
- Invite participants to carefully review the message(s).
- Ask participants: “What are the facts given in the message(s)?”
 - Learners should discover that there are only a few facts—the rest are possibilities or rumours
 - Ask learners to summarize the facts in the message(s) in one sentence.
- Conclude the exercise with the following discussion questions:
 - How does this exercise relate to oral communication at work or in personal life?
 - What is the impact of miscommunication on relationships at work or in personal life?
 - What can we do to prevent miscommunication from happening?



Food for Thought:

Effective communication is 20% what you know and 80% how you feel about what you know.

~Jim Rohn ~

Sample Messages

Message #1

(Voicemail message) Hello there. Need your help. Our favourite client, Mr. Green called back, again! This time, some of his email messages seemed to have disappeared from his Inbox. It's possible that his computer has a virus. The guy does not use anti-virus software. Anyway, we need to go and see him to understand the problem. I don't think we can figure it out over the phone. I'm just swamped in the next couple of days. Can you please call Mr. Green today and set up a time? He seems rather anxious. Thanks, really appreciate it!

Message #2

I.T. has been looking at new phone systems for the organization. Several different companies are submitting proposals. The receptionists are all upset because no one is asking for their input. After all, they're the ones using the system the most. They think the existing system is just fine but management just wants to spend money they should be putting into benefits.

Message #3

Next week our new phone system will be activated. In preparation for that each of you needs to participate in some up-front training. This Tuesday, the administrative assistants and custodians will meet in the board room. The engineers and sales personnel will be trained this Friday in the lunch room. Accountants will receive training this Wednesday, not sure yet in what room. A notice with all training times and locations will be posted on the bulletin board. Check there for updates, or check with Cecile in the main office.

The Perceived Pig

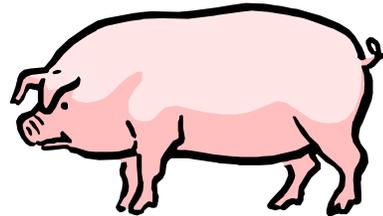
Icebreaker Exercise

Level	<ul style="list-style-type: none"> • 2 & 3
Objectives	<ul style="list-style-type: none"> • Understand that we all perceive things differently • Understand what affects differing perceptions • Develop awareness of and respect for diversity
Time Required	<ul style="list-style-type: none"> • 30 minutes
Materials	<ul style="list-style-type: none"> • Picture of the Pig (on PowerPoint, overhead or handout) • Two sets of 11 different index cards (total 22) • Flipchart or whiteboard • Flipchart or whiteboard markers

Facilitation Steps:

1. Set-up

- Prior to the workshop, prepare two sets of index cards.
 - Each set should have 12 different cards.
 - Write one of the following characters on each card:
 - Small child
 - Farmer
 - Butcher
 - Veterinarian
 - Wolf
 - Vegetarian
 - Artist
 - Philosopher
 - Politician
 - Cow
 - Pig



2. Exercise

- Let participants know that you will be handing out one index card to each person.
- Explain that there will be a character written on each card.
- Ask participants not to reveal their character to others.
- Hand out one index card to each participant. Hand out one complete set of 12 cards first. If there are more than 12 participants, hand out additional cards from the second set.
- Option 1: Show the picture of the Pig on the overhead or PowerPoint, OR
- Option 2: Give participants the picture of the Pig as a handout.
- Instruct participants to look at the Pig assuming the point of view of their character.

- Give participants a few minutes to jot down their responses to these questions:
 - What does the Pig represent for you?
 - What does this picture mean to you?
 - What is your reaction to the Pig?
 - What do you see when you look at the picture?
- Announce when time is up.
- Ask participants to take turns sharing the reactions and interpretations of the Pig from the point of view of their characters.
- Option 1: Ask participants to state what their character was, OR
- Option 2: After each participant shares, invite others to guess their character.

3. Debrief

- Ask the group some or all of these questions, depending on the points you wish to make:
 - Is there anything you found surprising about this exercise?
 - Why do you think there were so many interpretations about the Pig?
Sample answers might include:
 - Every person has a unique way of seeing the world
 - We all interpret and perceive things differently

Explain to participants that our perceptions play a large part in the way we communicate with others, because our perceptions influence how we view and interpret the world around us.

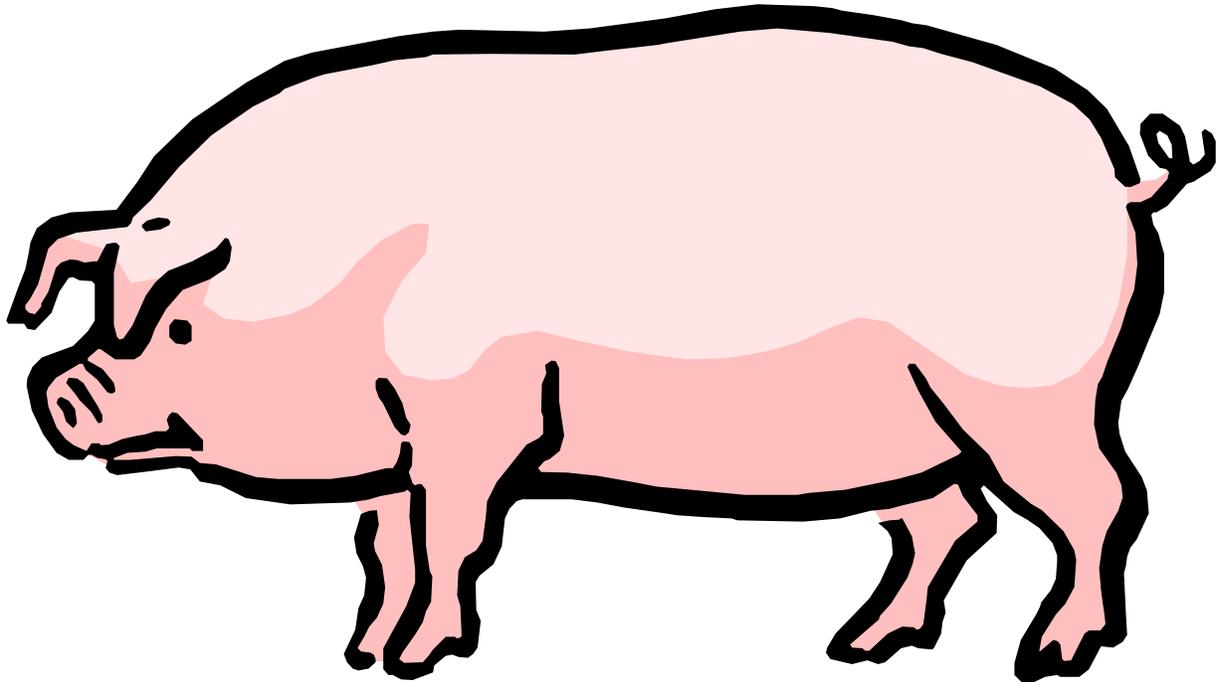
Share the quotation by Anais Nin with participants and invite them to comment on it.

Food for Thought:
We don't see things
as they are.
We see things
as we are.

~ Anais Nin ~

- What affects our perceptions?
Sample answers might include:
 - Our experiences
 - Our background
 - Our needs and desires
- As much as there were clear differences between the characters, were there also similarities or 'common ground'?
 - For example, the Wolf and the Butcher may have both seen the Pig as food.
- What did you learn as a result of this exercise?
- How does this relate to Oral Communication?
Sample answers might include:
 - We need to respect each other's viewpoints
 - Simply seeing things differently does not mean we are right or wrong
 - We need to try to understand each other's point of view
 - Even when there are differences, there might also be "common ground"
 - We may believe that our point of view is the "truth", but it is not necessarily so
 - Being open to differences allows us to become more effective communicators

The PIG



Three Things about You

Icebreaker Exercise

Level	<ul style="list-style-type: none"> • 2 & 3
Objectives	<ul style="list-style-type: none"> • Help people to get to know one another • Understand that relationship building is part of communication
Time Required	<ul style="list-style-type: none"> • 15 – 20 minutes
Materials	<ul style="list-style-type: none"> • Index cards (one for each participant)

Facilitation Steps:

1. Set-up

- Let participants know that one of the keys to effective communication is building productive relationships with other people.
- One of the simplest ways to start building relationships with people is to get to know them. This exercise is about getting to know the other people in this room.

Food for Thought:

The only form of organization used on this planet is the network—webs of interconnected, interdependent relationships.

~ Margaret Wheatley ~

2. Exercise

- Hand out one index card to each participant.
- Instruct participants to write down three things about themselves that might be a bit unusual or different. Give people a few minutes to do this.
 - Note: the three things should not include something too personal or sensitive.
- Announce when time is up and collect all the cards.
- Mix up the cards and randomly re-distribute them to participants.
- For the next five to ten minutes participants are to move around the room meeting other people and finding the person who owns the card that they are holding.
- Instruct learners to interact with at least three people during the exercise.
- Three to five minutes into the exercise, remind learners to switch partners if they haven't done so yet.
- Time permitting, participants can then share with the large group the items on their cards, letting the group know to whom it belongs.



3. Debrief

- Ask the group some or all of these questions, depending on the points you wish to make:
 - Do you feel like you know people in this room a bit better?
 - Will this knowledge help you to be a better communicator? How so?
 - Would you...
 - Be more likely to speak up?
 - Be less nervous about speaking in front of people?
 - Feel like you have things in common with other people?
 - Does humour help to build rapport and make it easier to be open?
 - If yes, what type of humour is appropriate?
 - Avoid culture-specific jokes, offensive language or belittling others.
 - How important is it to develop 'relationships' with people with whom you need to communicate? What happens when this is not present?
 - What strategies do you use for building relationships with your clients, co-workers, business partners or friends that have been effective for you?
 - How do you go about building relationships with people over the phone?

Sample One-Day Workshop Outline

Complexity Level: 2

This workshop outline is designed for learners who possess Level 2 oral communication skills. The curriculum suggested in this outlines focuses on fairly concrete ideas and skills with the aim to help learners send and receive messages more effectively.

Module	Section	Description	Duration
Introduction 8:30 am–9:45 am	Welcome and Introductions	<ul style="list-style-type: none"> Facilitator introduces him- or herself to the group Facilitator gives a brief overview of the session Facilitator invites participants to introduce themselves and share their learning expectations Facilitator discusses proposed learning objectives Facilitator invites participants to ask questions throughout the workshop and at the end 	15 mins
	Icebreaker	<ul style="list-style-type: none"> The Perceived Pig 	30 mins
	Presentation	<ul style="list-style-type: none"> Facilitator reviews and discusses select PowerPoint slides to introduce learners to the principles of effective communication 	30 mins
Core 9:45 am–12 noon	Core Exercises	<ul style="list-style-type: none"> The Art of Listening <p><i>10-15 min break around 10:15 am</i></p>	30 mins
		<ul style="list-style-type: none"> Asking Questions 	45 mins
		<ul style="list-style-type: none"> Share Your Opinion 	45 mins
~ Lunch Break (1 hr) ~			
Core 1:00 pm–4:00 pm	Core Exercises	<ul style="list-style-type: none"> Giving Instructions (The Blindfold Game) 	30 mins
		<ul style="list-style-type: none"> Saying 'No' <p><i>10-15 min break around 2:30 pm</i></p>	60 mins
		<ul style="list-style-type: none"> Introduction to Feedback 	75 mins
Conclusion 4:00 pm–4:30 pm	Summary and Next Steps	<ul style="list-style-type: none"> Facilitator invites participants to ask questions Facilitator summarizes the workshop and, together with the participants, draws conclusions about the learning experience Facilitator encourages participants to reflect on their learning Facilitator discusses opportunities for further development and gives additional resources to participants 	20 mins
	Evaluation	<ul style="list-style-type: none"> Facilitator asks participants to fill out an evaluation form Facilitator is available for one-on-one questions 	10 mins

Sample One-Day Workshop Outline

Complexity Level: Mixed Level 2 and 3 curriculum

This workshop outline is designed for high functioning Level 2 or low-functioning Level 3 learners. The curriculum suggested in this outline focuses on helping learners become responsible and assertive communicators, capable of effectively handling a conflict situation.

Module	Section	Description	Duration
Introduction 8:30 am–9:30 am	Welcome and Introductions	<ul style="list-style-type: none"> Facilitator introduces him- or herself to the group Facilitator gives a brief overview of the session Facilitator invites participants to introduce themselves and share their learning expectations Facilitator discusses proposed learning objectives Facilitator invites participants to ask questions throughout the workshop 	20 mins
	Icebreaker	<ul style="list-style-type: none"> Three Things About You 	20 mins
	Presentation	<ul style="list-style-type: none"> Facilitator reviews and discusses select PowerPoint slides to introduce learners to the principles of effective communication 	20 mins
Core 9:30 am–12 noon	Core Exercises	<ul style="list-style-type: none"> Active Listening <p><i>10-15 min break around 10:15 am</i></p>	45 mins
		<ul style="list-style-type: none"> Introduction to Assertive Communication 	45 mins
		<ul style="list-style-type: none"> Share Your Opinion 	45 mins
~ Lunch Break (1 hr) ~			
Core 1:00 pm–4:00 pm	Core Exercises	<ul style="list-style-type: none"> Giving Instructions (Blindfold Game) 	30 mins
		<ul style="list-style-type: none"> Introduction to Feedback <p><i>10-15 min break around 2:30 pm</i></p>	60 mins
		<ul style="list-style-type: none"> Dealing with Conflict 	75 mins
Conclusion 4:00 pm–4:30 pm	Summary and Next Steps	<ul style="list-style-type: none"> Facilitator invites participants to ask questions Facilitator summarizes the workshop and, together with the participants, draws conclusions about the learning experience Facilitator encourages participants to reflect on their learning Facilitator discusses opportunities for further development and gives additional resources to participants 	20 mins
	Evaluation	<ul style="list-style-type: none"> Facilitator asks participants to fill out an evaluation form Facilitator is available for one-on-one questions 	10 mins

Sample One-day Workshop Outline

Complexity Level: 3

This workshop is designed for learners who possess Level 3 oral communication skills. The curriculum focuses on fairly advanced oral communication skills with the aim to help learners handle a variety of challenging communication situations effectively and assertively.

Module	Section	Description	Duration
Introduction 8:30 am–9:45 am	Welcome and Introductions	<ul style="list-style-type: none"> Facilitator introduces him- or herself to the group Facilitator gives a brief overview of the session Facilitator invites participants to introduce themselves and share their learning expectations Facilitator discusses proposed learning objectives Facilitator invites participants to ask questions throughout the workshop 	20 mins
	Icebreaker	<ul style="list-style-type: none"> The Message 	30 mins
	Presentation	<ul style="list-style-type: none"> Facilitator reviews and discusses select PowerPoint slides to introduce learners to the principles of effective communication 	25 mins
Core 9:45 am–12:15 pm	Core Exercises	<ul style="list-style-type: none"> Active Listening <p><i>10-15 min break around 10:30 am</i></p>	45 mins
		<ul style="list-style-type: none"> Assertive Communication in the Workplace 	45 mins
		<ul style="list-style-type: none"> Building Consensus 	45 mins
~ Lunch Break (1 hr) ~			
Core 1:15 pm–4:00 pm	Core Exercises	<ul style="list-style-type: none"> Training and Developing Others <p><i>10-15 min break around 2:30 pm</i></p>	75 mins
		<ul style="list-style-type: none"> Dealing with Conflict 	75 mins
Conclusion 4:00 pm–4:30 pm	Summary and Next Steps	<ul style="list-style-type: none"> Facilitator invites participants to ask questions Facilitator summarizes the workshop and, together with the participants, draws conclusions about the learning experience Facilitator encourages participants to reflect on their learning Facilitator discusses opportunities for further development and gives additional resources to participants 	20 mins
	Evaluation	<ul style="list-style-type: none"> Facilitator asks participants to fill out an evaluation form Facilitator is available for one-on-one questions 	10 mins

One-Day Workshop Outline

Module	Section	Description	Duration
Introduction	Welcome and Introductions		
	Icebreaker Exercise		
	Presentation		
Core	Core Exercises		
~ Lunch Break (45 min – 1 hr) ~			
Core	Core Exercises		
Conclusion	Summary and Next Steps		
	Evaluation		