

TRAINING LEADER'S GUIDE



TAKING RESPONSIBILITY FOR  
CLEAR COMMUNICATION

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\* Workshop exercises and worksheets designed by Shelley Krantz, Communications Consultant, and are printed with her permission.

## INTRODUCTION

### OVERVIEW

“Talk Isn’t Cheap” video and leader’s guide show members of your organization how to communicate more effectively. Clear communication will not only improve work relationships and productivity, but can save your organization time and money.



### HOW TO USE THIS GUIDE

Before beginning your “Talk Isn’t Cheap” workshop, read through this guide. Take special note of the Preparing for the Workshop section. The Planning Considerations and Suggested Training Sessions will help you determine your workshop agenda.



Present the material on flip charts, overheads or a combination of both. You may duplicate the worksheets, Session Evaluation Form, and flip chart / overhead layouts when you use them with the video. You can photocopy the layouts (located in the back of the guide) onto acetate for overhead projection--or use them as a guide to make flip charts.

No other section of the guide may be duplicated.

### THE VIDEO’S MESSAGE

Miscommunication costs your organization money. In today’s workplace, an environment of empowerment and shared responsibility for the bottom line, everyone is accountable for these costs. If organizations are to be profitable, everyone must take personal responsibility for clear communication.



This video demonstrates practical, effective techniques for improving communication in the workplace. In today’s busy work environment, it is easy to overlook basic communication skills. This video not only demonstrates these skills, but dramatically illustrates how expensive a careless communication error can be. The cumulative costs of these sometimes small, sometimes devastating errors can chisel away at a company’s profitability.

Using the essential skills demonstrated in this video, viewers will communicate more clearly and reduce unnecessary costs in time, morale and money.

## KEY TRAINING POINTS

Using these four communication skills will reduce costs in time, morale and money.



### 1. Make Yourself Clear

- Plan before you speak (Make a wish list )
- Don't interrupt (Wait your turn)
- Keep it simple
- Be specific
- Get feedback

### 2. Add Reinforcement

- Don't assume you are understood
- Repeat and rephrase
- Use visuals to reinforce your message
- Get a recap

### 3. Listen Actively

- Speak up if you're confused
- Ask questions
- Reconfirm the answer

### 4. Find the Hidden Message

- Open a door. Give people a chance to open up.
- Don't get defensive
- Ask for solutions

## TRAINING APPLICATIONS

In today's workplace where everyone is expected to take increased responsibility for the bottom line, clear communication is a critical skill for people at all levels within the organization.



This video easily adapts to COMMUNICATION TRAINING WORKSHOPS for:

- **TEAM LEADERS**
- **MANAGERS & SUPERVISORS**
- **ALL EMPLOYEES**

## PLANNING CONSIDERATIONS



### 1. Know Your Audience

- Understand the training needs of your audience and target your workshop accordingly.

### 2. Determine Objectives

- Considering your audience and the materials you will be using, decide on the objectives of your workshop. We recommend no more than four.

### 3. View Video

- Watch the video. Note situations which relate directly to your audience.

### 4. Prepare Environment

- Reserve a comfortable room with easy access for viewing the video and for small and large group discussions.

### 5. Prepare Materials

- Use the Training Leader's Checklist to prepare flip charts and/or overheads and photocopy all participant handouts.

### 6. Check All Presentation Equipment

- Test all audio and visual equipment **before** the training session begins. At workshop's beginning, make sure everyone can see and hear the presentation.

### 7. Send out Invitations to Participants

- A sample letter is provided for your use. (page 6)

## SUGGESTED TRAINING SESSIONS



	<b>Activity</b>	<b>Time</b>	<b>Page(s)</b>
<b><u>1-Hour Session</u></b>	Welcome / Talk Isn't Cheap / Worksheet	10 min.	8-9
	Video Presentation & Discussion	30 min.	12
	Communication Solutions / Worksheet	20 min.	9, 23
<b><u>2-Hour Session</u></b>	Welcome / Talk Isn't Cheap / Worksheet	10 min.	8-9
	Impact of Communication / Worksheet	20 min.	10-11
	Video Presentation & Discussion	30 min.	12
	Break	10 min.	-
	Be Specific / Worksheet	15 min.	13-15
	Communication Solutions / Worksheet	20 min.	9, 23
	Action Plan / Evaluation	15 min.	24-26
<b><u>3-Hour Session</u></b>	Welcome / Talk Isn't Cheap / Worksheet	10 min.	8-9
	Impact of Communication / Worksheet	20 min.	10-11
	Video Presentation & Discussion	30 min.	12
	Break	10 min.	-
	Be Specific / Worksheet	15 min.	13-15
	Add Reinforcement / Worksheet	15 min.	15-16
	Active Listening / Worksheet	30 min.	17-20
	Find Hidden Message / Worksheet	15 min.	21-22
	Communication Solutions / Worksheet	20 min.	9, 23
	Action Plan / Evaluation	15 min.	24-26

(These times are approximate and may vary depending on the size and responsiveness of your audience.)

## SAMPLE INVITATION TO WORKSHOP

This letter can be sent or e-mailed to your participants approximately two weeks before the training session. You can customize it to fit your needs.



(Date)

To: (Participant's Name)  
From: (Trainer's Name)  
Re: **"Talk Isn't Cheap"** Workshop

Can you think of a time when a communication error cost this organization money? Did you ever think about how many hours and how many dollars are wasted when a simple communication is misinterpreted? "Talk Isn't Cheap," the subject of this upcoming workshop and video, will dramatically illustrate the high cost of miscommunication and provide practical techniques for improving communication within our organization.

On (insert date) at (insert time), we will hold a training session on communication. The session will be held at (insert location). The purpose of the session and video are to help you appreciate the costs of ineffective communication and to enhance your communication skills in the following areas:

- Make yourself clear
- Add reinforcement to your message
- Become a more active listener
- Find hidden messages

Please mark your calendars so you can attend this important training session.

Thank you!

## TRAINING LEADER'S CHECKLIST



### 1. Reserve an appropriate location with...

- Comfortable seating
- Easy viewing of visuals
- Good lighting
- Adequate writing surface
- Good acoustics
- Accommodations for participants with disabilities

### 2. Make sure all equipment is working by...

- Checking the VCR, monitor, and sound
- Testing videotape before showing
- Checking overhead projector and any additional equipment

### 3. Organize and prepare all materials, including...

- Training Leader's Guide
- Overheads and/or flip charts
- Paper and pencils
- Worksheets photocopied for participants

### 4. Any additional materials (list below)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## **“TALK ISN’T CHEAP” WELCOME & DISCUSSION**



**Time Required:**  10 minutes

**Materials Needed:**  Overhead or Flip Chart #1 & #2  
 “Talk Isn’t Cheap” worksheet (page 9)

### **Reveal Flip Chart #1:**

**“Talk Isn’t Cheap: Taking Responsibility for Clear Communication”**

### **Welcome:**

Introduce yourself and welcome participants. Ask participants to introduce themselves, describe their job responsibilities and work group.

### **Read or Paraphrase:**

This is a workshop about communication. We will be considering the effects of good and bad communication *and* what everyone can do to communicate more effectively. As we go through the session, please draw on your own experiences as well as from those in the video.

### **Reveal Flip Chart #2:**

“Ever think about how many hours and how many dollars get wasted just because people don’t communicate?”

### **Hand out Worksheet and Discuss:**

In the opening of the video, the host says, “Ever think about how many hours and how many dollars get wasted just because people don’t communicate?” Ask participants to think of any work experience in which money and/or time were lost because of poor communication and to write it on Part 1 of the worksheet. Ask for a few participants to share the experience they have written down. Explain that after the video, participants will have an opportunity to consider how that poor communication might have been improved. (Part two of this worksheet will be used in the “Communications Solutions” Exercise & Discussion on page 23.)

## **“TALK ISN’T CHEAP” WORKSHEET**

Part 1. Think of any work experience in which money and/or time were lost because of poor communication:

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Part 2. Using the communication skills illustrated in the video and discussed in this workshop, what specifically could have been said or done to improve the situation described above? Would this have saved time and/or money for your organization?

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For Preview Only

## “IMPACT OF COMMUNICATION” EXERCISE & DISCUSSION



**Time Required:**  20 minutes

**Materials Needed:**  Overhead or Flip Chart #3 (page 30)  
 Impact of Communication Worksheet (page 11)

### **Hand Out “Impact of Communication” Worksheet:**

Explain: “You will be listing behaviors of both the worst manager and best manager you have had. List specific behaviors and one or two effects those behaviors had on your work.”

### **Reveal Flip Chart #3 (Impact of Communication) and Discuss:**

Once participants have completed their worksheet, ask first for behaviors and effects of “Worst Managers” and list them on Flip Chart or Overhead #3. Follow with a list of behaviors and effects of “Best Managers.”

### **Discuss:**

You may say, “Look at the behaviors we have listed on the flip chart. Let’s go through them one by one. Which ones are based in communication?” (Go down the list one by one.)

Answers will probably be that all are based in communication or lack thereof. This should lead to a discussion of the powerful effects of both good and bad communication at work.

**“IMPACT OF COMMUNICATION” WORKSHEET**

**Instructions:**

- 1. List specific behaviors of the Best Manager you have ever had. Then list the effects of those behaviors on your work.
- 2. List the specific behaviors of the Worst Manager you have ever had. Then list the effects of those behaviors on your work.

**BEST MANAGER**

Behaviors

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<hr/>	<hr/>
<hr/>	<hr/>

Effects on you and/or your work

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<hr/>	<hr/>

**WORST MANAGER**

Behaviors

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<hr/>	<hr/>
<hr/>	<hr/>

Effects on you and/or your work

<hr/>	<hr/>
<hr/>	<hr/>

## VIDEO PRESENTATION & DISCUSSION



**Time Required:**

- 40 minutes (including 10-minute break ) *or*
- 30 minutes (without break for 1-hour sessions)

**Materials Needed:** ● Video - “Talk Isn’t Cheap”

### Video Presentation:

You may want to introduce the video by saying, “*Talk Isn’t Cheap* demonstrates several effective techniques for improving communication. Please take notes if you wish.” Play video.

### Ask & Discuss:

**Q:** In Part 1, what mistakes did Bart initially make in his communication with Jan about the brochure?

*(He wasn’t clear. He sent a mixed message. He didn’t prioritize his needs or provide the specifics of what he wanted. He did not ask for feedback.)*

**Q:** In Part 2, what techniques did Charlie (the man who placed the order) use to make sure Joey ordered the right part?

*(He repeated and rephrased, did not assume that Joey understood, used a visual, and asked for a recap.)*

**Q:** In Part 3, what specifically did Ken do to clarify the issues in the team meeting?

*(He asked questions, gave feedback on what he heard and clarified what action to take.)*

**Q:** In Part 4, what techniques did the sales manager use to get Monty to open up?

*(She listened for the hidden meaning, encouraged open communication, wasn’t defensive, asked him for solutions and listened to his response.)*

**Q:** Which of the communication problems illustrated in the video do you see most often in our organization? Give a specific example.

*(Answers will vary.)*

**Q:** Do you believe poor communication costs our company a significant amount of money? Why or why not?

*(Answers will vary.)*

10-minute Break: (for 2 or 3 - hour training sessions)

## “BE SPECIFIC” EXERCISE & DISCUSSION



### Time Required:

15 minutes

### Materials Needed:

- Overhead or Flip Chart #4 (page 31)
- Be Specific Worksheet (page 15)

### Reveal Flip Chart #4:

“BE SPECIFIC”

### Explain (Read or Paraphrase):

One of the most important skills for communicating clearly, which was demonstrated in the video, is to “Be Specific.” The flip chart (or overhead) analyzes three distinct ways to be more specific:

1. Say what’s most important
2. Give an example
3. Quantify & Qualify (When, Where, How Much...)

Notice how Bart, the person in the video who wanted a brochure done, was able to be more specific by using all three techniques. First, he said, “What’s most important is that it needs to be impressive....the focus needs to be on the product shots.” Then, he gave an example, “I liked the look and feel of the Winchell brochure. That size, that level of quality is what I want.” Third, he quantified, “I’d like to bring it in for under five thousand dollars.”

### Hand Out “Be Specific” Worksheet and Explain:

This worksheet lists 6 statements which need to be more specific in order to be clear. Using one of the 3 techniques for specificity, make each statement clearer on line “a.” (Line “b” will be used in the “Adding Reinforcement” exercise on page 16.)

(continued)

## **Discuss:**

Once participants have finished the worksheet, ask for 1 or 2 clarifications of each statement on the worksheet. Below are the questions from the worksheet with possible answers:

1. ***I need it by tomorrow.***

**Quantify** - I need it in my hands at least 15 minutes before my 9 A.M. presentation tomorrow.

2. ***I want the ad to be lighthearted, but taken seriously.***

**What's Most Important** - The reader must be made aware of the seriousness of this subject....

3. ***Unload this shipment in the back.***

**Example** - Unload this shipment at Dock Number 7. Stack it in the exact same manner as the one that's on Dock Number 8.

4. ***We can't order the equipment now. It's just too expensive.***

**Quantify** - This quarter we can't spend more than \$3000.00 total, including tax and shipping, for equipment.

5. ***We expect our phone representatives to give good service.***

**What's Most Important** - It is essential that every call is picked up quickly, before the third ring.

6. ***Your work has not been up to par lately.***

**Example** - You've turned in 3 out of the last 4 reports late, and one report was incomplete.

7. **Optional question** - Ask participants for their own examples and clarifications.

## **"BE SPECIFIC" WORKSHEET**

### **Instructions:**

Make each of the following statements clearer and more specific on line "a" by using any one of the following methods: "State what's most important," "Give an example," or "Quantify & Qualify." (Line "b" will be used in a later exercise.)

1. I need it by tomorrow.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. I want the ad to be lighthearted, but taken seriously.

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Unload this shipment in the back.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. We can't order the equipment now. It's just too expensive.

a. \_\_\_\_\_

b. \_\_\_\_\_

5. We expect our phone representatives to give good service.

a. \_\_\_\_\_

b. \_\_\_\_\_

6. Your work has not been up to par lately.

a. \_\_\_\_\_

b. \_\_\_\_\_

### **Optional question:**

7. Think of a frequently used statement or vague word or expression which causes confusion in your work experience: e.g. "good" This is a "good" report.

\_\_\_\_\_

\_\_\_\_\_



## “ADDING REINFORCEMENT” EXERCISE & DISCUSSION



**Time Required:**  15 minutes

**Materials Needed:**  Be Specific Worksheet (page 15)

### Read or Paraphrase Directions:

Let's take the more specific examples one step further. For each of the statements you have written, try rephrasing them on line “b” of the “Be Specific” worksheet. The purpose is to make sure the listener understands what you said. Note: providing a visual may be used as an alternative to rephrasing.

### Discuss:

Once participants have completed the exercise, ask them to share their responses. Suggested answers:

1. I need it by 8:45 a.m. tomorrow, Tuesday. I will be in the conference room on the 2<sup>nd</sup> floor.
2. What matters most is that the readers understand how this issue directly affects their lives.
3. This shipment must be unloaded at Dock Number 7, the last dock in the main building. Stack it just like this:



4. The entire budget for this project is \$3000.00. That means we need to calculate tax and shipping and any extras so that the total does not exceed the \$3000.00.
5. To insure great service, our new policy is that incoming calls will be picked up after no more than 2 rings.
6. It is essential that your reports are completed and turned in by the due date, which as you know is the last working day of every month.

## “ACTIVE LISTENING” EXERCISE & DISCUSSION



**Time Required:**  30 minutes

**Materials Needed**  Active Listening Worksheet Drawings 1, 2 & 3 (pages 18, 19 & 20 - for half the participants)  
 Blank paper & Pencils (for other half)

### **Explain:**

Explain that this exercise will allow participants to experience communication with and without active listening and with and without feedback.

### **Form Teams:**

Ask participants to form teams of two. Give drawings to one member of each team, blank paper and pencil to the other. (You may want to say that they may have done a similar exercise before, but you think they will find this one somewhat different.)

### **Give Directions:**

**Round One** - Sit back to back. “Direction giver” gives directions as clearly as possible to get “drawer” to replicate Drawing #1. “Drawer” may not ask questions. After 3 minutes, call time.

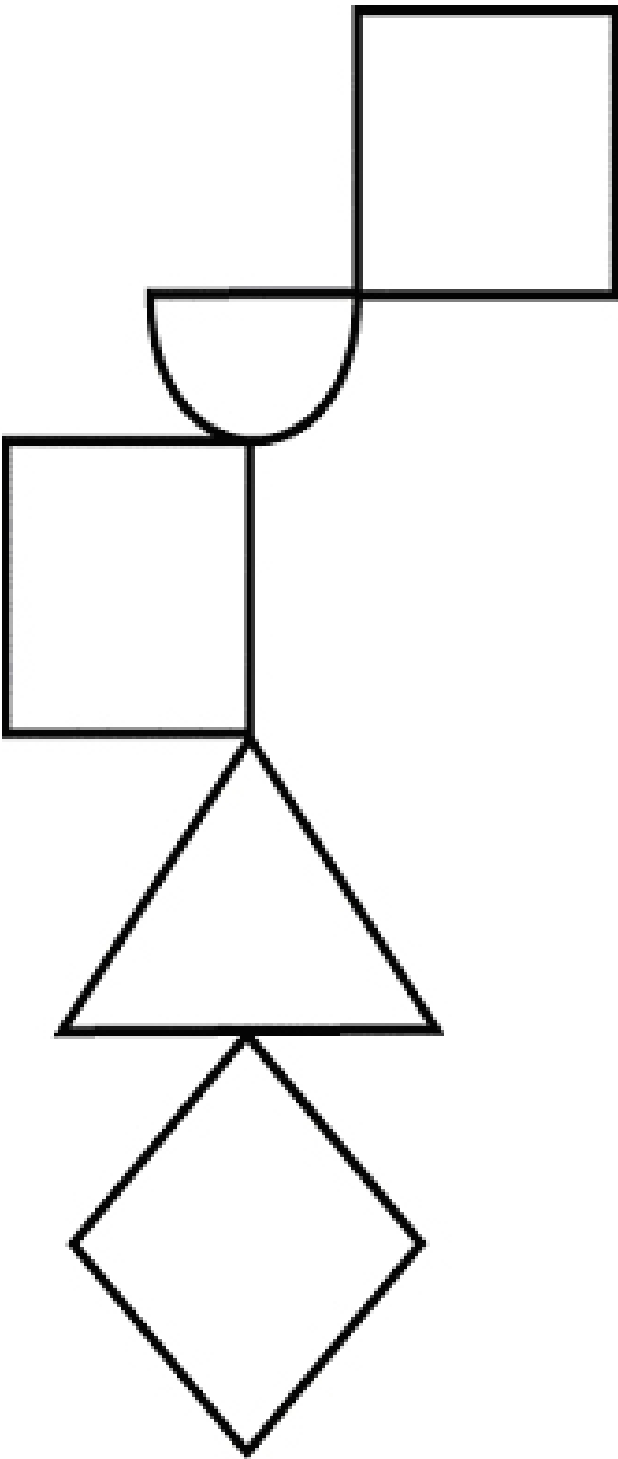
**Round Two** - Continue sitting back to back. “Direction giver” gives direction as clearly as possible to get “drawer” to replicate Drawing #2. “Drawer” may ask questions. After 3 minutes, call time.

**Round Three** - Sit side by side; however do not let “drawer” see the drawing. “Direction giver” gives directions to get “drawer” to replicate Drawing #3. “Drawer” may speak and ask questions. “Direction giver” looks on to drawer’s paper and may make suggestions.

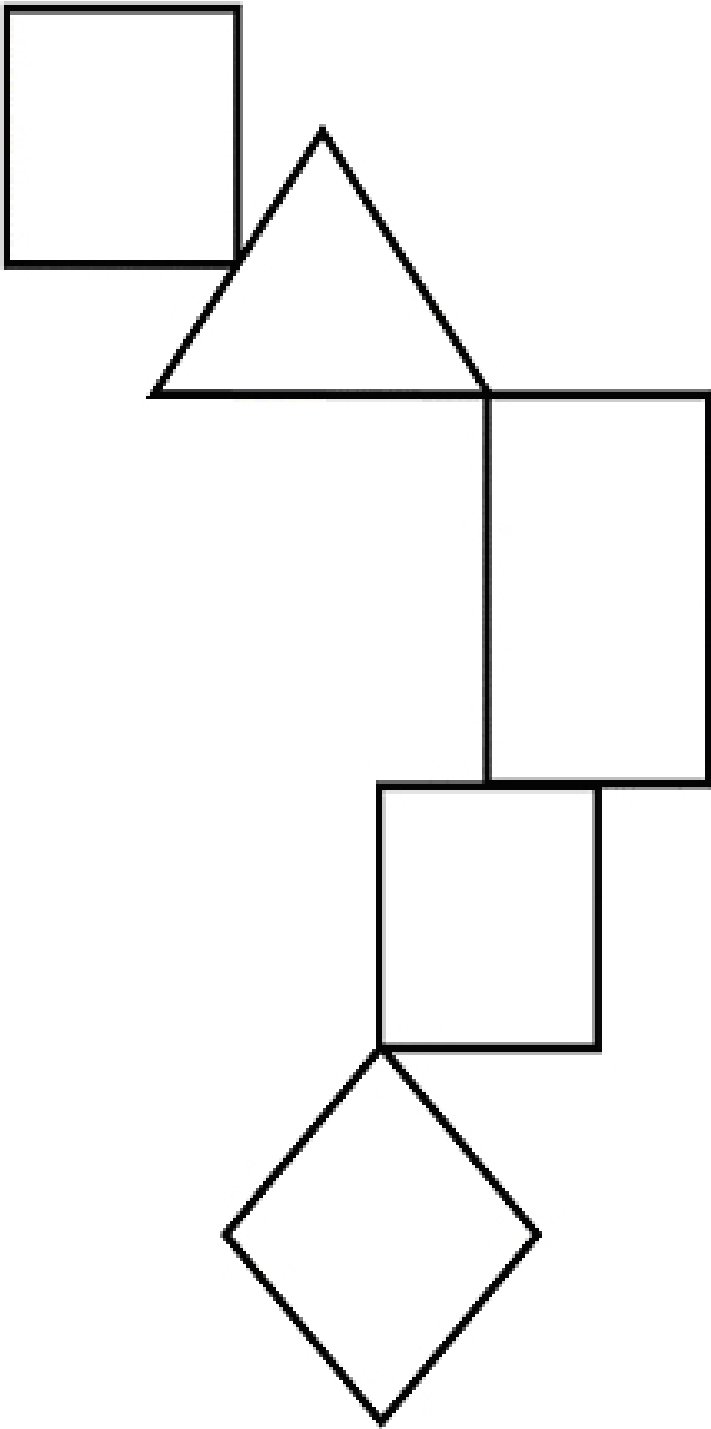
### **Discuss:**

Compare the three drawings with the original drawings. Which is most accurate? (Generally #3 is most accurate.) The first round is probably the least accurate, representing one-way communication. As in written communication, the sender has no idea whether the receiver heard the message. The second round may be more accurate. This is because it’s two way and the receiver is an active listener, clarifying questions he or she has. The third round is probably the most accurate, representing communication with both questions asked and feedback given. Ask participants to discuss any insights they gained from this experience.

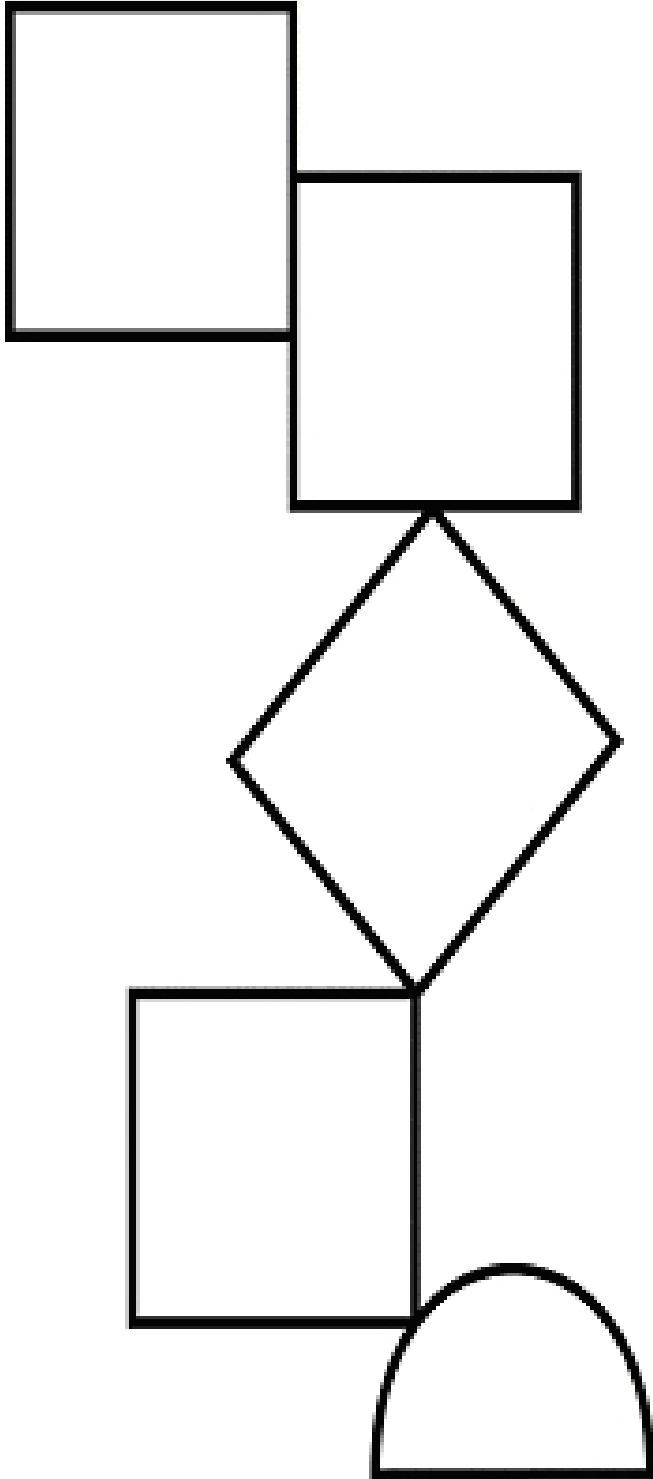
**“ACTIVE LISTENING” WORKSHEET DRAWING #1**



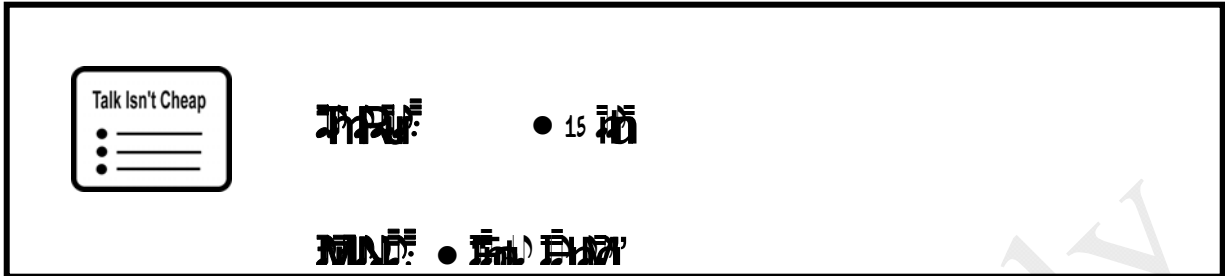
**“ACTIVE LISTENING” WORKSHEET DRAWING #2**



**“ACTIVE LISTENING” WORKSHEET DRAWING #3**



## "FINDING THE HIDDEN MESSAGE" EXERCISE & DISCUSSION



### Read or Paraphrase:

As we saw in the video, people often don't say what they mean. The meaning is hidden in tone of voice and body language. To demonstrate this point, we have a dialogue which could be read in a variety of ways. I would like two volunteers to come up here to read it. The audience will interpret and discuss your meaning.

### Directions for Reading of "Script":

Give the 2 volunteers the script. Tell the 2 volunteers to do a straightforward reading the first time. Before the second reading, instruct the EMPLOYEE that he/she thinks the MANAGER'S suggestions are stupid and he/she does not really want to do it, but is afraid to let the manager know.

### Discuss:

Ask participants for their interpretation of the second reading. Ask for suggestions of how the employee could be encouraged to say what he/she really means, so that a more productive conversation could follow. (OPTIONAL - Volunteers could improvise a revised conversation based on participants' suggestions.)

## “FINDING THE HIDDEN MESSAGE” WORKSHEET

MANAGER:

Say, Chris, I just read your report and I have a few suggestions.

EMPLOYEE

Oh, really, what would you suggest?

MANAGER

Well, I think you should reverse the order of the first two sections.

EMPLOYEE

Oh, that could help a lot.

MANAGER

And why don't we also write a summary after each section?

EMPLOYEE

That sounds good. When do you want it?

MANAGER

I'd like it by the end of the day.

EMPLOYEE

I'll give it a shot.

## “COMMUNICATION SOLUTIONS” EXERCISE & DISCUSSION



**Time Required:** ☐☐ 20 minutes

**Materials Needed:** ☐ “Talk Isn’t Cheap” Worksheet  
(page 9)

### **Read or Paraphrase:**

At the beginning of this workshop, you were each asked to write about a time when a communication error cost your organization. You will now have the opportunity to correct that error by recreating the situation using more effective communication. On part 2 of the worksheet, describe how the error could have been avoided with better communication. (If you can’t think of an experience of your own, use one that was discussed at the beginning of the workshop.)

### **Small Group Discussion:**

In groups of 3 to 5 people, discuss your experiences. Brainstorm the best possible re-creations of the situations described.

### **Large Group Discussion:**

Reassemble the large group and discuss the individual and small groups’ experiences and re-creations. Ask participants to share the situations from their group which they found most interesting or exemplary.



## ACTION PLAN / EVALUATION



**Time Required:**  15 minutes

**Materials Needed:**  Action Plan Worksheet  
(page 25)  
 Session Evaluation Form  
(page 26)

### Action Plan Worksheet:

Hand out the Action Plan Worksheet and explain that this is the participants' opportunity to work on a communication problem they have and to develop a plan for improvement. This is an individual exercise which will not be discussed with the larger group. (Allow time for participants to complete before continuing.)

### "Session Evaluation" Form:

Ask participants if they have any final questions or comments. Thank them for their participation and ask them to fill out the evaluation form before they leave.

## “ACTION PLAN” WORKSHEET

Think of a communication problem you have with someone at work. (If you can't think of a current one, think of one that has existed in your work life.)

Describe the problem as you see it:

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Using the techniques discussed in this workshop, what specifically could you do to improve the situation?

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For Preview Only

## SESSION EVALUATION FORM

### Instructions:

Please circle the number that best describes your evaluation of the training session:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This program clearly showed the cost of poor communication.	5	4	3	2	1
This program provided useful techniques for more effective communication.	5	4	3	2	1
This program provided useful techniques for becoming a better listener.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of the program was: \_\_\_\_\_

The program could be improved by: \_\_\_\_\_

Additional comments: \_\_\_\_\_

## **FLIP CHART / OVERHEAD LAYOUTS SECTION**



The following pages may be photocopied onto acetate for overhead projection or used as a guide in creating flip charts.

For Preview Only



TAKING RESPONSIBILITY FOR  
CLEAR COMMUNICATION

“Ever think about how many hours and how many dollars get wasted just because people don’t communicate?”

# IMPACT OF COMMUNICATION

## BEST MANAGER

Behaviors

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Effects on you and/or your work

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## WORST MANAGER

Behaviors

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Effects on you and/or your work

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## BE SPECIFIC

### 1. SAY WHAT'S MOST IMPORTANT

“What’s most important is that it needs to be impressive...the focus needs to be on the product shots.”

### 2. GIVE AN EXAMPLE

“I liked the look and feel of the Winchell brochure. That size, that level of quality is what I want.”

### 3. QUANTIFY & QUALIFY (WHEN, WHERE & HOW MUCH)

“I’d like to bring it in for under five thousand dollars.”



