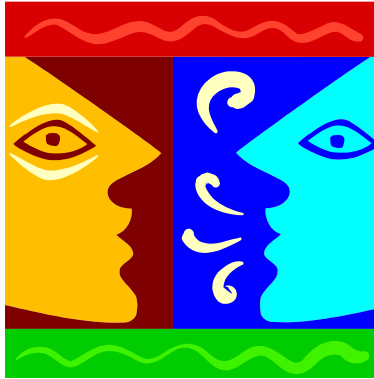


***Communications Skills  
for Leaders***



**Appendix**



## Guide to Symbols



The Key quickly summarizes key points.



The Tool kit represents items that are especially helpful. Locate this symbol if you need to find a tip quickly.

## Communications Skills for Leaders



### Verbal vs. Non-verbal Communication

The percent of communication expressed verbally is \_\_\_\_\_?

The percent of communication expressed non-verbally is \_\_\_\_\_?

The percent of communication expressed by the words used is \_\_\_\_\_?

*Hint – these three numbers must add up to 100%*

Are you surprised at the answer?

Among your table group, discuss the benefits of good verbal and non-verbal communication skills. List them here.

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Among your groups, discuss the challenges of non-verbal communications in the workplace. List them here.

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## **Communications Skills for Leaders**



### **Understanding different styles of receiving information**

Auditory – *“I hear what you are saying.”*

Kinesthetic – *“I need to be a part of the process.”*

Visual – *“I see what you mean.”*

Which of these fits your preferred method of receiving information?

### **Methods of conveying information**

Passive

Aggressive

Assertive

Which of these is your dominant method of conveying information?

# Communications Skills for Leaders



## Preparing Your Communications

### *Define your objectives*

What is my goal?

What information do I need to convey?

Is the setting formal or informal?

### *Structure your communications*

If giving a presentation, write an outline of the material you will present. If engaged in a conversation, this may be a mental outline.

Follow a logical sequence

Introduction tells the audience what to expect

Main points – the meat of your message

Present the details

Supporting facts

Summary – recaps the key points and close the presentation

May include opportunity for questions and answers

## Communications Skills for Leaders



### *Research*

Do your homework. This reinforces your credibility with your listener.

Check facts, details, spelling.

### *Know your audience*

With whom are you communicating?

Why are they interested in your message?

What is their level of expertise in your subject?

What impact will my non-verbals have on my receiver?



With your customer in mind, think about the message you wish to convey, prepare your thoughts, and then express your point.

## Communications Skills for Leaders



### *Verbal techniques*

1. Are you speaking clearly? Enunciate your words without sounding artificial.

Use complete words. For example, say “instead of” rather than “insteda” or “should have” rather than “shoulda.”

2. Vary your tone. Listeners will tune you out if you speak in a monotone. Accentuate your points by changing the volume of your speech.
3. Pace yourself. Speaking too fast may come across like rapid fire or convey nervousness. Speaking too slowly may put your audience to sleep. It is okay to pause. This is an effective technique to let your audience consider your point or to transition from one topic to another.
4. Do you sound natural? Sometimes our pitch changes when presenting and we must be conscious to relax.
5. BREATHE! Give your brain some oxygen.

Knowing your material and practicing your message will help you to internalize your message, reduce nervousness, and contribute to your feeling natural.



## Communications Skills for Leaders



### *Nonverbal techniques*

Before you begin to speak, your listener is forming an opinion of you. They are deciding whether you appear confident, open, closed, or nervous. Your nonverbal communication sends silent signals at all times- before, during, and after your presentation. During this section, we will practice non-verbal techniques to help you convey the message you want your audience to receive.

Let's begin with your facial expressions. Write down the words that are communicated by the pictures on the slides.

The first face is \_\_\_\_\_ and conveys\_\_\_\_\_.

The second face is \_\_\_\_\_ and conveys\_\_\_\_\_.

The third face is \_\_\_\_\_ and conveys \_\_\_\_\_.

Let's practice some of the following expressions:

Smiling confidently

Expressing nervousness

Displaying sadness

Showing surprise

How did you react to your class members' expressions?

- How will your audience react to the expressions you convey?





### *Managing your listener*

Using the techniques we have discussed so far will help you maintain your listener's attention. In addition, you may:

1. Summarize key points during your discussion.

When delivering complex material, it helps to recap periodically. Audience members may become distracted and miss part of what you've said. This also helps to keep the discussion on track.

2. Adapt.

Sometimes, however, communications don't go as planned. You may have a mountain of information to convey – all of which you believe to be important. Yet, your audience is interested in the Cliff Notes version. You may find you have less time than anticipated. Can you still deliver your message?

3. Handle questions and answers for feedback.

During your discussion, you may want to ask questions of your listener to make sure they understand your message. When you ask questions, give your listener time to answer. There are two types of questions – open ended and closed ended.

*Open-ended* questions are likely to generate thoughtful responses. These questions generally begin with “why,” “how,” “what,” “when,” or “where.”

For example, “What do you think of our discussion about nonverbal communication?”



*Closed ended* questions generate “yes” or “no” responses. For example, “Did you find the discussion of verbal communication helpful?”

It’s a good idea to avoid closed ended questions, unless they are followed with the classic open-ended question – “Why?”

TIP: Avoid asking your audience “Are there any questions?” Instead, try asking, “What questions do you have?”

#### 4. Encourage the listener to be involved

Display openness and concern; let them know it is okay to ask questions. Sincerely compliment their questions.





## *Module II – Gender Communications in the Workplace*

### **Gender Communications in the Workplace**

Gender defined

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### **Identifying behaviors perceived by gender**

Working in your groups, list workplace behaviors typically identified as:

Female

Male

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## Communications Skills for Leaders



### **Opportunities to strengthen communications between leaders and staff**

Using the terminology and concepts discussed during this session address the scenario presented in class:

- Women will demonstrate communications behaviors that are typically perceived as male
- Men will demonstrate practice behaviors that are typically perceived as female.

### Debrief

- As the one practicing the other gender's styles – what are your perceptions of the impact of the behavior on the workplace?
- As the observer in the class, what could have been done differently to improve communications between the role players?



## *Module III - Cultural Competence*

### **Internationality in the Workplace – Setting the stage**

Identify countries/cultures represented at your workplace.

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## Communications Skills for Leaders



### Consider These Points

- According to the U. S. Census 2000, the demographics in the United States are changing towards a more diverse population. Racial and ethnic groups comprise up to 30% of the U.S. population and will reach 40% by 2030. In California, the “minority” population became the majority in 1999. Many other states are actively recruiting staff members from a diverse pool of candidates.
- An impact of these numbers is the diversity of languages, cultural norms, and socioeconomic levels in society.
- A lack of cultural competency can have an affect on the quality of service received.
- This is a national concern. The U. S. Department of Health and Human Services developed policy and practices guidelines in the 2000 release of *Culturally and Linguistically Appropriate Services (CLAS) Standards*. In this workshop, we will focus on the Standard 1 cultural competency recommendations for staff.
  - *Culturally and linguistically appropriate services: Health care services that are respectful of and responsive to cultural and linguistic needs.* For the purposes of our discussion, remove the words “health care” and think of providing respectful services.

### Perspectives from CLAS to define culture -

‘Culture’ refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. ‘Competence’ implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities.” (Adapted from Cross, 1989).

## Communications Skills for Leaders



### Relating Culture/Internationality to Workplace Communications

In your table groups, discuss the challenges and opportunities presented by the need to communicate internationally in your environment:

From the perspective of a client who is located from outside of the U.S. or has ties to another culture

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From the perspective of the member in your organization who must provide service or care the above client.

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## **Communications Skills for Leaders**



### **Verbal Communication Techniques**

- Use common words; avoid jargon and slang
- Maintain consistent volume; do not shout
- Be aware that culture impacts how loudly or softly someone speaks as well as how rapidly or slowly.
- Check for understanding
- Listen sympathetically and empathetically
- Use trained interpreters

### **Non-Verbals**

- Use of space/boundaries – cultural standards for distance between speakers varies.
- Eye contact – recognize in some Latin and Asian cultures, your speaker/listener will not look you in the eye as a sign of respect.





### ***Module IV – Tying it all Together – Keys to Providing Excellent Customer Service***

#### **Setting the Foundation**

*Traits of highly successful customer service organizations –*

There are a number of organizations that immediately come to mind when we think of those who provide the best service. Before we are able to provide the service, we need to have a picture of it.

What companies do you associate with the term “Excellent Customer Service”? Why?

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What comes to mind when you think of the best customer service experience you encountered? Was it the employees’ attitudes? Perhaps the ease of navigating the voice response system is what you recall.

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## Communications Skills for Leaders



*Identifying your customer* – To whom are you providing customer service?

Briefly describe or list your external customers.

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What is the level of service your external customers expect from you?

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Being responsive to external customers is great. How do we treat those within our organizations? Do we display to them the level of service as external customers receive?

Briefly describe or list your internal customers.

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What is the level of service your internal customers expect from you?

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## Communications Skills for Leaders



*Identifying your organization's vision for customer service -*

What single statement best describes the level of service your organization provides for its customers?

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What gets in the way of your organization's ability to provide this level of service?

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## Communications Skills for Leaders



### Service Recovery

When things go wrong, and they sometimes will, it is important to have a method to handle customer concerns, complaints, and problems. The method must be easy for the customer. This is your second chance to create a positive impression.

The power of eight: People who are satisfied may tell one person; people who are unhappy may tell up to eight. Can your business afford to lose eight potential customers for every one gained?

Points to consider:

How smooth is the process for customers to express their concerns?

Are there escalation procedures in place?

Are employees empowered to make decisions?

*Handling customer complaints – It's not personal.*

Provide complete responses

Address every point in a professional manner