



# Strategic Communication Skills

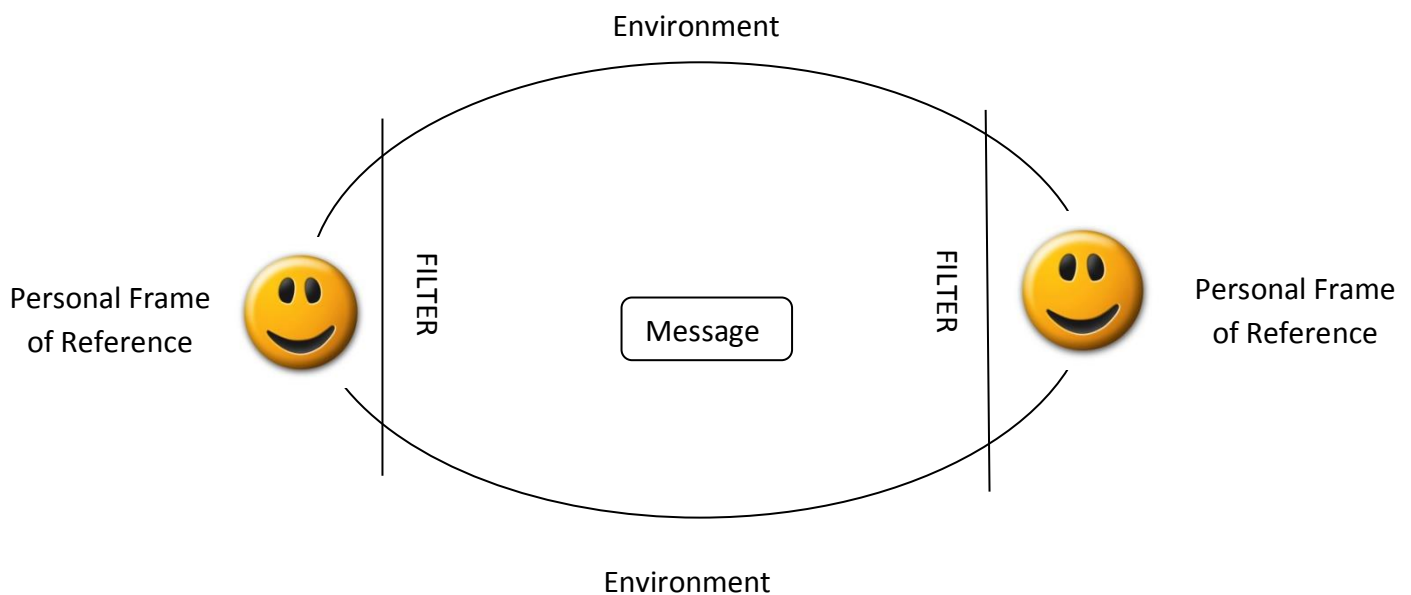
## *Talking So Your Staff Listen!*



### Session Overview:

- The Communication Model
- Communication Self Reflection
- Input & Output
- Types of Communication

### THE COMMUNICATION MODEL



Sender: The person sending the message – verbally or in writing. Includes non-verbal communication

Receiver: The person receiving the message – verbally or in writing. Includes non-verbal communication

Message: The actual information being passed from sender to receiver

Filters: What the message has to pass through at the sender and receiver

Environment: The surrounding space, environment, and circumstances in which the message is passed from sender to receiver

Personal Frame of Reference: The individual influences, beliefs, and histories of the sender and receiver

Feedback & Follow-up: The attention and manner of response the sender and receiver show to each other

**Points of Interest:**

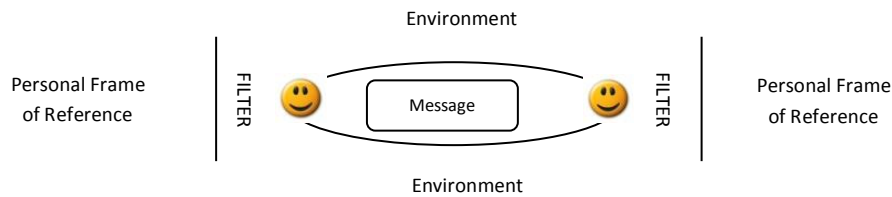
Communication is both verbal and non-verbal:

\_\_\_\_\_ % Non-verbal Communication

\_\_\_\_\_ % Verbal Communication

## COMMUNICATION SELF-REFLECTION

Think about your role in the communication Model and answer the following questions:



1. Think about the last argument or disagreement you had. What went wrong?

- ☐ My message was misunderstood
- ☐ I misunderstood the message
- ☐ I believed something to be true
- ☐ The other person believed something to be true
- ☐ Something in the environment sparked the disagreement
- ☐ It was something unresolved from another time

2. How would you classify this disagreement?

- ☐ The environment influenced it
- ☐ Our filters added to it
- ☐ Body language affected it
- ☐ The message caused it
- ☐ My personal frame of reference escalated it
- ☐ Other: \_\_\_\_\_

3. If you could do this argument again, what would you change (based on the communication model) to prevent or minimize it?

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4. List three things from the communication model you think you need to be aware of before speaking to a colleague or parent.

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## INPUT & OUTPUT

| Visual  | Y | N | Auditory  | Y | N | Kinesthetic  | Y | N |
|--|---|---|---|---|---|---|---|---|
| I remember faces well  |   |   | I enjoy rhymes and tongue-twisters  |   |   | I enjoy doing physical activities while thinking through issues or problems                     |   |   |
| I prefer reading to listening to music or watching TV                                    |   |   | I can study and listen to music at the same time  |   |   | I fidget and fiddle a lot   |   |   |
| I prefer to sit in the front when in a training room                                     |   |   | I prefer to sit along the sides in a training room  |   |   | I have no preference as to where I sit in a training room                                       |   |   |
| I love Post-It Notes!  |   |   | Earphones are the best invention ever!  |   |   | I like figuring out how things work by taking them apart and putting them back together again   |   |   |
| I like to draw diagrams to explain a point   |   |   | I enjoy listening to people speak, especially when they have a good command of the language |   |   | I like solving riddles and doing jigsaw puzzles   |   |   |
| I prefer watching movies on the big screen than on TV                                    |   |   | I prefer listening to music to reading or watching TV                                       |   |   | I like to assemble and fix things   |   |   |
| I find myself doodling while I'm listening or talking on the phone                       |   |   | I hear little sounds that others typically don't  |   |   | I notice and appreciate the texture and feel of fabrics, clothes, furniture, etc                |   |   |
| I use lists to plan activities and complete tasks  |   |   | I remember song lyrics and jingles easily   |   |   | I prefer typing to writing with a pen   |   |   |
| I write things down when I have to remember them   |   |   | I remember telephone numbers better if I hear them  |   |   | I remember telephone numbers better after I have used them once or twice                        |   |   |
| I am easily distracted by movement   |   |   | I am easily distracted by noise   |   |   | I am very sensitive to smells   |   |   |
| <b>Total</b>   |   |   | <b>Total</b>  |   |   | <b>Total</b>  |   |   |

### Key to Results:

The 'Y' column with the highest total indicates your input style preference.

The 'N' column with the highest total indicates your least favorite input style.

**Your preference:** \_\_\_\_\_

*Typically*, we all have indicators from each style, and *ideally* should have a fair balance of these to be the most effective communicators we can be.

## WHAT IT LOOKS LIKE

| STYLE              | MOTTO         | THEY LIKE  | THEY NEED  | THEY SAY  |
|--------------------|---------------|--|--|---|
| <b>Visual</b>      | Show me!      | Written texts, printed materials, graphics, pictures, charts, animations, movies, video/CD ROM                 | Written action plans, checklists   | "I see..."<br>"Show me..."<br>"Can I read that..."    |
| <b>Auditory</b>    | Tell me!      | Lectures, cassettes, materials with music, discussion groups verbal instructions, tones, rhythms, and audience | Sound and pictures, music, verbal interaction and direction                    | "I hear you..."<br>"That sounds good..."              |
| <b>Kinesthetic</b> | Let me do it! | Hands-on interaction, experiential activities, touchable, taste-able, smell-able participation                 | Repetition and measurable results, activity-based action plans trial and error | "How do I do this?"<br>"Let me try..."<br>"I feel..." |

With whom do communicate?

Their Style?

Next Steps:

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## Types of Communication



| Non-Verbal _____ %     | Verbal _____ %   |
|------------------------|--|
| 1. Body Language       | 1. Conversation<br><b>Purpose:</b> to engage in a free-flowing chat/ conversation that includes run-on responses and open-ended questions.   |
| 2. Eye Contact         | 2. Information<br><b>Purpose:</b> to engage in active listening for specific information and encouraging open-ended questions. Providing others with specific information about how the world works. |
| 3. Voice Volume & Tone | 3. Giving Instructions<br><b>Purpose:</b> to compel a person to follow a specific instruction or direction. Typically, this is a 'call to action'.   |
| 4. Emotions            | 4. Guidance/ Authority<br><b>Purpose:</b> To communicate limits and boundaries, and set expectations for behavior or tasks   |