

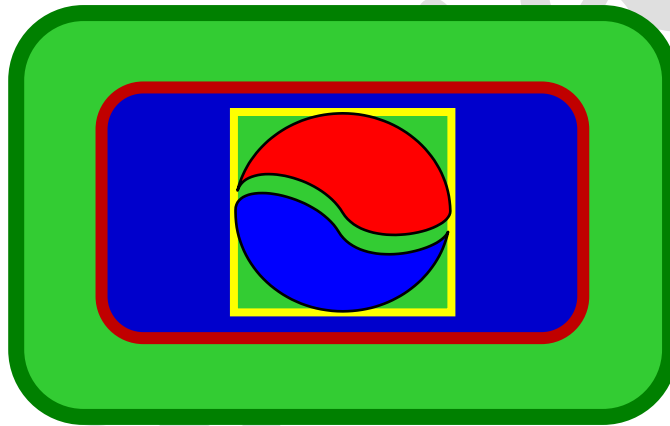


CORPORATE SUPPORT SERVICES, LLC
Training, Organization, Development, Career Development

“Basic Communication Skills”

Module I, Part 2 - Cohort B

Consulting Skills Curriculum for HR Specialists



National Park Service

TEL Training, WV

2011

Presented by Norma M. Berman

“BASIC COMMUNICATION SKILLS”

Module I, Part 2 Cohort B

National Park Service – Human Resources

TEL Broadcast, WV -- 2011

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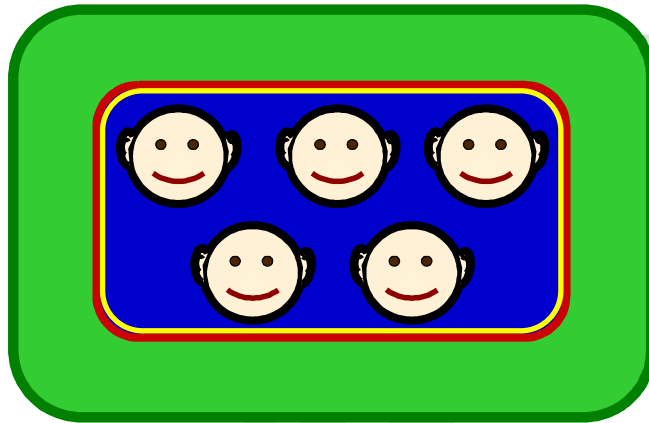
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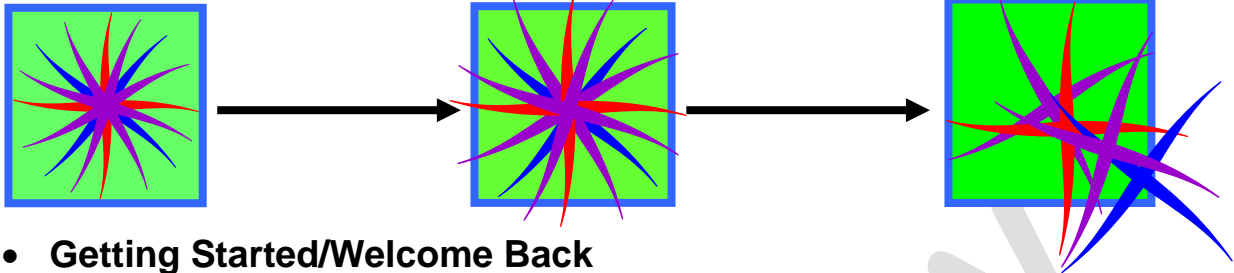
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Welcome Back

AGENDA HIGHLIGHTS

Module I, Part 2 - Cohort B



- **Getting Started/Welcome Back**
 - Agenda
- **Homework Review**
 - Bolero
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 - Emotions and Facial Expressions
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HOMWORK REVIEW

- **The Bolero**
- **Tone**
- **Faces**
- **Learning to Listen – LTL**
- **HR Jargon**



THE BOLERO



- <http://www.youtube.com/watch?v=zmT1bZWIVG0>
 - This first link includes the introduction and ends just before the performance
- <http://www.youtube.com/watch?v=ONliYUI6MsM>
 - The second link includes the complete performance
- **Note:** For those that would like to purchase the film, it is available on Amazon.

Things to watch and listen for during the video:

- Watch Zubin Mehta's interaction with the orchestra and vice versa.
- Watch each performer and see how seriously they take the performance and how much they have practiced and prepared.
- Pay special attention to the bassoonist before and during the performance.
- Notice the comments made by 1st violinist before the performance and his actions during the performance.
- Listen for the musical handoff between the flute and the bassoon that Mehta discussed in the interview.
- Watch the performers and how they are listening to each other.



TONE Exercise

- Discuss with a partner the homework exercise from page IV-8.
- Discuss with a partner, a time when you used a certain tone with someone else that generated a reaction with the other person that you did not expect. What tone would have been more effective with that situation.
- Discuss with a partner when someone else used a tone with you that either upset or angered you or one that calmed you down.



EMOTIONS AND FACIAL EXPRESSIONS

Exercise



13. Exhausted



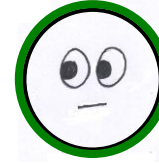
7. Confused



10. Ecstatic



16. Guilty



30. Suspicious



1. Angry



19. Hysterical



15. Frustrated



25. Sad



6. Confident



11. Embarrassed



17. Happy



23. Mischievous



9. Disgusted



14. Frightened



12. Enraged



3. Ashamed



5. Cautious



28. Smug



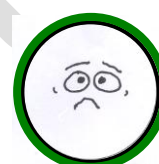
8. Depressed



24. Overwhelmed



18. Hopeful



21. Lonely



22. Lovestruck



20. Jealous



4. Bored



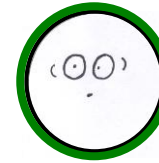
29. Surprised



2. Anxious



26. Shocked



27. Shy



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LEARNING TO LISTEN

Self-Assessment



- **Staying Focused**
- **Capturing the Message**
- **Helping the Speaker**

LEARNING TO LISTEN

ACTION STEPS

Tips for Staying Focused

- Mentally prepare to listen.
- Create an environment conducive to listening.
- Approach listening as an opportunity to learn.
- Give your mind a visual pointer.
- Know when to delay listening.

Tips for Capturing the Message

- Humanize the speaker.
- Take strategic notes.
- Don't miss the forest for the trees.
- Practice asking different questions.
- Create comprehension check-points.

Tips for Helping the Speaker

- Take a breath before you interrupt.
- Put your ego on hold.
- Eliminate distractions.
- Prepare to be tested.
- Put yourself in the speaker's shoes.

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STAYING FOCUSED LTL ITEMS

1. I consciously clear my mind of personal worries and other concerns before entering into a conversation.
4. I mentally tune out when the subject matter is difficult or takes extra effort to understand.
7. I remain focused on what the other person is saying even when I am not that interested in his or her subject matter.
10. When I catch myself looking at, listening to, or thinking about something other than what is being said, I consciously redirect my attention back to the conversation.
13. I am able to keep upsetting words or phrases from triggering an emotional response that makes it hard to keep listening.
16. When I disagree with what the other person is saying, I will argue with him or her in my mind.
19. When the other person's message triggers unrelated thoughts in my own mind, my attention tends to follow those new ideas rather than return to the conversation
22. I fall behind the flow of conversation because I am mentally dwelling on an earlier point made by the other person.
25. I wait for the other person to stop talking before I formulate my response.
28. The other person's mannerisms or appearance (such as clothing or hairstyle) distract me from what he or she is saying.

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CAPTURING THE MESSAGE LTL ITEMS

2. I remain open to hearing the rest of the other person's message even after he or she present ideas with which I disagree.
5. I decide what I think about the other person's ideas while he or she is talking.
8. I anticipate what the other person's main point or conclusion is going to be before he or she is finished talking.
11. I avoid asking the other person to repeat or clarify a point that I don't fully understand.
14. I make a mental note of any ideas or arguments that the other person frequently repeats during a conversation.
17. I listen for the overall theme behind the other person's message.
20. I offer a summary of the other person's main ideas at the end of a conversation.
23. I watch for nonverbal cues (such as tone of voice, facial expressions, and body language that contradict the other person's verbal message.
26. I ask questions that help me find out what the other person may have left out or avoided saying.
29. I judge someone's message based on what I think of him or her as a person.

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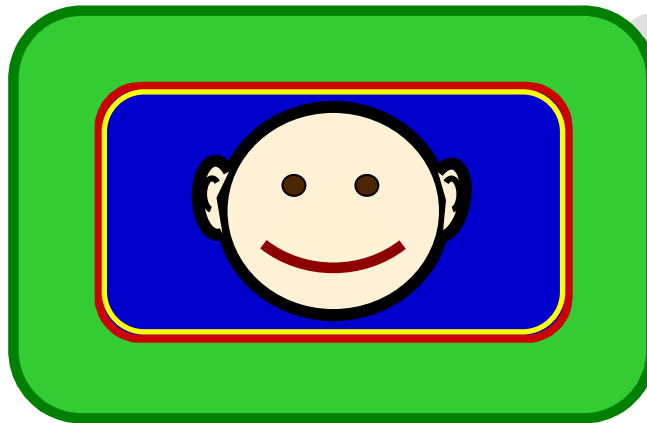
HELPING THE SPEAKER LTL ITEMS

3. I try not to fidget during conversations. (For example, playing with paper clips, chewing on a pen, drumming my fingers.)
6. I nod my head to indicate agreement verbally even when I'm not completely paying attention to what the person is saying.
9. I tend to finish sentences for the other person.
12. I do something else such as open mail, file papers, or eavesdrop on other conversations while I'm listening.
15. I maintain eye contact with any person who is speaking to me.
18. When the other person seems to be stuck on a single point, I will ask a question that encourages him or her to move on to other points.
21. If the other person loses his or her train of thought, I offer assistance by restating the point.
24. If the other person fails to make a point that he or she mentioned at the beginning of the conversation, I remind him or her about it.
27. I use nonverbal signals such as leaning forward and maintaining an alert posture to let the other person know I'm paying attention.
30. I use pauses in the conversation to change the subject.

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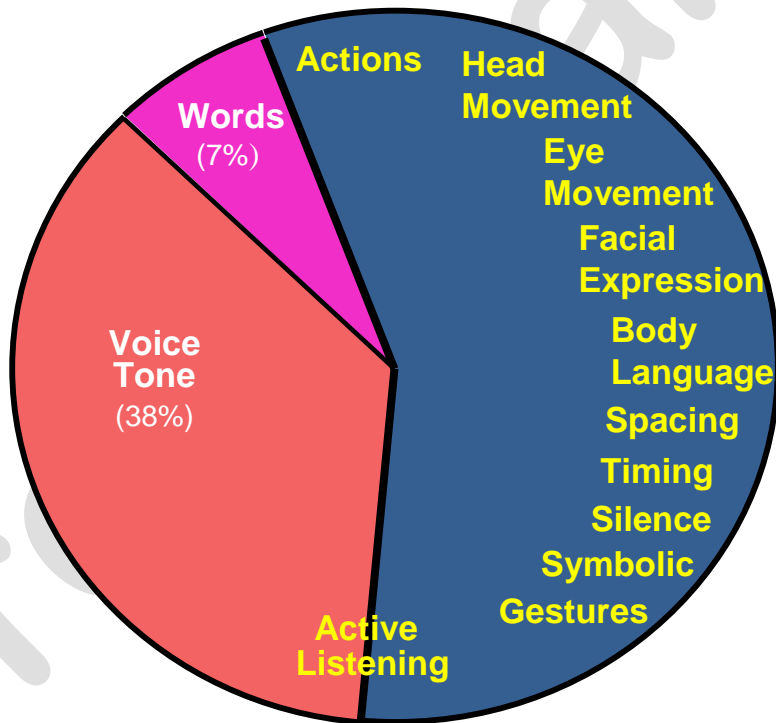


The Sender

MEANS OF INTERPERSONAL COMMUNICATION

VERBAL
(45%)

NON-VERBAL
(55%)



Mehrabian, Albert. *Nonverbal Communication*. Chicago: Aldine-Atherton, 1972.



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VOCAL ATTRIBUTES

- **Tone**
- **Volume**
- **Pitch**
- **Inflection**
- **Rhythm**
- **Pace**
- **Cadence**
- **Resonance** (character, quality)
- **Subvocals** (grunts, groans, uh, hum)



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RATE OF SPEECH ON THE TELEPHONE

Exercise

Directions: The following passage should be read in one minute. Read the passage aloud as if you were on the telephone. Instead of the phone, record your reading on a recording device. After you are finished, listen to your recording so that you get used to the sound of your voice. Then, time your reading. Continue to record and time yourself until you can read the passage clearly and appropriately in approximately sixty seconds.

As a representative of your company on the telephone, it is important that you speak clearly. That means that you must be articulate. It also means that you must speak so that you can be understood. Although there is no set rate of speech, most expert speakers talk at between one hundred forty and one hundred sixty words per minute. That is a good speed for telephone communication. It is not too fast to be understood, and it does not give the listener the impression that you are under pressure. Nor is it too slow

The one hundred sixty word rate adds an element of dignity to your voice. The one hundred sixty word rate also gives an image to the caller that establishes both you and your company as efficient and well-organized. To give the caller the best kind of impression of yourself and your company, speak correctly and speak at one hundred and sixty – that's one hundred sixty words per minute.

Time: A _____
B _____
C _____
D _____



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TELEPHONE FEEDBACK

FEEDBACK FOR: _____

Directions: On the Feedback Form below, four key points are listed: Volume, Speed, Enunciation, and Tone. Ask 5 – 7 fellow employees or friends with whom you speak regularly on the telephone to evaluate you on your telephone personality. Ask that they give the form back to you within three days. Then consider any changes you may need to make to improve your telephone personality.

VOLUME: Loud Soft OK

SPEED: Fast Slow OK

ENUNCIATION: Unclear Regional/Cultural Accent OK

TONE: Cold/Uncaring Negative/Harsh OK



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TELEPHONE SKILLS & COURTESY

Homework

I. Fill In The Blanks

1. The best distance to hold the mouthpiece from your face is _____.
2. It is best to answer the phone before the _____ ring.
3. Talking too loudly on the phone makes the listener hold the phone further away, thus placing more _____ distance between you and him.
4. The recommended rate of speech to use in the phone is between _____ & _____ words per minute.
5. Tone refers to the _____ quality of your voice. It reflects your _____.
6. One of the most critical parts of being effective on the telephone is the ability to _____.
7. When you have someone on hold, you should give them progress reports on a regular basis approximately every _____.
8. _____ questions elicit more information.
9. _____ questions are used to limit responses.
10. Listeners often scan the first _____ seconds of the message before skipping to the next message.

II. True Or False

- ___ 1. Physical and visual cues account for approximately 55% for interpersonal communication.
- ___ 2. It is not necessary to clarify or restate a message.
- ___ 3. Not listening is the biggest problem in telephone communications.
- ___ 4. It's acceptable to say "hold on just a second" to a customer.
- ___ 5. If a caller keeps talking and talking, you just keep listening.
- ___ 6. If a call is misdirected to you, you should tell the caller to replace his call.

Continued on the next page



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- ___ 7. If a customer calls and jokes around, laugh politely and then gain control of the conversation.
- ___ 8. It's considered acceptable to keep someone on hold for up to eight minutes.
- ___ 9. It is acceptable to blind transfer.
- ___ 10. Questions are useful for gaining control of the conversation.
- ___ 11. If a call comes in for someone in your area who is not available, just take a message or transfer the caller to voice mail.
- ___ 12. It is never acceptable to ask the customer to call back.
- ___ 13. If a customer is upset, tell him to call back after he's cooled off.
- ___ 14. When you answer the phone, you should identify yourself first.
- ___ 15. Repeating to the customer the reason why he is calling is an unnecessary waste of time.
- ___ 16. It is not necessary to use your best telephone manners with internal calls.
- ___ 17. Before you put someone on a long hold, it is best to ask them if they would prefer to hold or be called back/call back.
- ___ 18. You do not have to stay on the phone with someone who is using obscene language.
- ___ 19. It is never acceptable to say "no" to a customer.
- ___ 20. When you make a call, it is not necessary to leave your phone number if the person you are calling already has your number.



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EFFECTIVE VOICEMAIL

- **How to leave a message that's sure to be heard**

Sample Script:

Hello, this is *(your name)* with *(organization)*.

I am calling about *(briefly name topic)*.

I need *(specific request for action, piece of information, etc.)*, and will need that by *(give specific deadline)*.

I can be reached *(give 2 or 3 specific windows of time when you can be reached in person, and/or instructions on how you can be contacted -- phone number or e-mail. Repeat phone number and e-mail for clarity)*.

- **Tips:**

- Listeners often “scan” the first 3 seconds of the message before skipping on to the next. Get to the point quickly!
- If you develop a reputation for leaving long-winded messages, you may discover that people begin to skip over your messages as soon as they hear your voice.
- Be sure to mention your last name and your organization, especially if you have a common first name. Although it may be a blow to your ego, the listener may have difficulty discerning which “Chris” left a message.
- Always leave your phone number; this is greatly appreciated by listeners who are retrieving messages when they are away from their phone directories.
- Be very specific with your request. If you are unsure, ask yourself why you are bothering to call.
- Leave all the information the listener needs in order to take action. There's no reason to play phone tag when voicemail can hold very detailed instructions.
- Be sure to mention how the listener can contact you in person leaving specific windows of opportunity. This cuts down on time-wasting phone tag.
- If you took the time to dial the number, take the time to leave a brief message (even if only your name and phone number).



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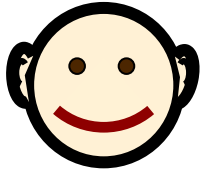
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SOME TELEPHONE “DO’S AND DON’TS”

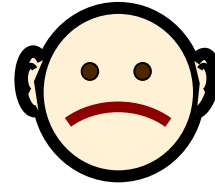
- **DO:**
 - Eliminate as many background noises and distractions as possible.
 - Smile before picking up the phone.
 - Use a positive tone of voice.
 - Use Active Listening skills.
 - Speak slowly, clearly and distinctly with varied pitch and rhythm.
 - Spell words and names which may be misunderstood.
 - Use colorful, descriptive words.
 - Be responsive to the mood and style of the caller.
 - If possible, avoid speaking with others while you are in a bad mood.
 - Ask other party to confirm numbers.

- **DON’T:**
 - Fail to identify yourself.
 - Pick up or hang up the phone talking or laughing with the person next to you.
 - Be rude, hostile or indifferent.
 - Be too chatty or digress.
 - Put someone on hold for more than 30 seconds.
 - Mumble, use poor diction, yawn.
 - Use a speakerphone without telling the other party.
 - Use words and phrases such as “like,” “you know,” “I dunno know.”
 - Be sarcastic, threatening, yell into the phone, use obscene language.
 - Eat, chew gum, smoke, slurp.
 - Be doing other things at the same time.





WORDS



- Encouraging Words and Phrases
- Words to Use/Avoid
- Common Igniter/Killer Phrases
- What Do You Mean
- E-Mail
- Meta Talk



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ENCOURAGING WORDS AND PHRASES

Words and Phrases That Encourage Cooperation

- Good
- I agree
- I see
- Exactly
- Wow!
- OK
- Great
- Terrific
- Definitely
- That's right
- You seem to like
- Good idea
- Very clever
- Excellent
- Good work
- I understand
- You can do it
- You did a great job
- How considerate
- Thanks for
- It seems you enjoy
- Would you help me
- I really appreciate
- You made my day

Phrases That Elicit Information/Encourage Dialogue

- Tell me about it
- I'd like to hear about it
- Describe to me how
- Want to talk about it?
- Let's discuss it
- Sounds like a real challenge
- Give me an example
- Let's hear your views
- Seems pretty important to you
- Sounds very interesting
- What else can you tell me?
- Give me an example
- Umm
- Really



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WORDS TO AVOID / WORDS TO USE

Words to Avoid	Words to Use
<p>Phrases That Cut Off Options</p> <p>You can't... It's not our policy... We don't do that... Why don't you... You have to... It's required... It's necessary I don't know. We can't do that.</p> <p>Generate Anxiety</p> <p>I'll try... Maybe... We could see... You'll have to... You must... You should...</p> <p>Shut Down Communication</p> <p>What's your problem?</p> <p>Feel Manipulative</p> <p>Would you mind...?</p> <p>Make Judgments</p> <p>"Best" "Worst"</p>	<p>Offer Options</p> <p>What have you considered? It works well when... I can help you best if you... Will you...? I am unable to...because [give an Explanation]</p> <p>Instill Confidence</p> <p>I'll take care of it. I'll do it. I'll do this much...</p> <p>Get Information</p> <p>How can I help you? Can you tell me about the difficulty you're having?</p> <p>Ask For What You Want</p> <p>Will you please...?</p> <p>Make No Judgments</p> <p>It works well when... It may not work well if...</p>



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COMMON IGNITER PHRASES

Phrases That Motivate People and Get Things Started

- I agree!
- I looked this over and really like it.
- That's great!
- Good job!
- I made a mistake! I'm sorry.
- Let's go!
- I like the way you got started today.
- That's really interesting.
- That would be interesting to try.
- Things are beginning to happen!
- I couldn't do that well myself.
- That's a terrific idea!
- I'm glad you brought that up.
- Good work!
- You're on the right track.
- That's fine.
- That's a winner!
- That's a great example.
- I have faith in you.
- I know you can.
- That's the first time I've heard of it.
- Unbelievable!
- I appreciate what you have done.
- See, you could do it after all.
- Let's get right on it.
- Let's start a new trend.
- That's an original idea!
- I know it will work.
- Go ahead-try it.
- Today is going to be special.
- I really like that.
- Good for you!
- I never thought of that.
- Congratulations!
- Keep going.
- Do that again.
- What a good team we are.
- I'm very pleased with what you've done.
- You can do it!
- You're almost there!
- You're in high gear!
- We can always depend on you!
- We can do a lot with that idea.
- Fantastic!



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COMMON KILLER PHRASES

Phrases That Destroy Ideas and Stifle Creative Thinking

- A swell idea, but...
- We've never done it that way.
- We haven't the time.
- It's not in the budget.
- Too expensive
- Maybe later
- We've tried that before.
- Not ready for it yet.
- Good idea, but it will never work here.
- What on earth would you do with this?
- Too ordinary
- Too hard to administer
- Too much paperwork
- Too early
- Too late
- It's not good enough.
- Couldn't you do better?
- There are better ways than that...
- It's against our policy.
- Who do you think you are?
- You haven't considered...
- It needs more study.
- Don't be ridiculous...
- Let's not step on toes.
- It's too political here for that.
- Too out of date
- Too far out
- Let's discuss it some other time.
- You don't understand our problem.
- Why start anything now?
- We're too small/big for that.
- The other departments won't go along.
- It's too complicated.
- Customers will never buy it.
- We have too many projects going now.
- Let me add to that.
- I have a better idea.
- I just know it won't work.
- You'll never get a response.
- Let's be practical.
- Let's form a committee.
- Let's shelve it for a little while.
- Someone will get back to you.
- Let's get back to reality.



WHAT DO YOU MEAN?

Exercise

Directions: After each word or phrase, write a specific number and timeframe that the word or phrase conveys.

- “As soon as possible” _____
- “Later” _____

Directions: After each word, write a specific number that indicates the percentage of time that each word conveys.

- “Usually” _____ %
- “Sometimes” _____ %

Directions: After each word, write a specific number that indicates the quantity of time that each word conveys.

- “Some” _____
- “A lot” _____

META TALK

Meta Talk is a term coined by Gerald Nierenberg to describe that form of inter-personal communication that is halfway between verbal and non-verbal communication.

In essence, Meta Talk consists of spoken words and phrases; however, they do not have the dictionary meanings. Rather they are the meaning behind the words: and they function much like gestures do in non-verbal communication - - they are “verbal tics.” Below are some specific examples of Meta Talk.

• **Clichés, Platitudes and Truisms**

- These are used by people too lazy or too unimaginative to perceive a situation and describe it in their own language.
- They distort communication by cutting off real dialogue. “We don’t want to rock the boat!”
- They interrupt communication because they offer instant wisdom that does not lend itself to verification through logic or experience. “A bird in the hand is worth two in the bush.”

• **Immediacy and Distance**

Meta Talk can indicate likes and dislikes, not by what is actually said, but by preferences in relation to:

- Order of Words - - we tend to mention things in the order that they are most important to us.
- Choice of Words - - the use of the first person pronouns. “I” and “We” connote closeness to the situation. “They” is very distancing and tends to absolve the speaker of any responsibility. “Look at all of this garbage in the street. They really should do something about it.”
- Grammatical Usage - - the use of the present tense of verbs indicates much more immediacy than the past tense. “I am having a better selling year this year.”

• **Arrogance and False Modesty**

- Use of the collective, regal “we”.
- Use of self-deprecating words to convey a modesty you really do not believe about yourself. “In my humble opinion,” “After all, I’m only in the business a year,” “I’m not boasting, but...”
- Use of silence to indicate status.
- Use of phrases that put the other person in an uncomfortable position. “As you all are aware...” when you know fully well that they are not.

- **Softeners**

- These are intended to prime the listener to hear the speaker in a positive manner.
- “You are going to like what I’m about to tell you...” “Have I got a deal for you!” “I’m sure someone as intelligent as you...”

- **Foreboders**

- These put the listener in a negative, anxious frame of mind.
- “Don’t get upset, but...” “It really doesn’t matter...” “I think we should have a little talk...”

- **Continuers**

- These are intended to get the listener to talk and reveal himself. *Are particularly useful in selling and negotiation situations.
- “What else is new?” “Can you tell me more...” “Yes, Yes”

- **Attention Grabbers**

- These are intended to get the attention and arouse the interest of the listener. “Guess what happened today!” “Did you hear about...”

- **Downers**

- These are used in win-lose situations. Actually represent very hostile, aggressive feelings;
- “Don’t be ridiculous!” “How about...” “That got him” “Are you happy now?”

- **Convincers or Attempts at Logical Reasoning**

- These are used to justify our behavior or to strengthen our attitudes, ideas, and assumptions. Are often used in advertising.
- “It was only politics” “Everyone does it” “I’m not suggesting anything, but...”

ASKING QUESTIONS

- **Asking Questions or Probing**
 - Allows you to elicit information
 - Allows you to clarify information
 - Control the conversation

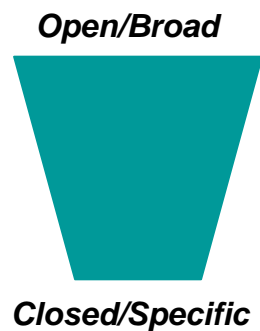
- **Open Questions**
 - Are broader, more general
 - Are used to obtain general information and uncover needs
 - Are used to expand on something
 - Key words or phrases may be:
 - What
 - Why (may make the other person defensive)
 - How
 - Tell me
 - Describe
 - Explain

- **Closed Questions**
 - Are more specific, focused
 - Elicit precise answers or information
 - Are used to control the conversation
 - Force the other person to choose alternatives you supply
 - Limit the other person's response to 1 or 2 word answers or to "yes" and "no" answers
 - Bring the conversation to closure

- **Key words may be:**
 - Do, Does
 - Is, Are
 - Have, Has
 - Which
 - When
 - Where
 - Who, Whom
 - What
 - Or

- **Questioning vs. Interrogation: the key is Tone**

<u>Sample Open Questions</u>	<u>Sample Closed Questions</u>
<ul style="list-style-type: none"> ● <i>Describe what a perfect evening out for you would be like.</i> 	<ul style="list-style-type: none"> ● <i>Would you prefer going out for a fancy dinner or to a party?</i>
<ul style="list-style-type: none"> ● <i>What are the ramifications for the Customer Service Department when the system goes down?</i> 	<ul style="list-style-type: none"> ● <i>Would it be better for the Customer Service Department if the system were brought down on a Monday or a Tuesday night?</i>
<ul style="list-style-type: none"> ● <i>In what areas have you been crossed-trained?</i> 	<ul style="list-style-type: none"> ● <i>Have you been crossed-trained?</i>



OPEN AND CLOSED QUESTIONS

Exercise

I. OPEN OR CLOSED?

1. How will I be affected if I relocate to Lakewood next month?
2. Did you receive the report I sent you?
3. Are you aware that this type of summer program requires some staff with special skills?
4. What do you know about vendor requirements in this division?
5. Why was this amount charged back to NPS?
6. Would you like to participate in the next Presentation Skills class?
7. Isn't one of the goals of the HR Transformation to consolidate the numerous SPOs into fewer SHROs?
8. What will be the focus of the SHRO as a result of the HR Transformation?
9. On what basis do you decide to vacation at one park over another?
10. Did you know our department is moving to the other part of the building?

II. CHANGE THE FOLLOWING CLOSED QUESTIONS TO OPEN ONES:

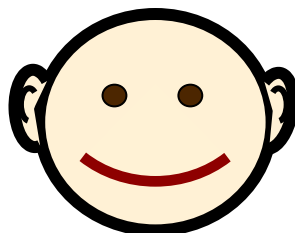
1. Is next Thursday at 10:00 okay with everyone for our next meeting?
2. Did our customers receive our latest brochure?
3. Are these vendors allowed on this restricted area?
4. Are you familiar with Mount Rushmore?
5. Have you arranged for childcare when you and your spouse are deployed?

III. CHANGE THE FOLLOWING OPEN QUESTIONS TO CLOSED ONES:

1. Describe one of your most difficult responsibilities.
2. Why do you prefer the new Park rules?
3. What other projects have you managed recently?
4. How are you going to run this project so that we can meet our deadlines?
5. What problems are you having with your internal customer?

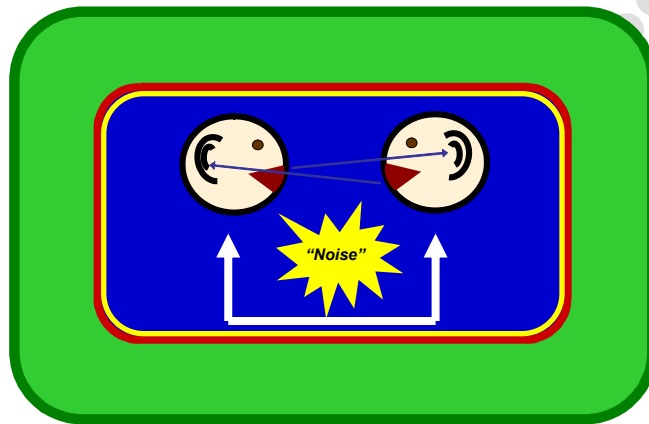
MORE COMMUNICATION TIPS FOR THE SENDER

- **Figure out what you want before you ask for it.**
- **Wait until you have the attention of the other party.**
- **Be sensitive/empathetic.**
- **Start with your highest priority.**
- **Be mindful of language barriers—keep it simple.**
- **Be specific.**
- **Use visuals/reinforcement as appropriate.**
- **Watch your body language and voice tone—check for congruency.**
- **Ask for feedback.**
- **Check for understanding; ask for restatement.**
- **If not understood, restate your communication in a different way, not just louder.**
- **Ask what problems might be anticipated (if appropriate).**
- **Use questions appropriately to draw out the listener, verify information, bring matters to closure, etc. However, be careful not to interrogate the other person.**



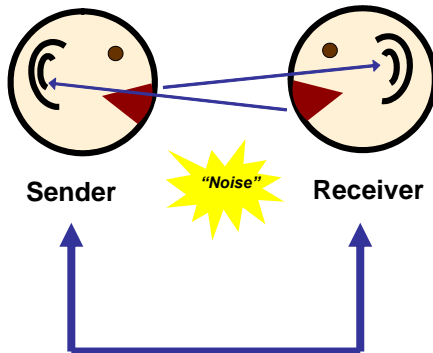


CORPORATE SUPPORT SERVICES, LLC
Training, Organization, Development, Career Development



Feedback

INTRODUCTION TO FEEDBACK



- Everyone needs feedback to stay focused, on course, motivated, keep improving.
- Feedback is not static.
- Different people have different feedback frequency needs, and those needs may change as the situation changes.
- Types of Feedback
 - Interpersonal
 - Data
- Giving Feedback
 - Constructive
 - Destructive
 - Managerial/SMART Feedback
- Receiving Feedback
 - Learning About Yourself
 - Guidelines for Receiving Feedback



SOME TYPES OF FEEDBACK

Interpersonal	Data
<ul style="list-style-type: none">• Informal Comments• Coaching – Formal/Informal• Staff Meetings/Peers• Performance Appraisals• Positive for Reinforcement• Awards• Redirected for Improvement• Disciplinary	<ul style="list-style-type: none">• Budgets• Tracking Reports• Quality Measures• Sales Reports• Customer Responses• Surveys, Questionnaires• Assessments• Electronic Forums

Proprietary



GIVING FEEDBACK

Constructive Feedback	Destructive Feedback
<ul style="list-style-type: none"> • Supportive • Timely • Non-Threatening/Tone • Empowering • “I” Framed 	<ul style="list-style-type: none"> • Demeaning • Late • Intimidating • Controlling • “You” Framed

- **Constructive feedback is supportive, specific, timely, non-threatening, empowering, and/or “I” framed, not “you” framed.**

- The feedback begins with “I” and not “you.”
- It cites very specific behavior
- It includes the speaker’s own feelings about the situation
- It specifies why a change in behavior is important

Example: “When you submit your report to me at the last moment, I get upset because it means that I have to stay late in order to incorporate your data in my monthly report which my manager is waiting for.”

- **Destructive feedback is demeaning, vague, late, intimidating, controlling, and/or “you” framed. What is usually remembered is unpleasantness, not the facts of the feedback.**

“The Milk is Spilled” or “I see the milk is spilled.”



Not: “You spilled the milk!”

FEEDBACK

Exercise

Proprietary



FEEDBACK EXERCISE - HANDSHAKE

1. How did you feel about touching someone else?
2. Was it easier/harder if you knew them or not?
3. What did you learn about the other person?
4. Did the handshake make you want to get to know this person better or not?
5. What were some similarities and differences among the 3 handshakes?
6. What did you learn about yourself?
7. Was it easier giving or receiving the feedback?
8. What happened when you opened your eyes?
9. Will you make any changes in your own behavior? If so what?



MANAGERIAL/SMART FEEDBACK

- **The number one factor affecting employee performance is the employee's relationship with his or her manager.**
 - Coaching style managers are the most successful both with individuals and with teams.
 - Feedback is one of the key elements in a coach's repertoire.
- **Two types of feedback:**
 - **Positive for Reinforcement** – “Catch them doing something right” (Ken Blanchard)
 - **Feedback for Improvement/to Redirect** – It is OK to criticize, but watch tone of voice, body language, privacy issues

SMART Feedback is:

S pecific	-	Describes what the person said or did, how it was done, and the results.
M eaningful	-	Also, next steps are discussed, and alternatives offered if improvement is needed.
A ccurate	-	Is presented in context of the big picture, how it is important to the organization, supervisor and/or employee.
R espectful	-	Is correct and from credible sources. It is balanced between positive feedback for reinforcement and feedback for redirection and improvement.
T imely	-	Focuses on behavior, not on the person. Tone is supportive, possibly firm, never demeaning. Is given as close in time to the event as possible to maximize impact. Meets the unique frequency needs of each individual.



GIVING SMART FEEDBACK

Example

The Situation: *The example below is based upon recent past real events and interactions of the course Instructor and her Assistant in relation to the development and preparation of a program on “Effective Assertiveness Skills.”*

Specific

“The slides and manual pages you did were extremely important and helpful. The manual pages were attractive and accurate with consistent fonts, sizes, spacing, bullets, bolded text, interesting graphics and accurate page numbering. Also your suggestions regarding content clarity were immensely helpful to me.”

Meaningful

“Since this module is the first part of the entire program, the clarity and professionalism of the materials are extremely important in maximizing the learning of the participants, establishing the credibility of the Instructor and helping the Instructor be an effective facilitator. The feedback from participants to me after the first session was very positive. Your role was crucial in the success of the first part of the program.”

Accurate

The instructor (employee’s supervisor) created the course originally and is the Subject Matter Expert. Things done well were praised. Items to correct were pointed out.

Respectful

The Instructor’s tone was always supportive, motivating, and appreciative; it was never insulting, angry or demeaning even when there were some mistakes that needed correcting.

Timely

Feedback was given frequently both throughout the project preparations and immediately following course delivery via telephone and e-mail plus immediately upon the first face-to-face meeting back at the office.



GIVING SMART FEEDBACK

Exercise for Managers and Supervisors

Directions: *If you manage or supervise others. Think of someone to whom you need to give feedback. Use the **SMART** model below and write down the specifics of what you want to say, how you will say it, and when you will say it.*

Specific

Meaningful

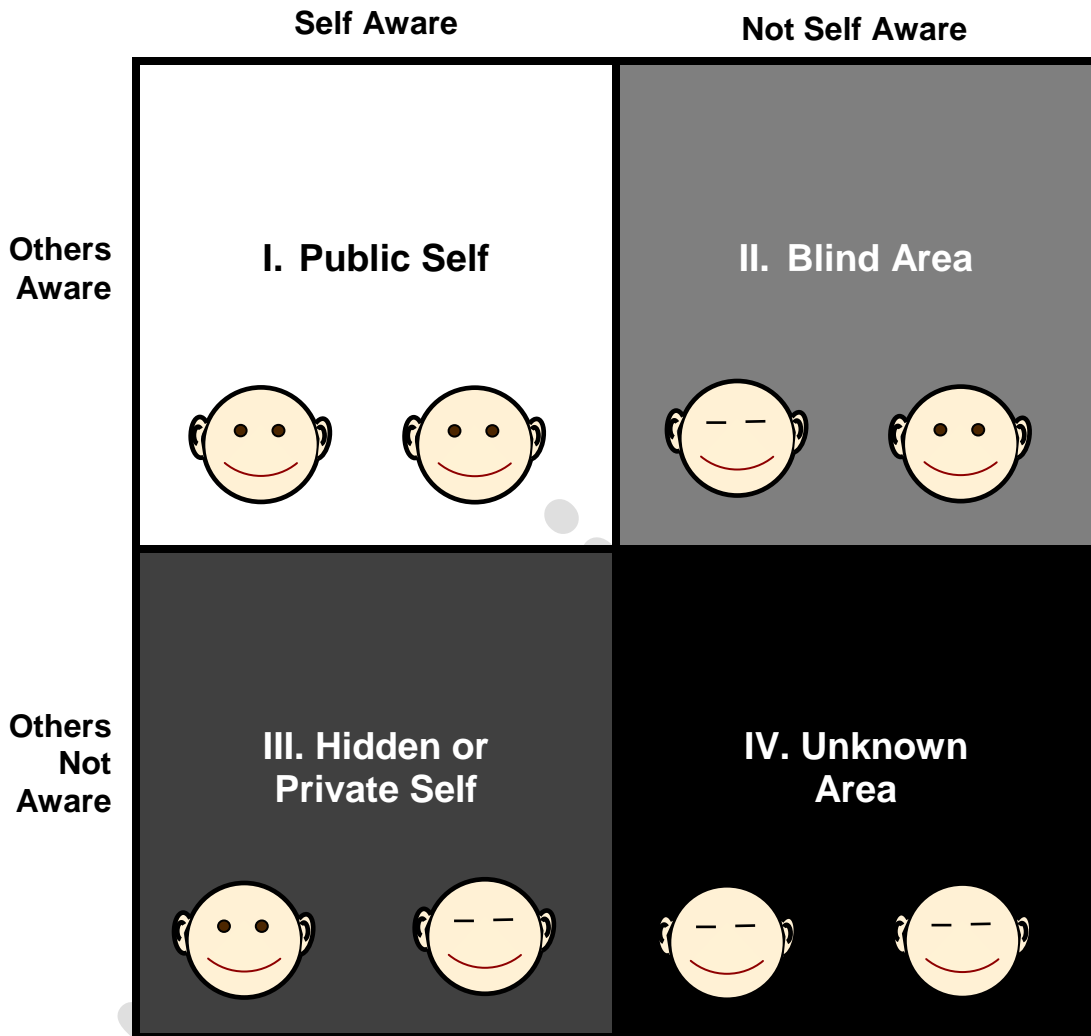
Accurate

Respectful

Timely



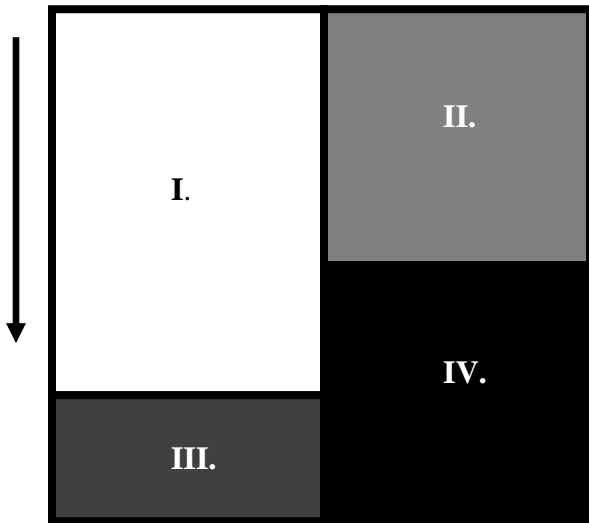
LEARNING ABOUT YOURSELF SELF DISCLOSURE AND FEEDBACK



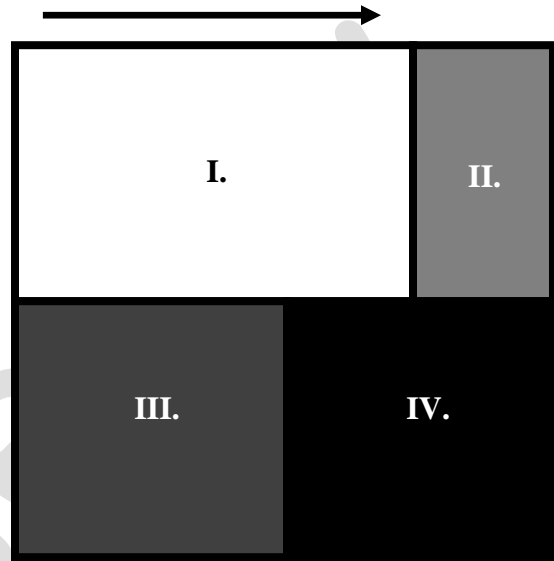
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LEARNING ABOUT YOURSELF SELF DISCLOSURE AND FEEDBACK

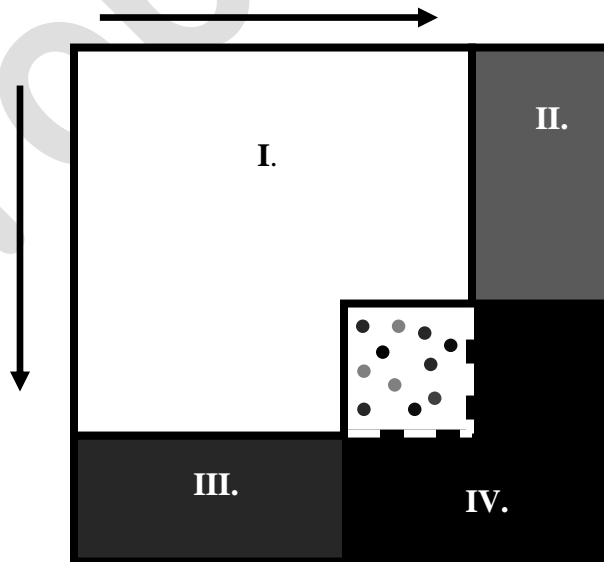
Under Conditions of Self-Disclosure



Under Conditions of Feedback



Under Conditions of Self-Disclosure and Feedback



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LEARNING ABOUT YOURSELF

SELF-ASSESSMENT

Directions: Using the “Strengths and Weaknesses,” on page VIII–14, select at least 10 words that best describe yourself and record them below. Also select at least 6 people, 4 whom know you in a work environment, and give them the same lists and the “Feedback From Others” page so they can give you feedback. (Make sure you fill in the deadline for them to respond). Finally, compile the data and record it on the “Summary Page” so that you can compare your self-perception with that of others. Note: All information is for developmental purposes only and not intended for any personnel files or formal record keeping.

Strengths	Weaknesses

LEARNING ABOUT YOURSELF

FEEDBACK FROM OTHERS

Directions: Feedback is an essential part of development. (Your Name) _____ has asked for your input. Please use the lists on the page entitled "Strengths and Weaknesses" to select at least 10 descriptors from each list and fill out this page. Return this page to the person who gave it to you by this date _____. Note: All information is for developmental purposes only and not intended for any personnel files or formal record keeping. Thank you very much for your feedback.
(Feedback Giver's Name) _____

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

LEARNING ABOUT YOURSELF STRENGTHS AND WEAKNESSES

STRENGTHS

smart	thoughtful	anxious	honorable	assertive
spontaneous	modest	brave	reliable	enthusiastic
sincere	mature	self-conscious	compassionate	complex
silly	cooperative	proud	discreet	influential
extroverted	witty	resourceful	approachable	independent
cautious	introverted	knowledgeable	prepared	attentive
patient	clever	committed	dependable	rational
reflective	capable	religious	happy	practical
sentimental	composed	astute	cheerful	adaptable
tense	thorough	affectionate	welcoming	generous

WEAKNESSES

inflexible	cold	indifferent	inaccessible	timid
senseless	inconsiderate	cowardly	incompetent	late
depressed	naive	apathetic	heartless	arrogant
flustered	difficult	unreliable	tactless	disinterested
reserved	sloppy	Inaccurate	immoral	irresponsible
ineffectual	smug	Impulsive	inattentive	overbearing
impatient	unrealistic	unprepared	manipulative	irrational
superficial	unreliable	aggressive	unimaginative	self-satisfied
cynical	passive	disingenuous	premeditated	uncooperative
anxious	careless	phony	unwelcoming	boring



LEARNING ABOUT YOURSELF

SUMMARY PAGE

Directions: Enter your own data, and compile the data you have gathered from others. Note, this information is confidential, and you are the only one that will see it unless you care to share it.

Self-Perceptions	Others' Perceptions
Strengths	Strengths
Weaknesses	Weaknesses



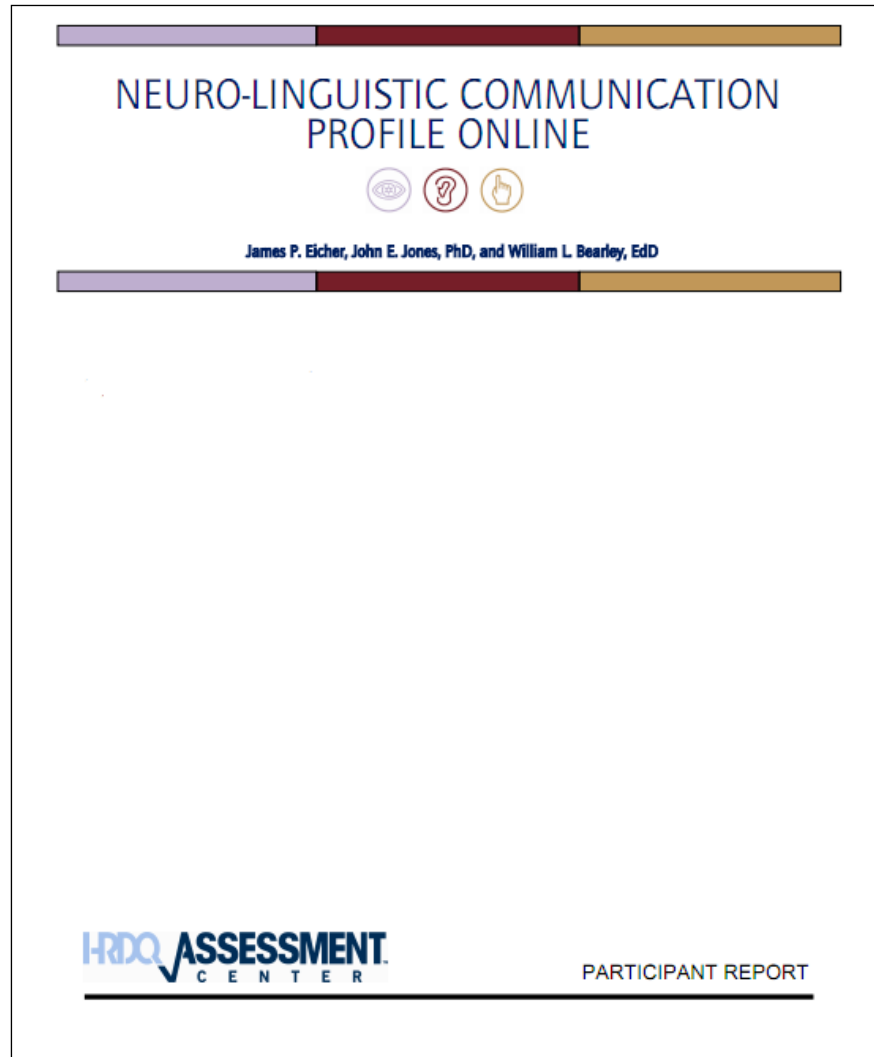
SOME GUIDELINES FOR RECEIVING FEEDBACK

- Carefully listen to the other person.
- Ask questions to clarify and learn more.
- Take the opportunity to learn all you can .
- Focus on what is being said, not your reaction to it.
- Give your full attention.
- Take notes.
- Restate the thoughts and feelings you've heard to make sure you really understand.
- Use open-ended questions to probe for more information or a better understanding.
- Keep the feedback in perspective.

Remember that Feedback is information about the past to help you in the future.



NCP REPORT

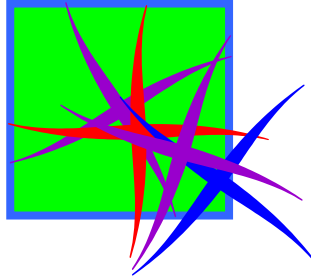


- Sensing
(Input)
- Thinking
(Processing)
- Expressing
(Output)



HOMEWORK

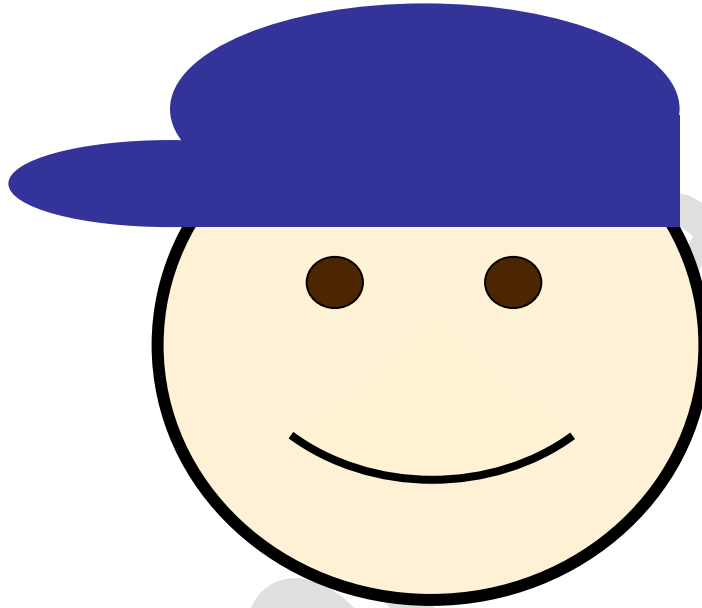
Module I, Part 2



- **NCP – Neurolinguistic Communications Profile**
Take the assessment by the date indicated in your HRDQ e-mail; watch for noreply@hrdqstore.com. (Note: if you don't see it, check your spam folder.)
- **Asking Questions Exercise** (page VII – 21)
Please complete the exercise and e-mail your responses to your **Cohort Training Coordinator**. Upon receipt of your answers, an e-mail will be sent back to you with suggested responses.
Cohort A – Debbie Cox – debbie_cox@nps.gov – 304-535-6277
Cohort B – Terry Pendergraft – terry_pendergraft@nps.gov – 304-535-6217
- **Telephone Skills Exercises** (page VII – 2 through VII – 4)
- **Managerial/SMART Feedback Exercise** (for managers and supervisors only) (pages VIII – 8 through VII – 10)
- **Learning About Yourself - Self Disclosure and Feedback Exercises** (pages VIII – 10 through VIII – 15)
- **C.A.P – Commitment to Action Plan** (page VIII – 19)



C.A.P.
Commitment to Action Plan[™]



- One of the things I want to work on in order to keep improving my Basic Communication Skills is:
- To do this, I will:
- I will get started by (timeframe):
- My Buddy/Coach will be:

CORPORATE SUPPORT SERVICES, LLC.

MISSION

Corporate Support Services, LLC. is a customer-focused human resources consulting firm specializing in emotional intelligence; management and organization development; employee skills training and coaching; team-building, career development; customer service/help desk support; and facilitation services. We are dedicated to helping our clients deliver quality products and services; maintain a superior position in the marketplace; and conduct business in an ethical and empowering organizational culture. Our own business philosophy and commitment to supporting our clients to the best of our abilities and to providing them with excellent service is embodied in our corporate name and our company logo. CSS is also a Government contractor and has developed twenty-four courses for the Military and Government agencies.

KEY SERVICES AND PROGRAMS

EFFECTIVE COMMUNICATIONS

*Oral Presentation and Briefing Skills
Communication and Influence Skills (DiSC)
Written Communication Skills
Telephone Skills*

STRATEGIC LEADERSHIP

*Executive Development/Retreats
Management and Supervisory Skills
Technical Leadership*

ORGANIZATION DEVELOPMENT

*Behavior Based Interviewing/ Talent Management
Downsizing and Outplacement
Change Management*

HIGH PERFORMING TEAMS

*Team Building Workshops/Team Facilitation
Thinking and Working Creatively
Problem-Solving and Decision-Making
Multi-Generation and Diversity Training
Time and Stress Management Training*

CUSTOMER SERVICE/HELP DESK

*Support Center Analysis/Enhancing Service Levels
Managing Internal and External Client/ Patient Relations
Delivering A+ Quality Customer Service
Internal Consulting Skills*

EMOTIONAL INTELLIGENCE

*Assessment, Coaching and Consulting
Leadership Development and Training
Group Profiling and Analysis*

PERFORMANCE MANAGEMENT

*Performance Analyses and Training Needs
Performance Management Systems and Training
Individual Performance Coaching*

CAREER MANAGEMENT

*Executive Coaching/360° Feedback
Individual Career Coaching
Career Development Training
Career Development and Succession Planning
Corporate Career Centers*

PARTIAL CLIENT LIST

American Express; Anthem EAP; Applied Materials; ArQule Biotech; AT&T; Automatic Data Processing; Bankers Life; Bell Labs; BBVA Bancomer; BlessingWhite; Career Action Center; Chemical Bank; Citibank; Cubist Pharmaceuticals; GE Capital; Guidant Medical Devices; Humanic Design Inc.; Interep Radio; Kollmorgen-Multiwire; Motorola/Symbol Technologies; LIJ Medical Center; North Atlantic Life Insurance; NY Medical Center; Marist College/ExceLink; Silicon Graphics; ZiLOG Corp.; USFC Medical School; University of Houston; Dept. of Drug & Alcohol Abuse; Dept. of Aging, NY; National Multiple Sclerosis Society; Historic Richmond Foundation; Department of Economic Development, Richmond, McGuireWoods, Esq; Williams Mullen, Esq. Richmond; BAE Systems; US Surgical Corp.; US Army; US Navy; US Air Force; US Army Corps of Engineers; National Park Service; Office of Personnel Management, DC.

NORMA M. BERMAN

Prior to founding Corporate Support Services, Ms. Berman had a successful clinical and corporate career. Her corporate positions have included: VP of Management & Organization Development, Shearson; Director of Training & Documentation, BankAmerica-East/ Managistics; Training Manager, Chase Manhattan Bank/ Managistics; and Internal Consultant, Management Development, Goldman Sachs. She attended Rice University, TX, has a BA from Stanford University, CA, and a MSW from Adelphi University, NY. She also has teaching licenses (CA and NY) and a clinical license (LCSW, NY) as well as certifications in Emotional Intelligence, Myers-Briggs, DiSC, Benchmarks 360°, and many other career development and assessment tools. Ms. Berman also was adjunct faculty at Cornell University, I & LR.



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Training, Organization, Development, Career Development

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