

# Interpersonal Skills

Sample



## Corporate Training Materials

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# Preface

## What is Courseware?



Welcome to Corporate Training Materials, a completely new training experience!

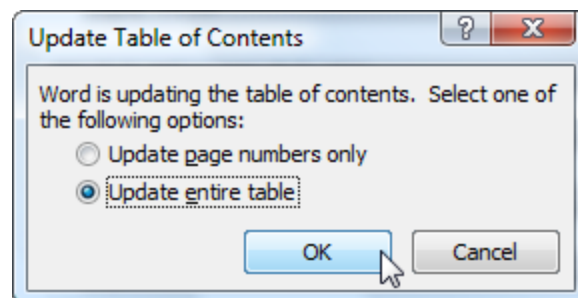
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

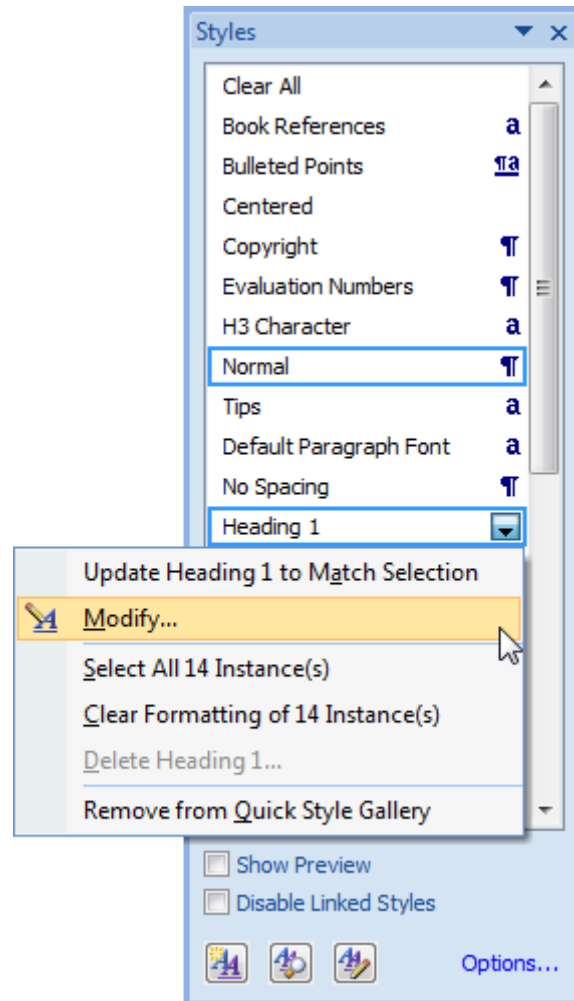


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to [Word 2007 or 2010 Essentials](#) by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  - Use examples, case studies, and stories that are relevant to the group.
  - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

## **Icebreakers**

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

## **Icebreaker: Friends Indeed**

### **Purpose**

Have the participants moving around and help to make introductions to each other.

### **Materials Required**

- Name card for each person
- Markers

### **Preparation**

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

### **Activity**

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

## **Training Manual Sample**

On the following pages is a sample module from our Training Manual. Each of our courses contains twelve modules with three to five lessons per module. It is in the same format and contains the same material as the Instructor Guide, which is then shown after the Training Manual sample, but does not contain the Lesson Plans box which assists the trainer during facilitation.

The Training Manual can be easily updated, edited, or customized to add your business name and company logo or that of your clients. It provides each participant with a copy of the material where they can follow along with the instructor.



*Fluency in non-verbal communication can be as powerful a tool as masterful negotiating techniques or expert salesmanship.*

*Joe Navarro*

### **Sample Module: Non-Verbal Communication Skills**



Communication is not just about what comes out of our mouths. In fact, what we don't say --- our body language, voice intonation and use of silence ---- often sends a louder message to other people than the words we say. Unless we actively practice non-verbal communication skills, we can't really be sure if we're actually sending the message that we want to send.

## Body Language



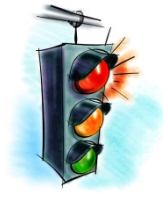
Body language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.

It is believed that a listener pays more attention to body language than verbal messages. This implies that if one's body language is inconsistent with the verbal message being sent (e.g. frowning while saying you're happy), the verbal message becomes less credible. In fact, such inconsistency can even nullify the verbal message, and result to the verbal message being perceived as a lie. At the very least, inconsistencies between verbal and non-verbal communication can result in confusion.

The following are some of the components of body language:

- **Eye Contact:** Eye contact is considered one of the most important aspects of non-verbal communication. Steady eye contact often indicates attention to the person one is in conversation with, as well as a willingness and sincerity to connect. The lack of eye connect can be viewed as defensiveness, nervousness and or social withdrawal. Many say that our eyes are the "windows to our soul", and that one can tell if an individual is happy, sad, or angry simply by looking at their eyes.
- **Facial Expression:** It is believed that there are universal facial expressions for different emotions, most of which have an evolutionary basis. For example, anger is often indicated by sharp stares, crunched eyebrows and the baring of teeth. Sadness, on the other hand, can be denoted by teary eyes and drooping lips. Note though that the expression and perception of emotions tend to vary from culture to culture.
- **Posture:** The way we sit down, stand up or even walk can also communicate. For example, slumping in a chair is often considered as a sign of inattention and or disrespect. Walking with one's head and shoulders down can be interpreted as a sign of nervousness or low self-esteem. Withdrawing to a fetal position can also be indicative of fear and or depression. The puffing of one's chest has been traditionally interpreted as pride.
- **Specific Movements:** There are specific movements that have traditionally been associated with certain messages. For example, nodding is generally a sign of assent or agreement. Raising clenched hands are interpreted as a sign of angry challenge. Stomping our feet can be an indication of frustration.
- **Physical Contact:** The way we physically interact with other people is also a part of body language. Shaking of hands, hugging, slapping, punching are forms of communication. The same can be said about our physical closeness and distance with another person. Standing too close to a person can be considered as an invasion of boundaries, while standing too far from a person can be construed as avoidance.

## The Signals You Send to Others



Generally, our non-verbal communication is something that we do unconsciously. It can be influenced by many things, including past habits, life experiences, personal models, culture and hidden thoughts and feelings. Because body language is often outside of awareness, most have no idea what it is exactly that they are communicating to other people.

To take control of the signals that we send to others, it's important that we become much more deliberate and purposive in communicating non-verbally.

The following are some tips and techniques you can follow to be able to use body language effectively.

- **Increase your awareness of your body language.** Try to get more information about what you communicate non-verbally, so that you will know what to change and what to retain. Ways you can do this include: watching a videotape of yourself, studying yourself in front of a mirror, and getting feedback from peers and friends.
- **Know how certain behaviors are typically interpreted.** Interpreting body language can be very subjective. There are, however, typical interpretations to specific body language. Increasing awareness of what body language is often associated with what interpretation, can help a person avoid body language incongruent with the message they want to send; as well as deliberately practice the body language congruent with their message.
- **Practice! Practice! Practice!** Body language is a skill. Initially, using body language that is congruent with the message that we want to communicate will feel unnatural. But just keep on working on it. Soon, it'll be second nature to you!

## It's Not What You Say, It's How You Say It



Non-verbal communication also includes the way we deliver information. A simple change in tone and inflection can change the meaning of statements. It is important then, to be aware of the way we speak, so that we can communicate more effectively.

The following are aspects of “how we say things” that we should take note of:

- **Tone of Voice:** Voice intonation refers to the use of changing pitch in order to convey a message. The same message, for example, can be delivered using a rising intonation, a dipping intonation, or a falling intonation. Changes in tone can help inject emotions into messages; messages can be upbeat or depressing depending on the speaker’s tone. Changes in tone can also help identify what is the purpose of a sentence. There are intonations that better fit a question, and intonations that better fit a declarative sentence.
- **Stress and Emphasis:** Changing which words or syllables you put emphasis on can change its meaning. For example, consider the differences among these three statements below. The italicized word represents where the emphasis is.
  - You mean *he* disobeyed his mother?
  - You mean he *disobeyed* his mother?
  - You mean he disobeyed *his mother*?
- **Pace and Rhythm:** The speed of speech, as well as the appropriate use of pauses can change the meaning of words spoken, and affect the clarity and effectiveness of a communication. For instance, people who speak too fast can be difficult to talk to --- a listener might feel too pressured to catch everything that they have to say! On the other hand, a person who speaks too slowly can bore their listener.
- **Volume:** How softly and how loudly you speak also matters in communication. Ideally, one should generally speak in a moderate volume while in the company of others; a too soft a voice can communicate nervousness or lack of assertiveness, while a loud voice can communicate anger and aggression. A person should also be flexible, able to whisper or shout when it’s appropriate to do so.
- **Pronunciation and Enunciation.** How well a message comes across is influenced by pronunciation and enunciation. Pronunciation refers to speaking a word in a way that’s generally accepted or understood, while enunciation is the act of speaking clearly and concisely. Developing one’s skills in pronunciation and enunciation ensures that one is accurately understood. Note that accents can cause varieties in what is considered as acceptable pronunciation.

## **Instructor Guide Sample**

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box. Each Instructor Guide and Training Manual mirrors each other in terms of the content. They differ in that the Instructor Guide is customized towards the trainer, and Training Manual is customized for the participant.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

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***Joe Navarro***

### **Sample Module: Non-Verbal Communication Skills**



Communication is not just about what comes out of our mouths. In fact, what we don't say --- our body language, voice intonation and use of silence ---- often sends a louder message to other people than the words we say. Unless we actively practice non-verbal communication skills, we can't really be sure if we're actually sending the message that we want to send.

## Body Language

|                              |   |
|------------------------------|---|
| <b>Estimated Time</b>        | 15 minutes  |
| <b>Topic Objective</b>       | To define what is body language.<br>To give examples of body language.  |
| <b>Topic Summary</b>         | <p>Body language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.</p> <p>Body language includes:</p> <ul style="list-style-type: none"><li>• Eye Contact</li><li>• Facial Expression</li><li>• Posture</li><li>• Specific Movements</li><li>• Physical Contact</li></ul>  |
| <b>Preparation Checklist</b> | Print Worksheet One for everyone.   |
| <b>Materials Needed</b>      | Flip chart paper and marker.<br>Worksheet One: Body Language and the Signals that it Sends  |
| <b>Recommended Activity</b>  | <p>Ask two volunteers to act out a 2-3 minute conversation in front of everyone. The conversation can be about any general, non-threatening topic (e.g. their favorite vacation spot).</p> <p>While the two volunteers are speaking, ask the group to make take notes regarding each person's body language during the whole conversation. It is best if they can take can list observations regarding the five aspects of body language (eye contact, facial expression, posture, specific movements, and physical contact). Instruct the group to stick to behavioral indicators, and not make any interpretations regarding the body language they observed. They may use Worksheet One for this activity.</p> <p>Discuss observations after the role playing.</p> |
| <b>Delivery Tips</b>         | Demonstrate common non-verbal communication. You may also presents pictures of people with varying facial and bodily expressions to illustrate the power of body language.  |

|                         |   |
|-------------------------|---|
|                         | For the activity, you have the option of going with a spontaneous conversation that the volunteers come up with, or you can ask them beforehand to role-play a specific situation (example: an angry person being pacified by a co-worker).                       |
| <b>Stories to Tell</b>  | Researchers suggest that the reception of a message is influenced 55% by a communicator's body language, 37% by his or her tone of voice, and just 7% by language or words. This implies that non-verbal communication accounts for 93% of all messages received! |
| <b>Review Questions</b> | Give an example of body language.   |



Body language refers to the messages we send to other people through our posture, facial expression, gestures, and bodily movements.

It is believed that a listener pays more attention to body language than verbal messages. This implies that if one's body language is inconsistent with the verbal message being sent (e.g. frowning while saying you're happy), the verbal message becomes less credible. In fact, such inconsistency can even nullify the verbal message, and result to the verbal message being perceived as a lie. At the very least, inconsistencies between verbal and non-verbal communication can result in confusion.

The following are some of the components of body language:

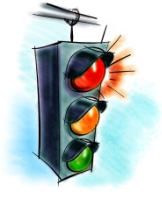
- **Eye Contact:** Eye contact is considered one of the most important aspects of non-verbal communication. Steady eye contact often indicates attention to the person one is in conversation with, as well as a willingness and sincerity to connect. The lack of eye connect can be viewed as defensiveness, nervousness and or social withdrawal. Many say that our eyes are the "windows to our soul", and that one can tell if an individual is happy, sad, or angry simply by looking at their eyes.
- **Facial Expression:** It is believed that there are universal facial expressions for different emotions, most of which have an evolutionary basis. For example, anger is often indicated by sharp stares, crunched eyebrows and the baring of teeth. Sadness, on the other hand, can be denoted by teary eyes and drooping lips. Note though that the expression and perception of emotions tend to vary from culture to culture.



- **Posture:** The way we sit down, stand up or even walk can also communicate. For example, slumping in a chair is often considered as a sign of inattention and or disrespect. Walking with one's head and shoulders down can be interpreted as a sign of nervousness or low self-esteem. Withdrawing to a fetal position can also be indicative of fear and or depression. The puffing of one's chest has been traditionally interpreted as pride.
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- **Physical Contact:** The way we physically interact with other people is also a part of body language. Shaking of hands, hugging, slapping, punching are forms of communication. The same can be said about our physical closeness and distance with another person. Standing too close to a person can be considered as an invasion of boundaries, while standing too far from a person can be construed as avoidance.

## The Signals You Send to Others

|                             |   |
|-----------------------------|---|
| <b>Estimated Time</b>       | 10 minutes  |
| <b>Topic Objective</b>      | To discuss the dynamics of communicating bodily.  |
| <b>Topic Summary</b>        | <p>Generally, our non-verbal communication is something that we do unconsciously. It can be influenced by many things, including past habits, life experiences, models, culture and hidden thoughts and feelings.</p> <p>To take control of the signals that we send to others, it's important to:</p> <ol style="list-style-type: none"><li>1. Increase your awareness of your body language,</li><li>2. Know how certain behaviors are typically interpreted.</li><li>3. Practice! Practice! Practice!</li></ol>  |
| <b>Materials Required</b>   | <p>Flip chart paper and marker.</p> <p>Worksheet One: Body Language and the Signals that it Sends</p>   |
| <b>Recommended Activity</b> | <p>Ask the participants to go back to the list of non-verbal behaviors they observed during the activity in the previous module (Body Language). Ask the group how they interpret these behaviors. Discuss similarities and differences in the interpretations.</p> <p>Ask the volunteers who role-played the conversation, how they feel about the interpretations of the group. You may also ask them if they: (a) agree with the interpretations, and (b) are aware of the non-verbal message that they are communicating.</p> <p>Worksheet One, partially accomplished in the previous activity, can also be used in this activity.</p> |
| <b>Delivery Tips</b>        | Encourage personal reflection on the signals the participants send to other people. One way to do this is to ask the group to think of an instance when they received feedback (positive or negative) regarding their personality that they don't agree with. Ask the group to consider if they might have been sending signals open to misinterpretation during those times.   |
| <b>Review Questions</b>     | Give one way we can gain better awareness of the signals that we send to others.  |



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To take control of the signals that we send to others, it's important that we become much more deliberate and purposive in communicating non-verbally.

The following are some tips and techniques you can follow to be able to use body language effectively.

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## It's Not What You Say, It's How You Say It

|                             |   |
|-----------------------------|---|
| <b>Estimated Time</b>       | 10 minutes  |
| <b>Topic Objective</b>      | To explain elements of non-verbal communication related to delivery.  |
| <b>Topic Summary</b>        | Aspects of “how we say things” that we should take note of:<br><br><ol style="list-style-type: none"><li>1. Tone of Voice</li><li>2. Stress and Emphasis</li><li>3. Pace and Rhythm</li><li>4. Volume</li><li>5. Pronunciation and Enunciation</li></ol>  |
| <b>Materials Required</b>   | Flip chart paper and marker.  |
| <b>Recommended Activity</b> | Ask the group to come up with different ways of saying the sentence: “I would never buy in that store again.” Ask the group if the different versions of the sentence have different meanings. Discuss these differences, if any.   |
| <b>Delivery Tips</b>        | Demonstrate each speech element.  |
| <b>Stories to Tell</b>      | Poor posture can make your voice less powerful. Slumping, for example, can constrict your rib cage, and cause a loss of control over one’s breathing. Habitually craning one’s neck can create tension in the throat, and restrict the space where the voice can resonate. Therefore, if you want to have that powerful voice, mind your posture! |



Non-verbal communication also includes the way we deliver information. A simple change in tone and inflection can change the meaning of statements. It is important then, to be aware of the way we speak, so that we can communicate more effectively.

The following are aspects of “how we say things” that we should take note of:

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  - You mean he *disobeyed* his mother?
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## **Activities**

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

## Sample Worksheet: Body Language and the Signals that it Sends

Use the following table to log down the body language that you have observed in the volunteers during their conversation.

| Body Language of Volunteer A |   | Body Language of Volunteer B |   |
|------------------------------|---|------------------------------|---|
| EXACT BODY LANGUAGE OBSERVED | SIGNALS THIS PARTICULAR BODY LANGUAGE SENDS | EXACT BODY LANGUAGE OBSERVED | SIGNALS THIS PARTICULAR BODY LANGUAGE SENDS |
| <i>Eye Contact:</i>          |   | <i>Eye Contact:</i>          |   |
| <i>Facial Expression:</i>    |   | <i>Facial Expression:</i>    |   |
| <i>Posture:</i>              |   | <i>Posture:</i>              |   |
| <i>Specific Movements:</i>   |   | <i>Specific Movements:</i>   |   |
| <i>Physical Contact:</i>     |   | <i>Physical Contact:</i>     |   |

## **Quick Reference Sheets**

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.



# Interpersonal Skills

## The Four Levels of Conversation

1. **Small Talk:** This is commonly referred to as the 'exchange of pleasantries' stage. In this level, you talk only about generic topics, subjects that almost everyone is comfortable discussing.
2. **Fact Disclosure:** In this stage, you tell the other person some facts about you such as your job, your area of residence, and your interests.
3. **Viewpoints and Opinions:** You can offer what you think about various topics like politics, the new business model ---or even the latest blockbuster.
4. **Personal Feelings:** Depending on the context and the level of the friendship, you can disclose more personal subjects. This stage requires trust, rapport, and even a genuine friendship, because of the intimate nature of the subject.



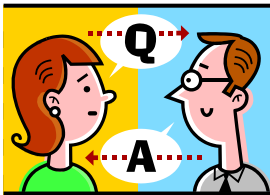
## Creating a Powerful Introduction

Three steps to introducing yourself effectively:

1. **Project warmth and confidence.** Many people size you up even before you say a word, which is why it's important to mind your body language. When you introduce yourself, stand up straight, relax, and establish eye contact.
2. **State your first name and your last name.** Depending on the situation, you may also state your affiliation and or your position in the company. Example: *"Hello. I'm Jacqueline Smith. I'm the Quality Control Officer."*
3. **When the other person has given their name, repeat it in acknowledgment.** *"It's nice to meet you, Mr. Andrews."* or *"It's nice to meet you, Joseph."* Repeating their name is an acknowledgment that you heard their introduction.



## Asking for Examples



One way to get a conversation partner to elaborate on what they are sharing with you is to ask for examples. Examples make a specific general statement, and give an insight on the particulars of a disclosure. It can also serve to illustrate principles shared, or personalized an experience.

## **Certificate of Completion**

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.

# CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course*

*Interpersonal Skills*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Presenter Name and Title

\_\_\_\_\_

## **PowerPoint Sample**

Below you will find the PowerPoint sample. The slides are based on and created from the Training Manual. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

## Sample Module: Non-Verbal Communication Skills

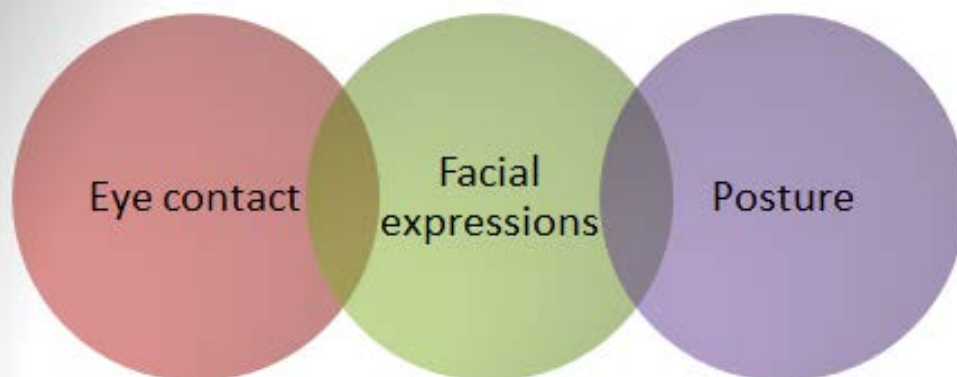
Communication is not just about what comes out of our mouths. In fact, what we don't say --- our body language, voice intonation and use of silence ---- often sends a louder message to other people than the words we say.

Fluency in non-verbal communication can be as powerful a tool as masterful negotiating techniques or expert salesmanship.

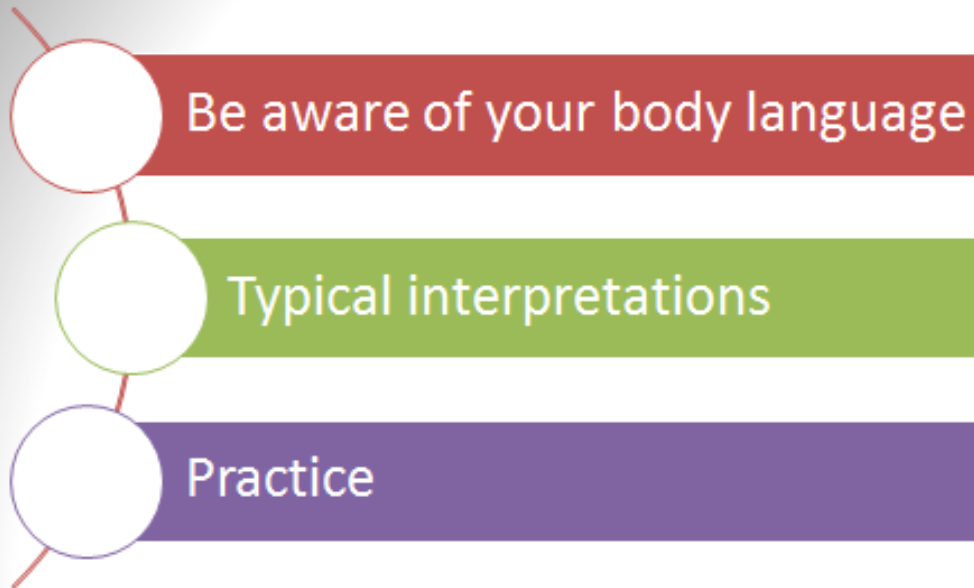
Joe Navarro



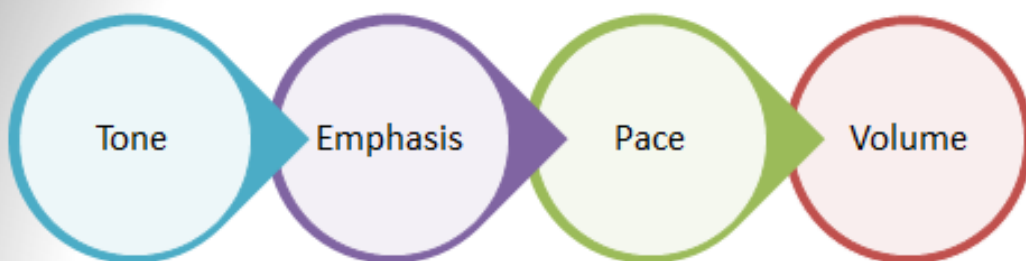
## Body Language



## The Signals You Send to Others



## It's Not What You Say, It's How You Say It



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