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Effective Communication

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Trainers notes:

Standard equipment:

Flip chart and flip chart pens
Projector
Pens & paper

Theory:

Rather than duplicate information, you can find most of our practical and well written theory which relates to these notes contained within the comprehensive candidate course notes. Please read through this, which will enable you to then explain all of the relevant theory to your trainees, using your own training delivery style. The candidate course notes can be copied as additional handouts, when you wish to expand/amend content etc.

All of our courses are designed to run over one day. Of course you can condense them into half day sessions.

Please note task timings are given as an approximate and may vary depending on your group size and delegate participation.

General housekeeping:

- ❖ Advise delegates of breaks, lunches (any special dietary requirements), finishing time.
- ❖ Is there a fire alarm planned for today? Advise nearest exit.
- ❖ Ladies and gentlemen's facilities.
- ❖ Turn mobile phones off or put on silent.

Talk through your course today slide: Slide No 2

Advise the delegates that this course is an exciting mix of theory, discussion, tasks – both individual and group work. The course is NOT just theory.....

Introducing yourself: Slide No 3

Talk through with delegates "what they *really* want from their course" and what they like about communicating with others.

Discussion point: Communication is a key part of work and home life. It is how we express ourselves (say what we want & how we intend to get it)

Within the workplace it can be quite an emotive subject – we usually all want more.....

Flip chart task:

Write – What is communication? and How do we do it? on flip chart – ask the group for their responses....

Ask what their most popular form of communication is?

What annoys you about different methods?

Review with group

Possible responses: Communication – passing and sharing information, two way process, understanding

How we do it – verbal, written, body language

Total time: 10 mins

How much time?: Slide No 4

Talk through theory

Team task: Benefits & Costs

In groups of two

- What are the benefits to you and the business when a company communicates effectively?
- What are the costs to you and the business when a company communicates badly?

Ideally detail the task on a flip chart. Allow the group 10 mins to generate their information on flip chart paper.

Upon completion ask each group to go through their thoughts.

Discuss and gain agreement from the other group.

Total time: 20-30 mins

How much time?: Slide No 4

Talk through theory, this is a huge amount of time. Communicating effectively and often will enable you to be more productive and efficient in the workplace and may also encourage others to improve their communication.

Methods of communication: Slide No 5

Talk through the pros and cons of these methods. Ask your delegates what methods are used in their workplace?

Individual & Team Task: The Questions

Follow the instruction sheet given.
Total time: 30 mins

Listening skills & Listening tips: Slides No 6 & 7

Talk through theory.

Individual task: Assessing your communication skills

Hand out the questionnaire and ask your delegates to complete individually. Ask them to add up their scores and give feedback on their scoring. Review ways in which they can improve their communication
Time: 10-15 mins

Purposes of questioning: Slide No 8

Talk through theory

Asking questions: Slide No 9

Talk through theory.

Group task: Exercise – Asking Questions

Allocate into small groups and follow the task instruction.
Time: 30 – 60 mins

Communication issues: Slide No 10

Talk through with group and then use the following tasks:

Individual and/or small group task:

You can use either or both of the following exercises:

Exercise: Organisational Communication – Total time: 30-40 mins

Exercise – The Information You Need – Time: 10 mins

Giving feedback: Slide No 11

Talk through

Hints & Tips: Slide No 12

Talk through

Individual Task: Delegate action plan

Hand out course action plan and ask each delegate to complete it. This is extremely useful for trainees to practically implement their session into their day to day work role.

Finish by reviewing *your* session

Bonus tasks/exercises:

We have supplied valuable and beneficial additional training materials that can be utilised at any stage of your training session.

Communicating Effectively

Introduction

The art of getting your message across is a valid part of your job. Good communication is the lifeblood of companies. It takes many forms, such as speaking, writing and listening. Effective communication will help you handle information and improve relationships.

Effective communication hinges on people understanding your meaning and replying in terms that move the exchange forward – preferably in the direction that you want it to go.

What is communication?

Communication is defined as **“the imparting, conveying or exchange of ideas or information by speech, writing or signs”**. Communication only exists in relation to someone else - it is always a two-way process. In recent years much research has been done which shows that we are spending more and more of our time on what is called the “communication process”. The latest study put it at 80% of our waking hours. Communication is about more than passing on information. It is about one mind interacting with another and when the interaction is successful, motivation and action will follow.

The ability to communicate effectively is critical to your success. Unfortunately, in many organisations the lack of effective communication is the main complaint of employees towards their managers. Communication lies at the heart of the management task, as it is the key to making things happen.

Key communication considerations

The Destination of Information

Does information go to the right people? Is one group favoured at the expense of another? Are particular groups bypassed and if so why?

Are there any obvious blockages in the communication system? (for example, the consultative committee might be kept well informed but its members never pass anything on.)

The Reliability of Information

Can members of the group rely on the information they are given? Are there occasions when it turns out to be inaccurate or just plain wrong? Remind the group that this is not an easy question. We all have an in-built tendency to distrust the information we get from those in authority over us.

The Consistency of Information

Do different parts of the organisation ever get different messages about the same subject? Why does this happen? Does it matter?

The Speed of Information

Does information seem to pass much more quickly through certain structures or parts of the organisation than others? Why does this happen? Is it a problem?

Good News vs. Bad News

Is it the case that information about, for example, company performance only seems to be made known when there is bad news to put across?

Responsibility

Whose job is it to make sure that all employees are properly informed? Does the group see this as part of their own function as managers? How is their responsibility (or lack of it) defined? Are there groups in the organisation who do not take enough responsibility as communicators?

Methods of communication

- The management chain
- Representative structures
- Impersonal media
- Informal media
- The grapevine

The strengths and weaknesses of each of these methods are as follows:

The Management Chain

Information passed through the various links in the management chain carries authority. Because it comes from the receiver's immediate boss, it is personal and easy to respond to.

If delivered verbally, the information can be discussed and, if necessary, clarified without any delay. A message, however, passed through many people can easily be distorted or even lost altogether. The success of using the management chain to pass information depends very much on the quality of its individual links.

Representative Systems

In large organisations, these systems can provide a direct and speedy link in both directions between senior management and the workforce. Because comparatively small numbers of people are involved, they offer the opportunity not only for passing information, but also in some instances for consultation and negotiation.

The disadvantage is that they can easily cut out everyone in the middle which can lead to irritated and disillusioned managers. They also rely on the ability of the representatives to relay the information back to them. In addition, it is not the job of representatives to act as the "mouthpieces" of management.

Impersonal Media

These include everything from notice boards to the latest in corporate videos. They cover a huge spectrum of quality. Notice boards can be eye-catching displays of essential information or they can be covered in the curled-edge safety notices of yesteryear. Videos can bring the remote messages of senior managers to life or they can be huge ego trips for senior management team.

All impersonal media have the advantage that they are available to everyone and, because they are mostly in written form, they are less liable to distortion. Notices, newsletters, emails and so on also provide a permanent record of what has been communicated. Their main disadvantage is that they cannot answer back. Though their message will be the same to everyone this does not mean that they cannot be misinterpreted. They can give offence if used in the wrong setting ('You'd think he'd have the decency to tell us face-to-face, not send us a b...y email!) and it needs a lot of hard work and imagination to prevent the devices themselves becoming part of the wallpaper and ignored.

Informal Networks

In the best organisations, people communicate all the time, in all directions. Information does not get stale; people develop an understanding of other people's problems and point of view. Personal and business relationships are improved; flights of fancy get checked against the reality of the situation. The unity of the organisation across levels and functions can be strengthened by good informal networks. No organisation can survive without informal networks or prosper without good ones.

The main disadvantage of informal networks lies in their very informality. Where records are needed these networks do not provide them. The information they spread does not go to everyone. Problems can arise if important pieces of information skip levels of management.

The Grapevine

Whether the grapevine has advantages or not depends on where you are sitting. Senior managers deplore it but to many employees it is the only way of finding out what is going on. And it certainly acts fast. Its main problem is accuracy. People have a habit of trying to improve the story they are given or of filling in the missing bits with little judicious guesswork. The grapevine can have extremely "bitter fruit" and can result in malicious gossip and dangerous rumour that can distort what may be a true story.

Listening Skills

Your success as a communicator in any context depends critically on your listening ability. You need to exploit your knowledge of the art of listening to make your audience listen to you.

There are seven important principles you need to follow to be a really effective listener.

Stop talking, especially that internal, mental silent chatter and answering back when you are listening to a speaker. Let the speaker finish, hear them out. This is particularly important when you're in a thoroughly familiar situation. The temptation is to complete the speaker sentence for them and work out a reply, assuming you know what they're going to say, instead of listening to what they are actually saying.

Relax, research shows that tension reduces the effectiveness of your ability to listen and take things in properly. A good listener must be relaxed.

Put the speaker at ease by showing that you're listening. The good listener doesn't look over someone's shoulder or write when the speaker is talking. If you do have to take notes on what is being said, explain what you are doing. Blame your poor memory and make it clear that your not talking shows how important what they're saying is. You have to be careful here because we all rely in the expression on another person's face to tell us how we are faring in a conversation. People get nervous when the person they're talking to looks away or concentrates on what they're writing instead of nodding reassuringly.

Remember that your aim in listening is to understand what the speaker is saying, not to win an argument. That comes later!

Be aware of your personal prejudices and make a conscious effort to stop them influencing your judgement. Don't make assumptions about the person talking on the basis that they have a beard, grey hair, short skirt or whatever.

Be alert to what the speaker is not saying as well as what they are. Very often what's missing is more important than what is there. Again, ask yourself what it would mean if you had left out what they have just failed to say?

To do your job properly, you'll need to spend at least half your time listening to what other people say. It's an active process, never more important than when you're meeting someone for the first time – when your objectives should be to say as little and learn as much as possible in the shortest time!

Listening levels

Peripheral listening is the kind you do unconsciously. For example, an experienced engineering supervisor may pick up anything out of the ordinary from the background noise of the machine for which they are responsible, even if it is in the middle of a conversation.

Attentive listening is what we all do too much of the time. We look as if we are listening, but in fact we are only concentrating with half an ear.

Protective listening is often what we should be doing. This means really concentrating on the core of the message and trying to put ourselves in the speaker's shoes to understand not only what is being said, but why it is being said. Some aids to better more protective listening are as follows:

Get the surroundings right

Make sure you are comfortable and can see the speaker properly. Set aside other work and give the speaker undivided attention. Remove any distractions – close the door, turn off the radio. Comfort, freedom from interruptions, level eye lines all help to make listening easier.

Concentrate and Persist

Some distractions can't be removed and have to be ignored. Sometimes messages get across better in a noisy factory than a quiet office because speaker and listener have to make a real effort to communicate.

Look Interested

The quickest way to alienate a speaker is to look as if you wish they would go away and take their boring, unimportant message with them. If you put their backs up in this way it will affect their delivery and make your job of understanding what they are saying much more difficult.

Judge Content not Delivery

Some people are bad speakers. Unfortunately they may have something crucial to say. The listener must consciously dig for the content under the poor delivery. Quite simply, some people with important things to say are sometimes simply not very good at expressing themselves.

Decide What Matters

Try to get at the core of the message.

Take Notes

Even in very informal discussions do not be afraid to take a few simple notes.

Use the Speed of Thought

We can all think about four times faster than we can talk. The extra time that gives listeners can be used for anticipation, summarising, reading between the lines, thinking through, noting questions for later and so on.

Suspend Prejudice

Don't allow the fact that you disagree with someone to make you turn a deaf ear to what they say. It is precisely in these situations that you need to listen best.

Ask Questions to Test your Understanding

This not only helps you, but also shows you are listening.

Practise Makes Perfect

Listening, like a sporting activity, gets better with practice. There are ways of doing this on training courses but you can also practise, as they say in the advertisements, in the comfort and privacy of your own home. Even if you don't have a video, there are programmes on TV and radio, like the news and the weather, which are broadcast two or three times in an evening more or less unchanged. You can try out your listening skills against the first broadcast and check your results with the second.

Questioning skills

Questions are used in all forms of verbal communication from the passing of the simplest pieces of information to the most highly charged negotiations.

The three most important purposes of questioning are:

1) To gather information

Effective communication is based on a shared understanding of the subject. Questions are used to bring about this state.

2) To seek clarification

Even in simple discussions it is all too easy for misunderstandings to arise. People hear something different from what you think you have said. You lose the train of an argument entirely because you have not really understood one of the earlier points made. When this sort of thing happens, questions are used for clarification.

3) To establish commitment

First line manager jobs are about getting things done and for this reason they rarely see communication as an academic exercise. It normally results in action of one sort or another and managers not only have to make sure that they have been understood, they also have to question for commitment. Hence the use of questions like:

"Are we all agreed then?"

"So you will take care of that"

This leads us on to the different types of questions you may well wish to use in situations you face as a manager or supervisor. The situations you use the questioning techniques in may well vary as will your end objective.

There are numerous definitions of these questions, however to illustrate them, we can use the following examples.

Different circumstances call for different types of questions.

1) Open questions

These prompt open-ended responses, rather than a simple "yes" or "no". They are particularly valuable for encouraging discussion. They are therefore often used at an early stage in interviews or with people who are reticent. For example:

"What problems are we up against?"

"How can we speed the line up, what do you think?"

2) Closed questions

These prompt a very specific response, often either "yes" or "no". They are used to nail down particular pieces of information.

For example:

"Can the machine be fixed by the end of the shift?"

"What is the absenteeism figure for this department?"

"How much does the new machine cost to buy?"

3) General questions

When talking to a group it is sometimes useful to pose an open question to all of them, for example:

"How do you feel about the new shift system?"

"What are your opinions on"?"

4) Directed questions

Early in a group discussion, general questions can sometimes produce nothing but an awkward silence. When that happens, the group leader can direct the questions to a particular individual, for example:

"Tom you mentioned earlier that.....what do you think about.....?"

5) Reflective questions

These are particularly useful when questioning for clarification. The questioner simply takes what has been said, perhaps by someone who is struggling to find a way through an argument, and reflects it back to them in a way that helps move the discussion forward, for example:

"Are you saying that we should do more maintenance at the weekends?"

6) Leading questions

These tend to put words in people's mouths and should therefore be avoided, for example

"I suppose there is not much we can do about meeting the deadline at this late date?"

7) Rhetorical questions

These questions are asked without any expectation of getting an answer. They can be very effective if used as an orator's device when speaking to a large audience but at work they are often emotionally charged and so must be used rarely and with care, if at all, for example:

"Is this what you call a decent day's work?"

Passing on information

Managers spend much of their time delivering and receiving messages in person. This can be the most critical – and satisfying – arena of communication. Honesty and feedback are both essential if you are to achieve clarity and progress.

The workforce's need to obtain information and the ability of its managers to provide all types of information in the right way are crucial elements in any organisation. Start by finding out which areas people most want to know about. Job security, working conditions, rewards, location and benefits are all important and you should communicate any changes affecting these as soon and as directly as possible.

Giving Feedback

Feedback is essential to communication – to check that you have understood the other person's message and to react to what they have said and done. It can be difficult to give negative feedback, but remember that it is bad management to avoid doing this. When giving negative feedback, follow these simple rules to avoid antagonism:

- Show an understanding of exactly what went wrong, and why
- Draw out ways in which poor performance or behaviour can improve
- Use questions rather than assertions to let the staff member know what you think and why
- Aim to express your negative opinion honestly, but in a positive manner
- Above all, take negative feedback away from the personal zone by being objective, not personal

Helpful Hints & Tips

- ✓ Encourage your company to improve all types of communication
- ✓ Good communicators make much better managers
- ✓ Wherever possible, use visuals to communicate
- ✓ Know which questions to ask – it will help you get the right answers
- ✓ Use silence confidently as a tool to encourage hesitant speakers
- ✓ Think about the words you hear, not the person saying them
- ✓ Keep an open mind about what people say
- ✓ Put promises in writing as soon you can to avoid misunderstandings
- ✓ Ask a specific question if you want to hear a specific answer
- ✓ Write a list of questions before you start a meeting
- ✓ Speak in as natural a tone as possible to create a warm environment
- ✓ Emphasise key notes with highlighter pens
- ✓ Let staff know what efforts you are making to relay information
- ✓ If in doubt whether you should pass on information, do so
- ✓ If you say you will return a call, make sure you do
- ✓ Visualise the reader when you are writing a letter or report
- ✓ Avoid over briefing your staff, so they have a chance to use their own initiative
- ✓ Ask all those invited to a meeting to come well prepared
- ✓ Remember that a “good” meeting is one that has produced results
- ✓ Listen to your staff
- ✓ Be aware of your staffs problems, because they do affect performance
- ✓ Check regularly that your staff are getting the training they require
- ✓ Be ruthless, cut out all unnecessary words from your report
- ✓ Keep vision and mission statements short and action orientated

Your notes:

Sample Only

Exercise – Asking Questions

The purpose of this small group exercise is to give you some practice in asking different types of questions.

You will be divided into groups of three. One member of the group questions another, while the third observes and takes notes. There are three distinct question sessions and threesomes change roles before each one so that by the end of the exercise, you have all had an opportunity to try out your questioning skills.

The broad subject areas suggested for the exercise are:

- ❖ **a place in which individuals have visited on holiday or where they live**
- ❖ **a previous job with another organisation**
- ❖ **a hobby or sport**
- ❖ **a T.V or movie that you are passionate about**
- ❖ **your pets**
- ❖ **your family**
- ❖ **a big celebration coming up – xmas, birthday, anniversary, birth, etc.**

Notes:

When you are being questioned, you must respond to questions without being unduly obstructive, but, on the other hand, you should not provide too much help.

When you are observing, you should be alert for successful and unsuccessful lines of questioning. Please use the form provided to capture your notes.

Observers Form - Question Type and Examples

Open: What, When, Where, Which, Why and How

Closed: Yes or No answers

General: Feelings, opinions

Directed: Tom you mentioned that...

Reflective: Are you saying that...

Leading: "I suppose there is not much we can do about meeting the deadline at this late date?"

Assessing your communication skills

Evaluate how well you communicate by responding to the following statements. Mark the options that are closest to your experience. Be as honest as you can: if your answer is never, mark option 1, if it is always mark option 4 and so on.

Options

- 1** Never
- 2** Occasionally
- 3** Frequently
- 4** Always

Question	Score
1. I communicate the right message to the right person at the right time	
2. I project self confidence and speak confidently	
3. I listen intently and check I have understood before I reply	
4. I think carefully about a message before I decide how to communicate it	
5. I welcome feedback about my communication	
6. I try to exclude personal prejudices of all kinds when judging others	
7. I am constructive and civil when I meet others	
8. I use one to one meetings for reviews of performance and coaching	
9. I hand out written briefs that give all pertinent information on a task	
10. I communicate via all available media	
11. I use an effective system of note taking for minutes, interviews and research	
12. I take time to give people the information they need and want	
13. I question people to find out what they think and how they are getting on	
14. I use professional phone techniques to improve my communication	
15. I apply the rule of good writing to external and internal communications	
16. I test important letters and documents on reliable critics before finalising	
17. I use fast reading techniques to speed up my work rate	
18. I take an active and highly visible role in internal training	
19. I apply the rules of soft and hard selling to put my point across	
20. I make my reports accurate, concise, clear and well structured	
21. I try to understand how all relevant audiences react to the organisation	
22. I prepare speeches carefully and deliver them well after rehearsal	
23. I plan important events such as conferences, to high professional standards	
24. I enter negotiations fully primed on issues and on the other side's needs	

25. I research thoroughly before putting forward a written proposal	
26. I consider how skilled advisors can help on public relations issues	
27. I make useful contacts with journalists and other media people	
28. My briefs to advertising agencies are based on clearly defined business targets	
29. I receive and react positively to feedback from employees and others	
30. I make sure specialist work such as design is done by qualified professionals	
31. I give priority to communicating regularly with employees	
32. I have a strategy for communications and check activities against this plan	
Your total	

Now you have completed the self assessment, add up your total score and check how well you communicate:

32-64 You are not communicating effectively or enough. Listen to feedback and try to learn from your mistakes

65-95 Your communication performance is patchy. Plan to improve your weaknesses.

96-128 You communicate extremely well. But remember you can never communicate enough.

Training source: Unknown author

Exercise: Organisational Communication

The purpose of this exercise is to:

- Allow you to rate your organisation in terms of effectiveness of its communication
- Use the information to discuss in a group the main areas where you believe communication can be improved – please keep this information “do-able” and practical rather than a wish list....

Instruction:

Complete the under-noted chart rating your organisation on a scale of 1 to 10, where 1 is **poor** and 10 is **excellent**.

Please take 5 minutes to write down your reasons for circling the appropriate number. Once you have completed this go into your group and take a further 10 minutes to discuss the findings and obtain a group consensus on an average score.

On the following scale of 1 to 10 please rate your organisation									
1	2	3	4	5	6	7	8	9	10
Poor							Excellent		
Reasons: (where possible be specific)									

Now take 30 minutes to prepare a group action plan that you can personally implement to address these issues, which should result in your group agreed score improving.

Exercise – The Information You Need

The purpose of this exercise is to list the three most important areas in which **you** need information to do your job properly.

On a scale of 1 to 10 indicate whether you get enough information on each of these (where 1 is "I get no information" and 10 is "I get sufficient information")

Take 5 minutes to complete the following:

Area 1: _____

1 2 3 4 5 6 7 8 9 10

Reason:

Area 2: _____

1 2 3 4 5 6 7 8 9 10

Reason:

Area 3: _____

1 2 3 4 5 6 7 8 9 10

Reason:

Task 2:

Listening Exercise

Ask the group to put down their pens etc, no one can take any written notes, they have just to listen. Read out the following information at a steady pace. Then ask the group the following ten questions. Ask them to write down their answers individually. Once completed ask for their scores out of ten.

You have been asked to organise a firework display taking place on the 10th of August to mark the 15th anniversary of the company's inception.

The fireworks will take place at the Munroe Glen Playing field at 8.45pm followed by a gala dinner at the Park Court Country Club.

You will have to contact Mrs Stewart about travel arrangements but you will need at least 7 coaches and two minibuses. As well as the band, Connections who will be playing a variety of classic 70 & 80s music.

The firework organiser Miss Sparky Burner will call you on Friday to confirm the final firework arrangements. If she does not call you her telephone number is 302151

Questions:

- 1) When will the firework display take place - 10th August
- 2) What anniversary are they celebrating - 15th of the company's inception
- 3) Where will the display take place - Munroe Glen Playing Field
- 4) And at what time - 8.45pm
- 5) Where will the gala dinner be held afterwards - Park Court Country Club
- 6) Who do you contact about travel arrangements - Mrs Stewart
- 7) What is the name of the band - Connections
- 8) What type of music will they be playing - 70 & 80s
- 9) What is the name of the firework organiser - Miss Sparky Burner
- 10) And what is her telephone number - 302151

Outcomes/discussion points:

Discuss scoring, what did they listen well/poorly to? Would it have helped to take down written notes? What skills did people utilise to listen better than others?



Course action plan

Your Name: _____

Now that you have completed your training session, firstly well done!

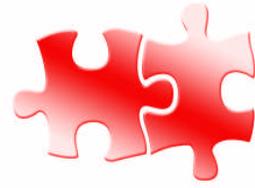
To help you implement, what we have covered today, whether it be:

- Something new
- Hints or tips
- Reminding yourself
- The need to do more of something

We would like you to generate a practical and workable action plan. This action plan will assist you to implement your course content from today, which will makes things easier for you.

Specific Action	By When

Your signature: _____ Date: _____



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Communication

Your session....

- What do you really want from today's session
- What is communication?
- How much time do we spend communicating?
- Benefits of effective communication
- Different methods of communication
- Listening skills & Listening tips
- **Assessing your communication skills**
- **Asking questions**
- Communication issues
- Delegate action plan

Introducing yourself

- Your name
- Describe your day to day job
- What do you enjoy about communicating with others?
- What areas of communication do you personally need to improve upon?
- What do you **really want** from your course today?

How much time?

80%

Methods of communication

- The Management Chain
- Representative Structures
- Impersonal Media
- Informal Networks
- The Grapevine

Listening skills

- Stop talking
- Relax
- Put the speaker at ease
- Your aim is to understand
- Be aware of your personal prejudices

Listening tips

- Get the surroundings right
- Concentrate and persist
- Look interested
- Take notes
- Ask questions to test your understanding

Purposes of questioning

- **To gather information**
- **To seek clarification**
- **To establish commitment**

Asking questions

- Open: What, When, Where, Which, Why and How
- Closed: Yes or No answers
- General: Feelings, opinions
- Directed: "Tom you mentioned that..."
- Reflective: "Are you saying that..."
- Rhetorical: "Is this what you call a day's work..."

Communication issues

- Does information go to the right people?
- Is the information reliable?
- Is the information consistent?
- Does information pass more quickly through certain departments than others?
- Whose job is it to ensure that all employees are properly informed?

Giving feedback

- ❖ Show an understanding of exactly what went wrong and why
- ❖ Draw out ways in which poor performance or behaviour can improve
- ❖ Use questions rather than assertions to let the staff member know what you think and why
- ❖ Aim to express your negative opinion honestly, but in a positive manner
- ❖ Above all, take negative feedback away from the personal zone by being objective, not personal

Hints & Tips

- Encourage your company to improve all types of communication
- Know which questions to ask – it will help you get the right answers
- Use silence confidently as a tool to encourage hesitant speakers
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- Speak in as natural a tone as possible to create a warm environment
- Remember that a “good” meeting is one that has produced results
- Wherever possible, use visuals to communicate