COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 3

EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss effective communication in a peer setting.

IMPORTANCE

It is important for cadets to learn effective communication in a peer setting to continue to improve their leadership skills. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Effective communication may be used to resolve and/or reduce problems and conflict. By experiencing the benefits of effective communication in a peer setting, cadets may enhance their self-confidence and self-esteem.

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Teaching point 1 **Discuss How Communication Is Fundamental to Influencing Others**

Time: 10 min Method: Interactive Lecture

Effective communication is a critical skill for leaders in a peer setting. Communication is the exchange of thoughts, messages and information. It is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. Through communication one person can influence others. Effective communication may also be used to resolve and/or reduce problems and conflict.

COMMUNICATION IS A SKILL

Like any skill, the ability to communicate with competence must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages.

NON-VERBAL COMMUNICATION

Non-verbal communication uses many channels for sending and receiving information. Information is received through all our senses (taste, sight, smell, touch and sound). Some aspects of non-verbal communication include:

Eye Contact. Looking directly at another person when speaking is an effective way of indicating sincerity and getting someone's attention.

Body Posture. The weight of the message being sent will be increased when facing the person being spoken to, standing or sitting closer to them and leaning forward. Using correct body posture when listening is also an effective way of indicating interest in the conversation.

Gestures. A message that has a body gesture attached to it takes on added emphasis.

Facial Expressions. When making a statement, make sure facial expressions agree with the message.

Voice Tone, Volume Changes. Shouting may cause people to become defensive, just a whispering may cause people to tune out the message. Make sure voice levels are correct for the space and that statements are convincing without being intimidating.

Being able to read non-verbal responses to communication, while leading in a peer setting, may help cadets understand how they are being perceived.

SENDING, RECEIVING AND RESPONDING TO A MESSAGE

Communication consists of three things: sending, receiving and responding to a message.

The sender must deliver a clear message, taking into consideration the characteristics of the individual(s) receiving the message. Is the person a child or an adult? Is there one person, or are there 20? These and similar factors all determine how the message should be sent.

Next, the message is received. It is important to remember that receivers translate what they have heard based on their own set of definitions, which may differ greatly for those of the sender.

The final component of communication is response. A response lets the sender know the message has been received. All three parts are necessary for effective communication.

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CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Why are communication skills a fundamental part of leadership?

Q2. List some aspects of non-verbal communication.

Q3. Communication consists of three things, name them.

ANTICIPATED ANSWERS

A1. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa.

A2. Some aspects of non-verbal communication include:

- eye contact;
- body posture;
- gestures;
- facial expressions; and
- voice tone, volume changes.

A3. Communication consists of three things: sending, receiving and responding to a message.

Teaching point 2 **Explain the Three Styles of Communication**

Time: 5 min Method: Interactive Lecture

THREE STYLES OF COMMUNICATION

Aggressive Communication. A person who is an aggressive communicator puts their own wants and needs ahead of everyone else and they often ignore or belittle other people's concerns.

Aggressive communicators often:

- talk over people and interrupt;
- make sarcastic, demeaning or threatening remarks;
- consider only their own point of view; or
- stand too close, lean over you or in some other way make you feel physically uncomfortable.

Aggressive communication usually leads to hostility, anger and resentment.

Passive Communication. A person who is a passive communicator puts other people's wants and needs ahead of their own and often denies what they want or need.

Passive communicators often:

- hardly ever say what they want or need;
- let others make decisions for them;
- avoid conflict and disagreement at all costs; and

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- drop hints rather than directly request that something gets done.

Passive communication usually leads to bad feelings and damages relationships.

Assertive Communication. A person who is an assertive communicator uses skills based on mutual respect. Assertive communicators can say how they see things and hear how others see things. They work towards outcomes that satisfy everyone.

Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- make direct requests if they want something done, leaving the option to say “no”;
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

Assertive communication usually results in clear and open communication.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. Name the three styles of communication.

Q2. What are some characteristics of assertive communicators?

Q3. Assertive communication usually results in what?

ANTICIPATED ANSWERS

A1. The three styles of communication are aggressive, passive and assertive.

A2. Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- makes direct requests if they want something done, leaving the option to say “no”;
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

A3. Assertive communication usually results in clear and open communication.

Teaching point 3 **Discuss Assertive Communication**

Time: 10 min Method: Interactive Lecture

Assertive people use a number of important communication skills. They ask questions to gather information and check that they have understood correctly. Assertive people say what is on their mind in a direct yet courteous way so there is no hidden message.

USING “I” STATEMENTS

One of the most important skills that an assertive communicator uses is making “I” statements. Assertive people use “I” language. An assertive communicator uses statements like “I’d like…”, “I’d appreciate…”, “I think….” and “I feel”… etc. They own their own messages and speak for themselves. Their suggestions are not weighted with advice, commands, and “shoulds” or “oughts”. Their feedback is constructive and free from blame.

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Non-verbally assertive people:

- make appropriate eye contact;
- sit or stand comfortably erect;
- use open gestures to support their comments;
- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

ACTIVE LISTENING SKILLS

Assertive people also use active listening skills. These skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Give three examples of "I" statements.

Q2. Give some examples of non-verbal communication used by assertive people.

Q3. Give some examples of active listening skills.

ANTICIPATED ANSWERS

A1. "I'd like…", "I'd appreciate…", "I think…" and "I feel"… etc.

A2. Non-verbally assertive people:

- make appropriate eye contact;
- sit or stand comfortably erect;
- use open gestures to support their comments;
- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

A3. Active listening skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;

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- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. Communication consists of three things; name them.

Q2. What are some characteristics of assertive communicators?

Q3. Why do assertive people use "I" statements?

ANTICIPATED ANSWERS

A1. Communication consists of three things: sending, receiving and responding to a message.

A2. Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- makes direct requests if they want something done, leaving the option to say "no";
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

A3. Assertive people use "I" statements because they own their own messages and speak for themselves.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Effective communication is a critical talent for leaders. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Using their influence in a peer setting, cadets may resolve and/or reduce problems and conflict and it may enhance cadets' self-confidence and self-esteem.

INSTRUCTOR NOTES/REMARKS

N/A.

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