



Listening

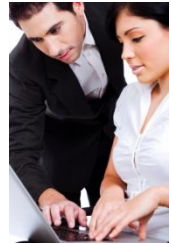
**Scroll Through the Following Slides
to Learn More About Our
Listening Materials**

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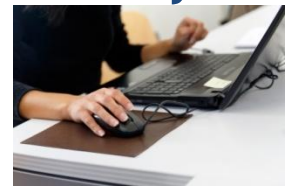
Brief Overview



Our **Listening Content** Can Change the Way You Create Some of Your Training and Learning Materials



Making it **Simple and Easy** to **Customize** and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



Saving Both Time and Money



The Participant's Workbook and Leader's Guide

Are Created in Microsoft WORD

LISTENING

Overview

Listening is a program that provides you with the key information and skills that will assist you in communicating with others.

This program develops your listening skills through learning to recognize the emotional level of others, using listening acknowledgments to keep conversations alive, and using appropriate questions to maintain rapport.

Listening is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

Course Objectives

Our goal is to build greater personal skill and confidence in your ability to listen and communicate by focusing on the areas listed below.

- *Identifying Your Listening and Communication Style*
- *Recognizing the Emotional Level of Others*
- *Using Emotional Indicators to Determine Questions and Statements*
- *Identifying and Using Positive and Negative Listening Responses*
- *Using Common Listening Acknowledgments to Gain Rapport*
- *Developing Open-Ended and Clarifying Questions*
- *Using Questions to Uncover Facts and Feelings*

Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Listening. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

1

LISTENING

Your Listening and Communication Style

Outlined below and on the following page is a simple questionnaire that will give you a snapshot look at your listening and communication tendencies. There are no "right" or "wrong" choices. Just try to answer the questions as best you can. When you are finished with question number 10, read how to score your answers.

Under each statement are 4 possible phrases to complete the statement. Put a number "1" next to the statement that is most like you. Put a number "2" next to the phrase that is least like you. Put a number "3" next to the phrase that is your second choice, and a number "4" next to the phrase that is your third choice. All the phrases should have a number next to it. However, for each statement, there should not be any duplicate numbers. For example, 1A, 1B, 1C, and 1D, must all have different numbers, ranging from 1 to 4.

1. When I communicate with others, I try to ...

- A. organize facts and figures.
- B. stress the values and goals we have in common.
- C. prioritize things to be done immediately and require prompt action.
- D. help them to see the overall picture and ideas.

2. When I am ready to make a decision, I communicate ...

- A. the immediate results of my efforts.
- B. the impact it will have on other people and how they will view it.
- C. how creative and different my decision is.
- D. the possible alternatives and whether I have enough supporting information.

3. I feel satisfied when ...

- A. I have helped someone by understanding his or her feelings.
- B. I have accomplished more than I have targeted.
- C. I come up with a different idea or suggestion.
- D. I systematically solve a tough problem through careful thought.

4. People who know me say I communicate mostly ...

- A. in a creative, thought-provoking manner.
- B. in a focused, strong-willed way.
- C. carefully, logically, and analytically.
- D. in a caring and empathetic style.

2

Sample One-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Your Listening and Communication Style	30 minutes	8:50 - 9:20
Recognizing Emotions	30 minutes	9:20 - 9:50
Break	15 minutes	9:50 - 10:05
Listening Responses	10 minutes	10:05 - 10:15
Improved Listening Responses	30 minutes	10:15 - 10:45
Listening Acknowledgments	15 minutes	10:45 - 11:00
Listening Skills Exercise	30 minutes	11:00 - 11:30
Skill Practice	30 minutes	11:30 - 12:00
Lunch	60 minutes	12:00 - 1:00
Skill Practice	30 minutes	1:00 - 1:30
Effective Use of Questions	20 minutes	1:30 - 1:50
Questioning Skills Exercise	50 minutes	1:50 - 2:40
Break	15 minutes	2:40 - 2:55
Skill Practice	60 minutes	2:55 - 3:55
Identifying Opportunities	10 minutes	3:55 - 4:05
Workshop Close	5 minutes	4:05 - 4:10

3

Your Listening and Communication Style

1) State the following and direct participants to page 2.

Your first topic today will be to identify your listening and communication style. Outlined on pages 2 and 3 is a simple questionnaire that will give you a snapshot look at your listening and communication tendencies. There are no "right" or "wrong" choices. Just try to answer the questions as best you can. When you are finished with question number 10, read how to score your answers.

Under each statement are 4 possible phrases to complete the statement. Put a number "1" next to the statement that is most like you. Put a number "2" next to the phrase that is least like you. Put a number "3" next to the phrase that is your second choice, and a number "4" next to the phrase that is your third choice. All the phrases should have a number next to it. However, for each statement, there should not be any duplicate numbers. For example, 1A, 1B, 1C, and 1D, must all have different numbers, ranging from 1 to 4.

Does anyone have any questions before you start?

Answer any questions.

Walk around and assist as needed.

2) State the following to debrief the exercise.

Look at your totals above. Your highest score will indicate your greatest tendency. Your lowest score will indicate the style least like you. You might have two or more categories that are close in their total. This suggests that you may balance between those categories.

There is no right or correct category. To be a great listener, you must be able to listen and communicate in all four categories. Therefore, you need to learn to be flexible, and base your style on the style of the person you are communicating with or listening to.

You will see in this workshop the importance of observing the prevailing emotion and adapting to what you see and hear. If the person is communicating in a style that is least like you, then you know that you will really have to focus your energies to build rapport with that person.

Learn to be comfortable in all four categories, and you will naturally be perceived as a great listener.

Does anyone have any further comments or questions?

Answer any questions.

10

Sample Workbook Pages

LISTENING

Overview

Listening is a program that provides you with the key information and skills that will assist you in communicating with others.

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Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist



- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

LEADERSHIP

An Effective Leader Exercise



the leadership skills you believe are necessary to deal with each one and on the following page. Write down the ideas your group. Also talk about how you would apply the skills in each situation.

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Sample Workbook Pages

Listening is a program that you in communicating with

This program develops your level of others, using listening appropriate questions to

Listening is designed for your shop. This training program integrating your work-related

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- Identifying You
- Recognizing the
- Using Emotions
- Identifying and
- Using Common
- Developing Open
- Using Question

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LISTENING



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1. When I communicate with others, I try to . . .

- A. _____ organize facts and figures.
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- C. _____ prioritize things to be done immediately and require prompt action.
- D. _____ help them to see the overall picture and ideas.

2. When I am ready to make a decision, I communicate . . .

- A. _____ the immediate results of my efforts.
- B. _____ the impact it will have on other people and how they will view it.
- C. _____ how creative and different my decision is.
- D. _____ the possible alternatives and whether I have enough supporting information.

3. I feel satisfied when . . .

- A. _____ I have helped someone by understanding his or her feelings.
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Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist



- Does the Person Practicing:
- Commonly Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Sample Workbook Pages

Listening is a program that helps you in communicating with others.

This program develops your listening level of others, using listening appropriate questions to...

Listening is designed for your workshop. This training program integrates your work-related...

Our goal is to build greater communication by focusing on...

- Identifying Your Emotions
- Recognizing the Emotions of Others
- Using Emotions in Communication
- Identifying and Using Common Emotions
- Developing Open-Ended Questions

In this section of your workbook, you will learn how to accomplish by the end of the session help you determine where the initial objective to about the exercises and talk to...

Your Listening

Outlined below are the snapshots look at your listening "wrong" choices. Just try with question number 10.

Under each statement are next to the statement that like you. Put a number 1 next to the phrase that is. However, for each statement 1B, 1C, and 1D, must all...

1. When I communicate

- A. _____ organize
- B. _____ stress the
- C. _____ prioritize
- D. _____ help the

2. When I am ready to

- A. _____ the imm
- B. _____ the impa
- C. _____ how cre
- D. _____ the possi
mation.

3. I feel satisfied when

- A. _____ I have h
- B. _____ I have ad
- C. _____ I come u
- D. _____ I system

4. People who know me

- A. _____ in a crea
- B. _____ in a focu
- C. _____ carefully
- D. _____ in a cari

LISTENING

Listening Responses Exercise



Being a good listener also means you have to be a good talker to create words and expressions in others for you to observe and listen to. How you respond to what the other person is feeling and saying goes a long way toward creating or breaking rapport.

There are many different kinds of listening responses. Some are used habitually, and the meaning is reflected more in the manner in which it is spoken rather than the actual words. Others are carefully constructed so the words and the actual definition are what you want to focus on.

Listed below are responses that are occasionally used in conversations. Read each one and circle the number that best describes how frequently you use that response on the job. Once you've completed this exercise, you will work in a small group to discuss each of the phrases and determine if there are better words and phrases you can use. It's important to be aware of the words you typically use as a listening response so you can learn what other people think about your choice of words.

I generally use phrases similar to:

	Usually	Sometimes	Never		
1. "You should . . ."	1	2	3	4	5
2. "You're wrong . . ."	1	2	3	4	5
3. "You better . . ."	1	2	3	4	5
4. "What you need to do . . ."	1	2	3	4	5
5. "The best thing to do now is . . ."	1	2	3	4	5
6. "My recommendation is . . ."	1	2	3	4	5
7. "Your problem is . . ."	1	2	3	4	5
8. "You feel the way you do because . . ."	1	2	3	4	5
9. "I know you don't really mean . . ."	1	2	3	4	5
10. "Yes, but . . ."	1	2	3	4	5
11. "But, what about . . ."	1	2	3	4	5
12. "You know, you should consider . . ."	1	2	3	4	5
13. "Where did you get that information . . ."	1	2	3	4	5
14. "I don't believe . . ."	1	2	3	4	5
15. "Are you sure . . ."	1	2	3	4	5
16. "I know how you feel . . ."	1	2	3	4	5
17. "You're really defensive about . . ."	1	2	3	4	5
18. "So you feel . . ."	1	2	3	4	5
19. "You are mistaken about . . ."	1	2	3	4	5
20. "Be serious . . ."	1	2	3	4	5
21. "Don't be so naive about . . ."	1	2	3	4	5
22. "Don't waste your . . ."	1	2	3	4	5
23. "My way is better . . ."	1	2	3	4	5
24. "It's not true . . ."	1	2	3	4	5

meetings

of short-term meetings instead of two-days.
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leadership

cks to Leadership

LEADERSHIP

skill Practice

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Listening Responses or Questioning Skills. This first
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and questioning skills for about 2 minutes. That's all
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following two pages. Once the person coaching is fin-
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is critical. If you follow the rules, and the coaches pro-
cesses will be worthwhile. Outlined below are some basic
skill practice.

Practice Coaching

LEADERSHIP

Practice Coaching Checklist



the Prevailing Emotion?
Responses?

Sample Workbook Pages

Listening is a program that gives you a snapshot look at your listening skills in communicating with others.

This program develops your listening level of others, using listening appropriate questions to measure.

Listening is designed for your workshop. This training program integrates your work-related listening skills.

Our goal is to build greater communication by focusing on listening skills.

- Identifying Your Listening Style
- Recognizing the Listening Process
- Using Emotions in Listening
- Identifying and Using Common Listening Barriers
- Developing Open-Ended Listening Questions

In this section of your workbook, you will learn how to accomplish by the end of the session help you determine where the initial objective to about the exercises and talk to others.

Your Listening Skills

Outlined below and on the following page are work-related situations for you to choose from. In your small group, select a situation and develop your listening responses that prove you're listening and don't create any unnecessary negative emotions or feelings. Also note the listening acknowledgments and how they're used.

Each person in the group should choose a different situation. Try to complete 4 to 7 of the listed situations. If you have some different work-related situations you'd like to work on, then use those. Think about writing responses for several different emotions. Your choice of words may vary with each emotion.

1. When I communicate

- A. _____ organize
- B. _____ stress the
- C. _____ prioritize
- D. _____ help the

2. When I am ready to listen

- A. _____ the immediate
- B. _____ the impact
- C. _____ how create
- D. _____ the possible solution.

3. I feel satisfied when

- A. _____ I have heard
- B. _____ I have accepted
- C. _____ I come to understand
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4. People who know me

- A. _____ in a creative
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Listening

Being a good listener also means being a good listener in others for you to be feeling and saying goes.

There are many different meanings reflected more. Others are carefully considered to focus on.

Listed below are response circles the number that best you've completed this evaluation and determine if there are of the words you typically think about your choice of

I generally use phrases such as

1. "You should . . ."
2. "You're wrong . . ."
3. "You better . . ."
4. "What you need to do . . ."
5. "The best thing to do . . ."
6. "My recommendation is . . ."
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8. "You feel the way you . . ."
9. "I know you don't really . . ."
10. "Yes, but . . ."
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12. "You know, you should . . ."
13. "Where did you get that . . ."
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LISTENING



Listening Skills Exercise

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Each person in the group should choose a different situation. Try to complete 4 to 7 of the listed situations. If you have some different work-related situations you'd like to work on, then use those. Think about writing responses for several different emotions. Your choice of words may vary with each emotion.

1. A customer (internal or external) made a mistake, yet feels you should fix it. What do you say?

2. An employee from another department requests you look up some information for him, even though he really should do it himself. What do you say?

3. An employee from another department blames you for making a mistake, even though it wasn't really your fault. What do you say?

Sample Leader's Guide Pages

Sample One-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

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Listening Skills Exercise	30 minutes	11:00 - 11:30
Skill Practice	30 minutes	11:30 - 12:00
Lunch	60 minutes	12:00 - 1:00
Skill Practice	30 minutes	1:00 - 1:30
Effective Use of Questions	20 minutes	1:30 - 1:50
Questioning Skills Exercise	50 minutes	1:50 - 2:40
Break	15 minutes	2:40 - 2:55
Skill Practice	60 minutes	2:55 - 3:55
Identifying Opportunities	10 minutes	3:55 - 4:05
Workshop Close	5 minutes	4:05 - 4:10

5

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

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Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

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Skill Practice Coaching

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

Skills of an Effective Leader Exercise

Small group the leadership skills you believe are necessary to deal with each situation below and on the following page. Write down the ideas your group identifies. Also talk about how you would apply the skills in each situation.

Working with your team and you notice that whenever you give an idea, your idea as the one best way, no matter what you say. How do you respond?

Sample Leader's Guide Pages

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The times listed below are important to allow the participants to easily modify these times and make your time

Opening the Workshop

Your Listening and Communication Style

Recognizing Emotions

Break

Listening Responses

Improved Listening Responses

Listening Acknowledgments

Listening Skills Exercise

Skill Practice

Lunch

Skill Practice

Effective Use of Questions

Questioning Skills Exercise

Break

Skill Practice

Identifying Opportunities

Workshop Close

Your Listening and Communication Style

1) State the following and direct participants to page 2.

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Under each statement are 4 possible phrases to complete the statement. Put a number "4" next to the statement that is most like you. Put a number "1" next to the phrase that is least like you. Put a number "3" next to the phrase that is your second choice, and a number "2" next to the phrase that is your third choice. All the phrases should have a number next to it. However, for each statement, there should not be any duplicate numbers. For example, 1A, 1B, 1C, and 1D, must all have different numbers, ranging from 1 to 4.

Does anyone have any questions before you start?

Answer any questions.

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There is no right or correct category. To be a great listener, you must be able to listen and communicate in all four categories. Therefore, you need to learn to be flexible, and base your style on the style of the person you are communicating with or listening to.

You will see in this workshop the importance of observing the prevailing emotion and adapting to what you see and hear. If the person is communicating in a style that is least like you, then you know that you will really have to focus your energies to build rapport with that person.

Learn to be comfortable in all four categories, and you will naturally be perceived as a great listener.

Does anyone have any further comments or questions?

Answer any questions.

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LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

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Skill Practice Coaching Checklist

Does the Person Practicing:

- Continually Recognize the Prevailing Emotion?
- Use Effective Listening Responses?
- Prove Full Attention?
- Clarify and Confirm?
- Prove Respect?
- Use Effective Questions?

What Went Well?

What Could Use Improvement?

LEADERSHIP




with each group situation

idea, you

Sample Leader's Guide Pages

<p>The times listed below are important to allow the participants to easily modify these times and make your time</p> <p>Opening the Workshop</p> <p>Your Listening and Communication</p> <p>Recognizing Emotions</p> <p>Break</p> <p>Listening Responses</p> <p>Improved Listening Responses</p> <p>Listening Acknowledgment</p> <p>Listening Skills Exercise</p> <p>Skill Practice</p> <p>Lunch</p> <p>Skill Practice</p> <p>Effective Use of Questioning</p> <p>Questioning Skills Exercise</p> <p>Break</p> <p>Skill Practice</p> <p>Identifying Opportunities</p> <p>Workshop Close</p>	<p>Your List</p> <p>1) State the following and discuss:</p> <p>Your first topic today will be on pages 2 and 3 is a simple listening and communication exercise. Answer the questions as best you can. Read how to score your answers.</p> <p>Under each statement are two numbers. The number next to the statement that least like you. Put a number "2" next to the number next to it. However, the numbers. For example, 1 1 to 4.</p> <p>Does anyone have any questions?</p> <p>Answer any questions.</p> <p>Walk around and assist as needed.</p> <p>2) State the following to debrief:</p> <p>Look at your totals above. The lowest score will indicate that are close in their totals.</p> <p>There is no right or correct way to communicate in all four of your style on the style of communication.</p> <p>You will see in this workshop how to adapt to what you see like you, then you know that with that person.</p> <p>Learn to be comfortable as a great listener.</p> <p>Does anyone have any further questions?</p> <p>Answer any questions.</p>	<p>Listening Responses Exercise</p> <p>1) State the following to do the Listening Responses Exercise.</p> <p>Being a good listener also means you have to be a good talker to create words and expressions in others for you to observe and listen to. How you respond to what the other person is feeling and saying goes a long way toward creating or breaking rapport.</p> <p>There are many different kinds of listening responses. Some are used habitually, and the meaning is reflected more in the manner in which it is spoken rather than the actual words. Others are carefully constructed so the words and the actual definition are what you want to focus on.</p> <p>Listed on page 9 are responses that are occasionally used in employee discussions. Read each one and circle the number that best describes how frequently you use that response on the job. Once you've completed this exercise, you will work in a small group to discuss each of the phrases and determine if there are better words and phrases you can use. It's important to be aware of the words you typically use as a listening response so you can learn what other people think about your choice of words.</p> <p>Does anyone have any questions?</p> <p>Answer any questions.</p> <p>Add any personal insight.</p> <p>Walk around and assist as needed. When you notice most of the groups finishing the exercise, do a quick debriefing.</p> <p>2) State the following to debrief the exercise.</p> <p>Are there any of these phrases that you would never use?</p> <p>Discuss the phrases the participants select.</p> <p>You'll find this exercise will indicate to you some responses that might break rapport and bring the conversation to a halt - at least from the other person's perspective. Your immediate response may also create a new emotion in the other person. This may or may not be beneficial. If your response is well thought-out and appropriate for the interaction, then the likelihood is greater that it will be beneficial to the interaction.</p> <p>If you had a lot of "Nevers," it suggests the words you use are carefully selected based on what the person is saying and feeling at the moment. If you had more phrases circled "Usually," it suggests you may need to focus on improving the selection of your words, and you may need to learn to be more interested in what the person is expressing, verbally and</p>	<p>Meetings</p> <p>series of short-term meetings instead of two-days. See below. Each segment of the program will run</p> <p>Leadership</p> <p>Blocks to Leadership</p> <p>LEADERSHIP</p> <p>Skill Practice</p> <p>practice skills in this program. Use any of the previous work under Listening Responses or Questioning Skills. This first is practiced in groups of three people. The person practicing role and keep the conversation alive using their listening responses, and questioning skills for about 2 minutes. That's all. When practicing is to act as an employee and respond as appropriate in the group is the coach.</p> <p>Use to go longer than 2 minutes. There should be plenty of time if the exercise is stopped, the coach provides his or her insight the following two pages. Once the person coaching is finished and tries to incorporate the coaching he or she just receives are critical. If you follow the rules, and the coaches' procedures will be worthwhile. Outlined below are some basic skill practice.</p> <p>Skill Practice Coaching</p> <p>LEADERSHIP</p> <p>Practice Coaching Checklist</p> <p>Are the Prevailing Emotions? Listening Responses?</p> <p>Yes?</p> <p>No?</p> <p>Comments?</p> <p>Comments?</p>
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Sample Leader's Guide Pages

<p>S</p> <p>The times listed below are important to allow the participants and make your time</p> <p>Opening the Workshop</p> <p>Your Listening and Communication</p> <p>Recognizing Emotions</p> <p>Break</p> <p>Listening Responses</p> <p>Improved Listening Responses</p> <p>Listening Acknowledgments</p> <p>Listening Skills Exercise</p> <p>Skill Practice</p> <p>Lunch</p> <p>Skill Practice</p> <p>Effective Use of Questions</p> <p>Questioning Skills Exercise</p> <p>Break</p> <p>Skill Practice</p> <p>Identifying Opportunities</p> <p>Workshop Close</p>	<p>Your List</p> <p>1) State the following and direct participants to page 11.</p> <p>Your first topic today will be on pages 2 and 3 is a simple listening and communication exercise. Answer the questions as best you can. Read how to score your answers.</p> <p>Under each statement are next to the statement that least like you. Put a number "1" next to the phrase number next to it. However, numbers. For example, 1 to 4.</p> <p>Does anyone have any questions?</p> <p>Answer any questions.</p> <p>Walk around and assist as needed.</p> <p>2) State the following to direct participants to page 12.</p> <p>Look at your totals above. The lowest score will indicate that are close in their total.</p> <p>There is no right or correct way to communicate in all four of your style on the style of communication.</p> <p>You will see in this workshop adapting to what you see like you, then you know that with that person.</p> <p>Learn to be comfortable being a great listener.</p> <p>Does anyone have any questions?</p> <p>Answer any questions.</p>	<p>Listening</p> <p>1) State the following to direct participants to page 11.</p> <p>Being a good listener also means listening to others for you to feel and saying goes.</p> <p>There are many different meanings is reflected more. Others are carefully considered to focus on.</p> <p>Listed on page 9 are responses each one and circle the number the job. Once you've completed each of the phrases and direct participants to be aware of learn what other people think.</p> <p>Does anyone have any questions?</p> <p>Answer any questions.</p> <p>Add any personal insight.</p> <p>Walk around and assist as needed to do a quick debriefing.</p> <p>2) State the following to direct participants to page 12.</p> <p>Are there any of these phrases?</p> <p>Discuss the phrases that participants find most interesting.</p> <p>You'll find this exercise will bring the conversation to a different response may also be beneficial. If your response the likelihood is greater than the other.</p> <p>If you had a lot of "Never" what the person is saying "Usually," it suggests you you may need to learn to</p>	<p>Listening Acknowledgments</p> <p>1) State the following and direct participants to page 11.</p> <p>We've divided the listening skill into the three key areas you see on pages 11 and 12. I think we would all agree that these skills are essential if you want to be perceived in a positive way. The key component with these skills is not understanding that they are important, or in knowing what they mean, it's in being able to prove these skills to people at any time, under any circumstance. That sounds easy, and yet, so few people possess exceptional listening skills. The people who do prove these skills daily in their personal and professional lives, clearly distinguish themselves from the vast majority of the population.</p> <p>Let's start with full attention. What are some ways you can give full attention?</p> <p>Gain responses. Some examples might be: eye contact, and stopping whatever else you're doing.</p> <p>The next one down is clarify what is being said and confirm back to that person you fully understand. Why do we clarify what someone is saying?</p> <p>Gain responses. Some answers might be: to make sure I'm sure what the person is really saying, and to prove to the person I'm listening.</p> <p>Why do you confirm with the person?</p> <p>Gain responses. Some answers might be: to prove to the person that I know exactly what he or she said, and to prove to the person he or she is having an impact.</p> <p>The third one on page 12 is be respectful. This is what I mean by being respectful. Respect means that every person has a right to their point of view, and that you, in-the-moment, are willing to prove to the person you are willing to listen. It's not a like or dislike, or right or wrong. It's a method of proving to the person that you are being respectful.</p> <p>Why do you prove respect?</p> <p>Gain responses. Some answers might be: because you're going to need them to listen to you somewhere in the conversation, and because that's how I like to be treated.</p> <p>How do you prove respect? Give me an example if you can.</p> <p>Gain responses. Some answers might be: adjusting your voice inclination, energy level, rate of speech, and choice of words.</p> <p> There's a real paradox that I've outlined here on the flip chart. Take a look at these two words, <i>interested</i> and <i>interesting</i>. You can see the only change is the suffix. When you visualize those people who are exceptional in what they do, whether they're parents,</p>
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