

five keys

Leadership Communication
Facilitator's Guide



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In today's fast-paced and diverse workplace, effective communication and strong leadership skills are essential for success. This course is designed to give learners the knowledge and practical tools needed to excel as leaders and communicators in a professional setting.

In our workbook, learners will have the opportunity to do some reflective work and gain deep levels of self-awareness. The more conscious we become of our mannerisms across the different styles of communication, the better equipped we are to objectively identify areas for improvement in our communication skills. Thank you for your help in facilitating this course for our team members here at Five Keys.

Sincerely,

The Five Keys e-Learning Development Team



Use this barcode to
preview the Beating
Burnout e-learning
course!

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Exercise 1: Communication & Why It Matters

Time to complete: 5-20 minutes.

This exercise refers to Module 1 in the e-learning activity. In this module, participants learned about:

- ◇ Leading effectively
- ◇ Building up teams
- ◇ Improving collaboration
- ◇ Developing relationships with trust
- ◇ And resolving conflict



Then, in their workbooks, they were asked to respond in writing to the following prompt:

“As you’ve entered into your role as a leader with Five Keys, why is communication important to you or the workplace?”

In this module, you learned about some of the ways that good communication skills can foster a productive and positive work environment. You learned about how communication helps with collaboration and how your professional relationships can be made stronger by it. For this writing exercise, consider communication in the context of your new leadership role with Five Keys. Why is communication important to you?”

Purpose: While the principles studied are pretty universally applicable, keep in mind the context of their expression in a potentially tense environment such as an institutional learning center within a jail facility or in a housing facility that serves formerly incarcerated, unhoused, or recovering people. Before you ask them to begin writing, ask them to consider questions that prompt them to consider what they’ve learned in the context of high-stress environments, questions like How does one resolve conflict when the people involved may not be used to resolving conflicts in the same ways? or How can communication create trust between people who may have grown accustomed to existing behind durable boundaries?

Time: Writing ability will vary widely among most learners. Experienced or not, some people take a long time to generate written work. If delivering this course a-synchronously, consider how developed a response you would like to see and assign at least 20 minutes for anything over a paragraph in length. If delivering this course synchronously, you may opt to have learners “free write” (for 5 minutes, working alone, or 10 minutes, working in breakout rooms) using the prompt and the list of principles (also presented to them in the workbooks), then use what they have written down to facilitate a conversation.

Exercise 2: Verbal Communication

Time to complete: 5 minutes

This exercise refers to Module 5 in the e-learning activity. In this module, participants learned how to:

- ◇ Speak slowly with confidence
- ◇ Stay on topic
- ◇ Deliver a clear and professional message

For this exercise, learners are asked to record themselves telling a story (for about 3 to 5 minutes), then reflect on their presentation.

Purpose: We want learners to begin to think of their voices as just another element in their communication tool kit.

Time: For this exercise, brevity is key. Set hard stops for recording times. Although, it would be a good idea to make sure learners know how to use whichever voice recorders they have available.



Exercise 3: Written Communication

The following exercise refers to Module 6 in the e-learning activity. **Time to complete: 5-10 minutes.**



For the following two exercises (Exercises 3 and 4), learners will learn how to label and rank some useful techniques for both writing and listening. While these exercises don't require a lot of writing, it's important that participants have time to carefully consider each technique (and whether they currently use it).

Depending on available time, consider choosing 3 to 5 of these best practices to initiate a conversation either with the rest of the cohort. You might select the practices based on learner preference, but try to initiate an honest conversation about both strengths and weaknesses.

Activity:

Taking stock of your best habits

After learning about the best practices of written communication in a professional environment, learners were asked to reflect on the following practices:

Practice 1 - Put requests, directives and deadlines at the top of emails

Practice 2 - Be brief, concise, and professional with your word choice

Practice 3 - Use spacing to create digestible chunks of information

Practice 4 - Separate positive and constructive feedback

Practice 5 - Make important content bullet points

Practice 6 - Attach and hyperlink documents and media carefully

Practice 7 - Begin with a professional greeting and end with a closing statement and signature

Practice 8 - Double check the email address of the recipient

Exercise 4: Listening

The following exercise refers to Module 7 in the e-learning activity. **Time to complete: 5 to 10 minutes.**

Here, learners were asked to reflect on how often they:

stop listening to someone speaking to them and think about something else.

forget a person's name immediately after they've told it to them.

use their phone during a conversation.

hear a song and not know what they've said?

feel so strongly about a subject that they couldn't think about an alternate perspective.

interrupt someone while they are speaking.

nod their head in understanding or say "uh huh" to carry on a conversation even though they don't know what was said.

have a difficult time repeating back to someone a paraphrased version of what they just said.

Learners use the following scale to give themselves a score:

Scale: 1 pt = Always, 2pt = Often, 3 pt = Rarely, 4 pt = Never

24 pts - 32 pts = Actively Listen Often

16 pts - 23 pts = Actively Listen Sometimes

8 pts - 15 pts = Actively Listen Rarely

Consider using learners self-assessments to start a conversation! Were they surprised at their results?



Lined writing area with horizontal blue lines.

