

DELIVERY SKILLS

Objectives

Terminal Objective (TO): In a simulated classroom environment, [use delivery skills](#) that meet the minimum criteria specified in the NTC Instructor Evaluation Rubric (IER).

Enabling Objectives (EO): In order to reach the TO each student should, by the end of the lesson, be able to...

1. Identify methods for dealing with nervousness.
2. Explain how each suggested method reduces nervousness.
3. Give examples of keys to presentation excellence.
4. Explain how each key contributes to presentation excellence.
5. Describe the physical behaviors required during an effective training presentation.
6. Explain how physical behaviors contribute to an effective training presentation.
7. Describe how to use physical behaviors in a training environment.
8. Predict the impact of not using physical behaviors in the training environment.

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DEALING WITH NERVOUSNESS

Controlled Breathing

Take a few deep breaths, inhaling and exhaling at a slowed rate. Do it two different times, once a few minutes before going to the head of the class and again immediately before you begin. You don't have to rush to begin. When you consciously deep breathe you will begin to slow your heart rate and control the "adrenaline rush."

Practice Appearing to be Calm

You may not be calm but practice an opening in which you appear to be. This will buy you time to truly become calmer and will speed up getting there! Use posture, gestures, movement, and voice to help you calm you.

Seek Out a Friendly Face

With a warm, pleasant expression, scan your audience. Seek out one or two friendly looking faces and exchange polite smiles with them. If you know any of the participants give them a quick personal greeting.

Talk About You

Introduce yourself and briefly describe your background and credentials that qualify you to serve as the instructor. You have been selected to instruct because of your credentials. By first talking about these familiar subjects you will be a little more relaxed.

Laughter

Laughter is a wonderful antidote to anxiety for both the instructor and the participants. Use good judgment when relating a humorous experience that you or someone else has had. If you tell a joke be comfortable that no one will be offended by what you say.

They're on Your Side

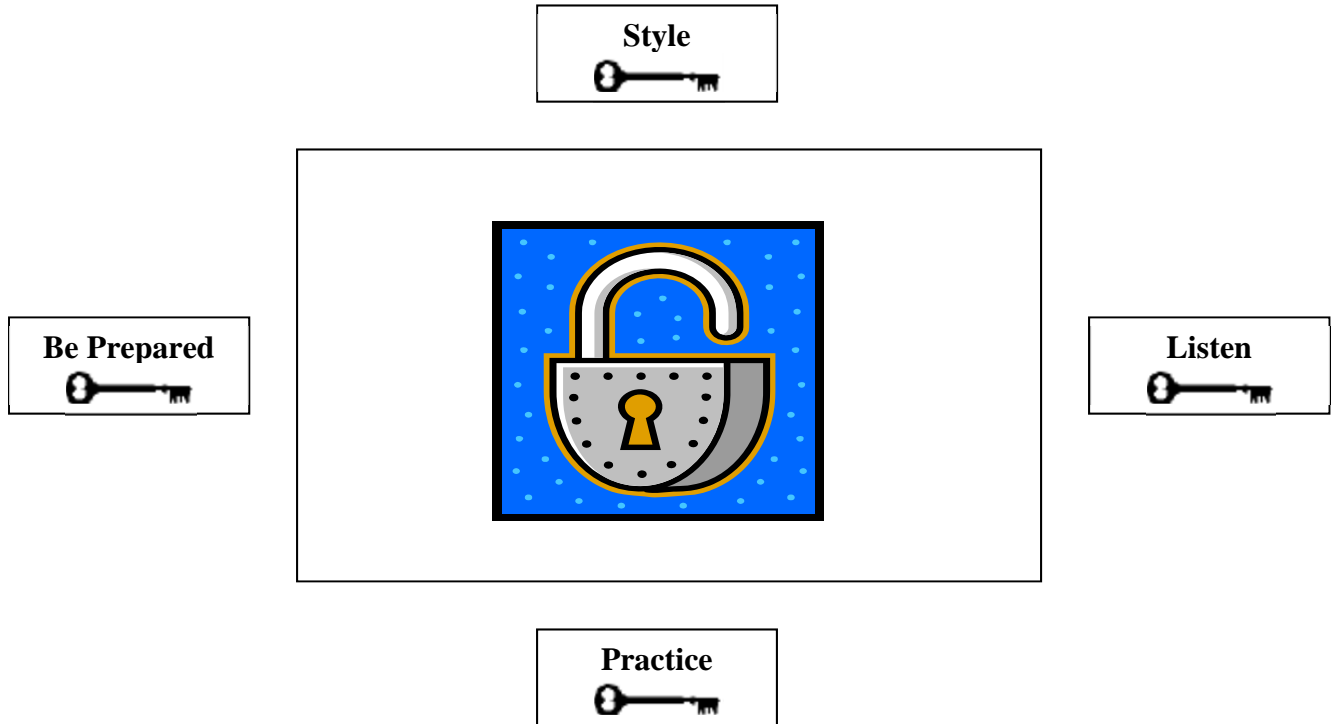
Remind yourself that these trainees are here to learn from you. They want you to succeed.

Everyone Deals With Nervousness

Entertainers, newscasters, lecturers, professional trainers, and other skilled presenters agree they are most effective when they can use their nervousness to their advantage. This nervous energy keeps people performing at their best. So, let your nervous energy work to your advantage by giving you the boost you need to perform at your best.

Keys to Presentation Excellence

Unlock the Door to Instructional Success!



BE PREPARED	STYLE	LISTEN
<ul style="list-style-type: none"> ▫ Objectives ▫ Lesson Plan ▫ Activities ▫ Facts ▫ Visual Aids ▫ On Time ▫ Notebook ▫ PRACTICE 	<ul style="list-style-type: none"> ▫ Voice ▫ Personality ▫ Eye contact ▫ Gestures ▫ Posture ▫ Movement ▫ Appearance ▫ PRACTICE 	<ul style="list-style-type: none"> ▫ Active Listening ▫ Non-Verbal Listening ▫ Listen to Assess ▫ Listen to Learn ▫ Listen to Ask More Questions ▫ PRACTICE

Learning to listen to trainees

By Ron Zelke

If you're like most trainers, you place a high value on your ability to communicate. For every 20-minutes you spend holding forth in the classroom, you spend two and a half hours in preparation. You undoubtedly spend additional time, money and effort improving your speaking and writing skills. Many trainers take night courses - like speech and communication, and every Toastmasters Club includes teachers and trainers among its membership.

But how much time and effort do you spend developing your *listening* or *"receiving"* skills? Cathrina Bauby, author of *Understanding Each Other*, talks about person-to-person communication in terms of the "dialogue skills of listening, questioning and acknowledgement." Classroom communication is nothing if not an active, unpredictable process of dialogue. Were it otherwise, the role of instructor could and should be relegated to the "boob tube".

Listening requires practice, too

Most of us assume that listening is a natural ability we all possess. Certainly, hearing is inborn for most of us...but effective listening is not. Marshall McLuhan has quipped that, while we have no idea who discovered water, we can be pretty sure that it wasn't a fish. Listening and hearing are like that. You and I are so immersed in the daily stream of survival communication that we seldom realize that real listening goes beyond simple decoding of the literal meanings of the words we hear. Communications experts suggest that words and their dictionary meanings are only one-third of any speaker's message. Voice tone, body language, and even the tense and person of the words we choose convey that other, vital two-thirds of the message. To be effective in the classroom, we must be keenly aware of the three types of listening – selective listening, active listening, and "eye" listening.

Selective listening: listening for facts

"What's he trying to say?" "Will she ever get to the point?" "Did I miss something, or did he forget to get where he was going with that?" Ever ask yourself those questions? If so, then you've experienced selective listening problems. If we listened only to trained public speakers all day, listening would be no problem. The "pro" invariably follows the sequence of introduction, thesis, body, and conclusion. The army used to call it the bull's-eye formula: Tell 'em what you're gonna tell 'em, tell 'em, tell 'em what you told 'em. Few of us speak in that organized fashion. Especially off-the-cuff. Especially trainees.

Compounding the general disorganization of conversational or daily speech, the *rate of hearing* mitigates against effective fact comprehensive. The average speaker delivers approximately 140 words per minute. Researchers have found that the average listener can comfortably comprehend messages delivered at 300 w.p.m. You and I tend to fill the "dead space" by watching cars by, inspecting the speaker's shoeshine, and talking to ourselves sub-audibly ("Will he ever get to the point?") Small wonder that we are

occasionally “out to lunch” when the trainee finally formulates the main point of his or her question, or that we sometimes fail to correctly sort and classify the speaker’s facts and opinions.

According to Chris Hickey, product manager for Xerox Learning Systems’ “Strategies for Effective Listening,” we can double the effectiveness of our listening by developing the process skills of separating fact from opinion, distinguishing between main points and supporting arguments, and building mental outlines as we listen to people. A simple enough concept, but one that requires time and practice.

Active listening: listening for feelings

If some messages are difficult to understand because the speaker is disorganized and has trouble making himself “perfectly clear,” others are difficult because the message isn’t contained in the speaker’s words at all? According to Psychologist Thomas Gordon, author of *Parent Effectiveness Training* and *Teacher Effectiveness Training*, not all communication is self-evident and easily understood. The sentence “What time is it?” *may* be a request to know the time; but if the speaker is hungry and the dinner hour is at hand, “What time is it?” might actually mean “When do we eat?” The technique needed to decode these subtle messages is Active Listening.

According to Psychologist Carl Rogers, you and I could be superb at semantics—able to follow and untangle the most convoluted of scholarly arguments—and still be totally inept at understanding what people are “telling” us. Why? Because the symbols themselves—words—have nothing to do with the main message. Want proof? Simple. Say the following phrase aloud, emphasizing the underlines word, and you’ll see how different a message the same words can convey:

We’re not going to have a test today?
We’re not going to have a test today?
We’re not going to have a test today?

Active listening was created by Rogers for training therapists to work with patients. The method consists of “listening for feelings” and reflecting back your guess at the speaker’s emotional state. With advance apologies to Rogers and Gordon, here’s approximately how active listening works.

Charlie Trainee storms into your office screaming at the top of his lungs: “I wouldn’t work for this chicken outfit another 10 minutes if my life depended on it.” You, a calm, cool trainer schooled in active listening, reply: “Charlie, it sounds like you’re upset. And I know you wouldn’t be upset without a good reason. Tell me about it.”

“First they screwed up my housing allowance, and now my plane tickets are all wrong. They just don’t care about us trainees.”

“You don’t think the company cares about your problems?”

“I’ve got to get home before seven on Friday night. It’s our fifth anniversary, and my wife is planning a big party.”

“You really want to leave here earlier than you’re scheduled for now.”

“And how!”

“Let’s call travel and see what we can do.”

Easy? No. Effective? Yes. Try it and see, the next time a communications problem presents itself. But, first, take a look at Gordon’s work. To Rogers’ active listening skill, he has added the skills of identifying problem ownership and “I”-message delivery to form a vocabulary for developing technology of listening for feelings.

Eye listening: the body speaks

The third part of listening isn’t listening at all, it’s looking. Watching what people do with their bodies, how they stand, move, and hold themselves, gesture, make eye contact and the like, in relation to other people—this is what is meant by non-verbal communication.

One aspect of non-verbal communication concerns cultural norms. In *The Silent Language*, cultural anthropologist Edward T. Hall suggests that you and I can communicate effectively only to the extent that we share three things he calls Key Cultural Isolates. These are time and its meaning, space and its use, and common experiences. While Hall was working for the State Department, he noticed that Americans overseas who failed to perceive and honor the ways different people use time and space accomplished little. Simple example. Americans tend to keep business associates literally at arms length; four to seven feet is the distance we normally maintain for talking to business-only acquaintances. But in the Middle East, business is often literally transacted nose to nose. American business people dealing with Middle Easterners often feel they are being attacked, and, conversely, the Middle Eastern business person is uncomfortable with Yankee stand-offishness.

A friend of ours, who spent four months in Iran for a computer manufacturer, began to fear he smelled offensive when he returned to the States. He couldn’t figure out why people stood so far away from him. The problem? He had adapted so well to a different norm for using space that space use in his own culture actually felt uncomfortable.

Another example: eye contact. Blacks and whites in our culture have slightly different eye-contact rules. In general, whites avoid eye contact when speaking but watch the speaker closely when they are listening. Blacks tend to do the opposite. This leads to “He/She isn’t paying attention to what I’m saying” interpretations of normal, subculturally sanctioned listening behavior.

The second part of the non-verbal communications is actual body language or Kinesics, as Psychologist Ray Birdwhistell dubbed this art/science in the 1940’s. The listener or speaker who twists and turns in his or her chair while engaged in dialogue probably finds the conversation unpleasant. Rubbing one’s nose may simply be a response to an

itch, but some body linguists contend that it might mean the speaker is nervous, disapproving, or even dishonest.

Here are some other gestures to watch for from your trainees:

- *Arms folded across chest.* This could mean the individual is implacable, seemingly unbudgeable. His mind may be as tightly locked as his arms.
- *Sitting on the chair edge.* This is tricky because its precise meaning is ambivalent. It could be either that the individual has warmed to you and your ideas and is ready to cooperate *or* that he is turned off and is anxious to end the meeting.
- *Leaning back with hands behind head.* This suggests arrogance, aggressiveness, a propensity to dominate.
- *The poker face.* It successfully masks all feelings and reactions and confounds observers.
- *Excessive blinking.* It may indicate nervousness, apprehension about being backed into an uncomfortable corner. It may spell guilt.
- *Coughing and/or throat-clearing.* See blinking.
- *Steepling* (bringing the fingertips of both hands together to form a steeple: This generally portrays a lack of self-confidence, a sense of uncertainty that what one says is correct.

If we have ears to hear

Our trainees want to communicate with us. They want us to listen and hear. But as the Cy-bers say, we can't hear if we can't have our "ears on." Real listening requires three sets of ears, each specially trained—on set for hearing facts, one for hearing feelings, and a third for seeing what you hear.

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