



World Association  
of Girl Guides  
and Girl Scouts

Association mondiale  
des Guides et des  
Eclaireuses

Asociación  
Mundial de las  
Guías Scouts

# **WAGGGS**

## Leadership Resources

# **Communication**

# WAGGGS Leadership Resources

# Communication

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# WAGGGS Leadership Resources

# Communication

## 1. INTRODUCTION TO COMMUNICATION

I am 1 in 10 million!

### Communication – more than just words

In 1965 a Thinking Day meeting was held in the guide house of a village.

While the Girl Guides were decorating cards and writing greetings (the troop leader later added names and addresses of the receivers), the troop leader told the story about Lord and Lady Baden-Powell, their birthdays and the idea of collecting money for the support of guiding and scouting worldwide. She also told how she had shaken hands with Lady Baden-Powell at the previous national jamboree. To the Girl Guides, both stories were 'long ago' and to the troop leader the first story was 'long ago' while her own story was 'yesterday'.

Many years later one of the Girl Guides from that Thinking Day was asked to write the story of national jamborees for the association's jubilee book. She was reminded of the jamborees she had attended herself and also of her troop leader's story. So in the book she described the smells, the sounds, and the emotions that were living memories of national jamborees.

Even later, the troop leader from the past celebrated her birthday just after Thinking Day, and the 'little guide' sent her a Thinking Day Greeting and the jubilee book. All the memories and stories were shared between the two of them – and in the meantime, as when you hear these stories, they also travelled around in the world of Girl Guiding/Girl Scouting and caused emotions, visions and memorable pictures in the listeners.

Communicating is not just sharing words and grasping them. It is the whole transformation of visions, ideas and thoughts from an unconscious knowledge in one person through articulation, transfer, perception, and incorporation into the lives of 'listeners'. This communication travels back again through feedback, with the aim of mutual understanding.

Communication is what binds lives and individuals together, or divides them.

There are many theories, models, articles and books of on communication amongst people, so this module concentrates on how you, as a leader within a volunteer female organization, can be aware of and use communication effectively. This includes how you can develop your own communication skills.

This module is constructed as a process of the evolving elements of effective communication to support the leader so she

- Understands and applies the principles of effective communication
- Communicates across cultures
- Knows how to co-ordinate and manage different meanings (CMM)
- Identifies barriers to the communication process
- Practices active listening techniques
- Uses questions to promote dialogue
- Is aware of the effect of feedback – giving or receiving
- Practices 'appreciative inquiry'
- Uses mentoring and coaching techniques in her communication
- Exercises positive influencing skills
- Understands the importance of political influencing: the art of lobbying
- Demonstrates effective advocacy skills

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# Communication

## 1. INTRODUCTION TO COMMUNICATION (Contd)

- Applies negotiation skills effectively
- Communicates non-violent 'giraffe language' in transforming conflicts
- Reflects on ethics in communicating verbally or in writing, including text messages and emails
- Has a clear communication strategy and communication ethics for her activities

This module is designed to help you to identify and apply a range of communication skills to enhance your leadership effectiveness.

The communication process has three important actions

- Sending the message
- Receiving the message
- Considering the message

Your expectations for working with this module:

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# Communication

## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION

We all know how to communicate, to some extent or other. Most of us can speak, listen, read and write. Using a wide range of methods, we constantly communicate with one another. The question is: how effectively do we communicate? How sure are we that our communications always achieve their objectives, and that we are able to accurately interpret the messages we receive?

In any situation which requires people to think or act in a different way, clear communication is absolutely essential for creating a positive climate. Communication involves the consideration of two basic questions:

**What's the message?**

**The content of the message**

**How do I tell it?**

**The style of the message**

In order to enhance our competence as communicators, it is necessary to understand what the communication process involves.



### DEFINITION OF COMMUNICATION

What do you perceive as communication?

Give examples of different ways of communication and analyse what makes communication effective.

**Communicate** comes from the Latin meaning 'to create a mutual perception'.

*Communication differs from information as it is a multiple exchange and understanding of information. Information is one way.*

In your definition, you have probably included words like 'sending', 'transmitting', 'telling', 'exchanging', 'information', and so on.

Here are samples of working definitions which will help us to explore the communication process in more detail.

*"The process of passing or exchanging information, ideas or beliefs"*

*"The transfer of an idea or of information from one party to another so that it is understood and can be acted upon"*

*"The transmission of ideas, feelings, information, instructions from the mind of one person to the mind of another without loss or distortion"*

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# Communication

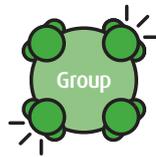
## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION (Contd)

The definitions above provide the clue to the greatest challenge for effective communication – how to ensure that the ‘message’ we wish to ‘transmit’ will be “” and interpreted exactly as we intended.

*We rule the world by our words*  
(Napoleon Bonaparte)

However you have defined ‘communication’, you should have included the concepts of message transmission, -reception, -response. Communication is a process which involves each of these basic elements.

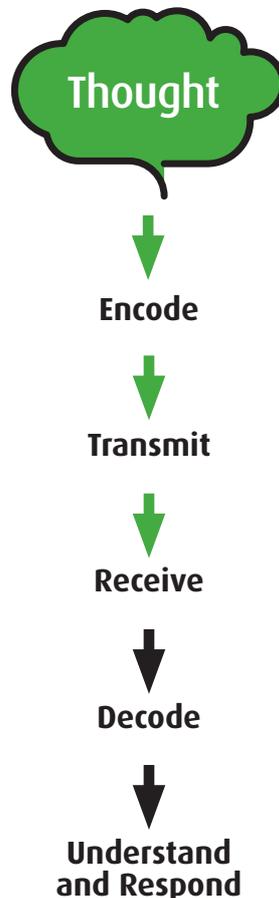
**GO TO** Group Exercise 2A



### COMMUNICATION MODELS

The diagrams below indicate the communication process; firstly as we imagine it to be, and secondly as it actually turns out.

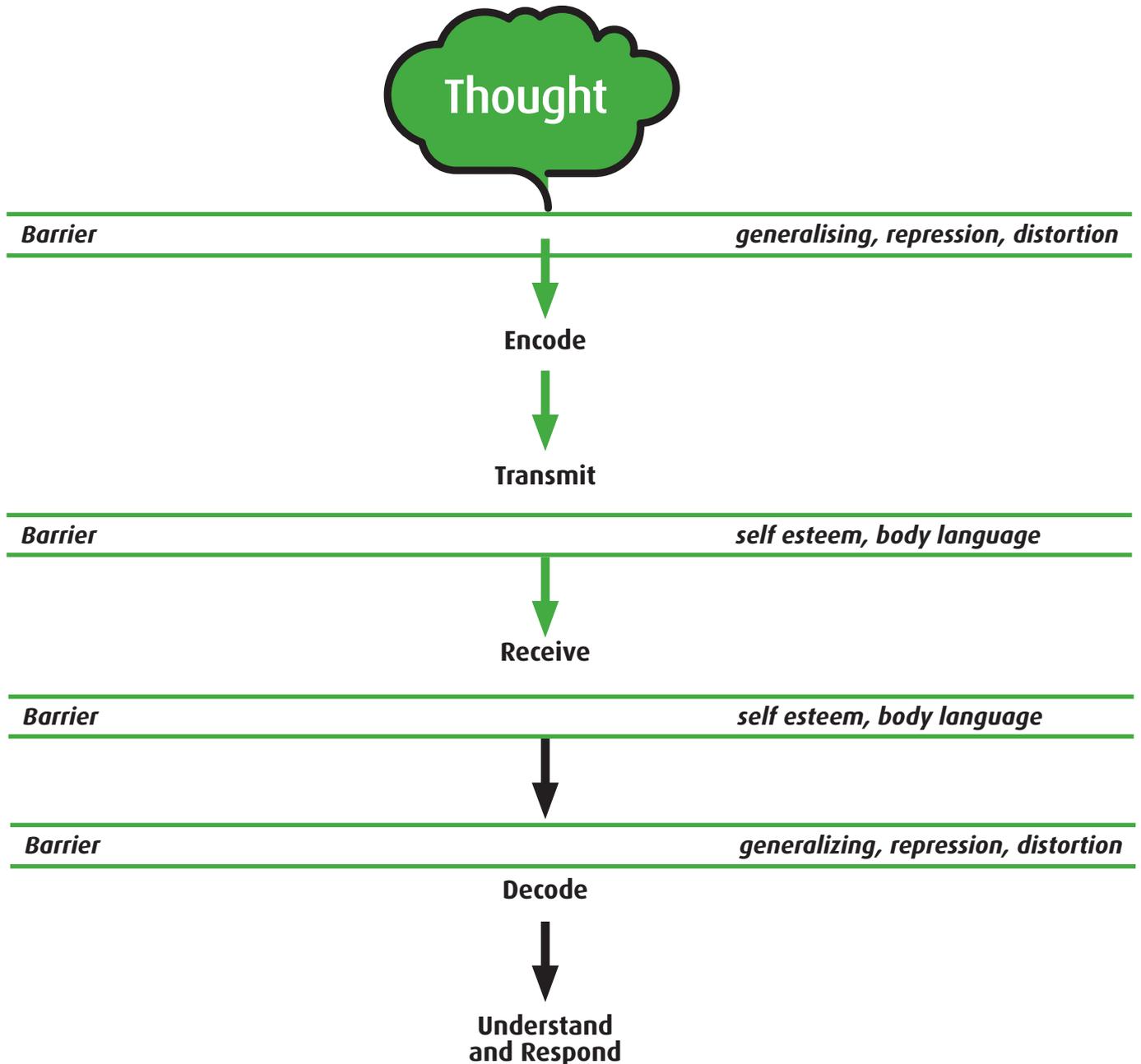
However, communication has to cross several barriers to get through, and the message sometimes becomes altered:



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## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION (Contd)



*"I know you believe you think you know what I said ...  
but ...  
I don't know how to tell you...  
That what you heard is not what I meant"*

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# Communication

## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION (Contd)

### 2.1 Barriers to effective communication

We can see from the second diagram that the communication process faces a set of potential barriers in its passage from the 'idea' to its ultimate destination. These barriers may be:

- Physiological
- Psychological
- Cultural
- Semantic

They act as filters which obstruct the communication process.



### EFFECTIVE COMMUNICATION: IDENTIFYING THE BARRIERS

Reflect on a recent experience in which you were involved which required you to think or act in a different way (for example, learning how to use a new piece of equipment; listening to someone giving you directions to a strange place; deciding something at a meeting, etc.).

Situation described:

- How was the information communicated?
- What were the barriers in the communication process?

Physiological:

Psychological:

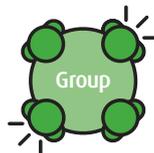
Cultural:

Semantic:

- What impact did the communication barriers have on your ability to respond?
- How were the communication barriers dealt with?

GO TO

Group Exercise 2B



COMMUNICATION BLOCKS

Among the barriers you identified, you might have included some of the following:

Physiological:

- You may not have been able to hear the communication
- You may not have been able to see the speaker
- You may have been unable to read the 'small print'
- There may have been too much background noise
- You may have been in an uncomfortable environment (room too hot, too cold, draughty, crowded, etc.)
- You may have been too tired to take the message in

# WAGGGS Leadership Resources

# Communication

## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION (Contd)

### Psychological:

- You may have been feeling anxious or worried
- You may have assumed that you were going to hear 'bad news'
- You may not have been consulted
- You may have been angry
- You may have disliked the person giving the information
- You may not have trusted the person telling you about the situation
- You may not have had any opportunity to ask questions
- Past experience might have made you suspicious this time around

### Cultural:

- You may have had to work in an unfamiliar way to fit in with a different culture
- You may have misinterpreted certain gestures or tone of voice
- Visual directions may have been different from what you were familiar with
- Formal 'rules' and procedures may have been different from what you were used to
- You may be working from different cultural values

### Semantic:

- You may not have understood some of the terminology being used
- Those communicating 'bad news' might have used 'euphemisms' to disguise its full impact
- You may have felt excluded by some of the language used
- So much information was communicated that you could not take it all in.

After considering these, and other, barriers, we can conclude that effective communication is not possible without:

- Shared Understanding
- Common ground
- Perception
- Awareness
- Self-confidence
- Clarity

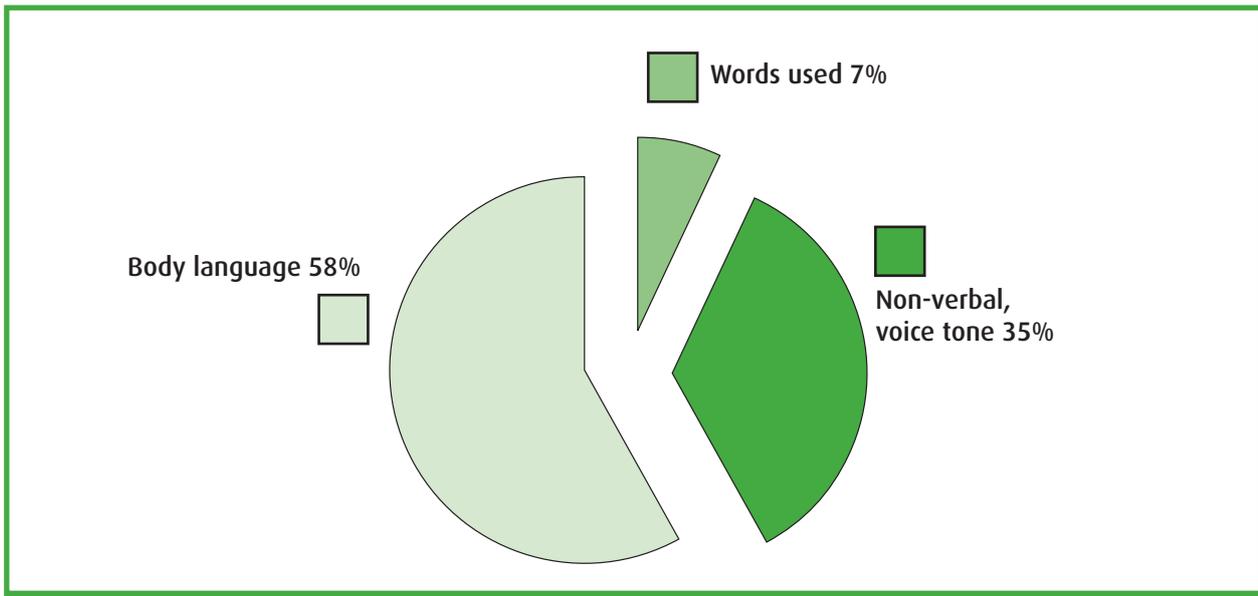
Effective communication is not simply a matter of 'getting the words' right. The actual words we use have much less impact than the tone of voice and other non-verbal signals.

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# Communication

## 2. THE PRINCIPLES OF EFFECTIVE COMMUNICATION (Contd)

Look at the model of the communications psychologist, Albert Mehrabian, whose work shows how messages are communicated.



This means that only about 7% of any message we transmit is received through the words used; 35% through our non-verbal sounds (e.g. uh, uh); and the tone of our voice, the remainder, a powerful 58%, by our body language. This model is based on work Mehrabian carried out in USA; for different cultures, the results are somewhat different. However, the underlying message is the same: we convey more about what we are thinking and feeling and more about what we believe is important from our body language and our non-verbal signals than from the words that we use.

In some newer research reports it is even claimed that 9% - mostly from the body language part - is some kind of 'disturbing noise' (phones ringing, traffic noise, background music etc.) that prevents us from ever having a total 'listening'.



### THE CONTENT AND THE INTENT OF COMMUNICATION

Reflect on a communication experience in which the content (the words only) of the message was contradicted by the intent (the tone of voice and the non-verbal signals which relate to the speaker's true feelings about the subject being communicated) which accompanied it.

- Which had the greater impact on you: content or intent?
- Why?
- What was the effect on you of receiving a 'mixed message'?



# WAGGGS Leadership Resources

# Communication

## 3. COMMUNICATING ACROSS CULTURES

*Everything becomes a little different  
as soon as it is spoken out loud.*

Hermann Hesse

Frequently, many people find cultural conversations very uncomfortable. For someone to be more comfortable, they must first know what their beliefs are and be accepting of their own actions and ideas. There are several steps to make conversations across cultural lines easier.

Communication involves the exchange of information, verbally and non-verbally. Culture-based values, assumptions, and norms contribute to how we communicate within a specific culture. This can affect what we say and how we say it. When people from distinct cultural backgrounds converse, they encounter differences in styles and patterns of communication. The differences may cause misunderstandings, tension, or more serious conflicts.

As cultural diversity increases in communities and societies, it is important that we develop skills in cross-cultural communication. This is so that we can relate, work together, and solve daily issues in a safe, non-threatening, and respectful manner. Competence in cross-cultural communication involves:

- open mindedness,
- willingness to accommodate others' needs,
- awareness of differences in communication, and
- skills in facilitating and managing different communication practices.

As WLDP builds on the inter-cultural principle, it will always have the diversity of cultures meeting each other, and we believe that this supports growing tolerance and understanding amongst members of the organization.

### **Build Mutual Understanding**

To build a mutual understanding, it is necessary to respect differences and listen for more than words. Listen to ideas, viewpoints, and experiences. Have true respect for other individuals. Do not judge or question, but listen to life experiences and values and try to understand what is happening. Remember, you cannot judge because you have not 'walked in their shoes'

### **Listen actively**

This practice involves focusing your energy on listening to hear and understand without judging or getting distracted by your own thoughts, even if you disagree with what is being said.

Active listening promotes positive cross-cultural communication by:

1. Helping to prevent making premature judgments,
2. Increasing cross-cultural awareness
3. Helping to create a comfortable, respectful, and supportive atmosphere for open discussion.

Active listening also involves summarising to make sure that you understand what others mean to say. To summarize, repeat what the person has said in your own words. Afterwards, pause a moment to provide an opportunity for the person to confirm or correct your understanding.

# WAGGGS Leadership Resources

# Communication

## 3. COMMUNICATING ACROSS CULTURES (Contd)

### Ask questions to clarify meaning

When communicating across cultures, there is potential to misunderstand what others have said or their ways of communicating. Making assumptions can lead to frustration and conflict. Instead, ask probing questions to clarify the meaning of a person's statement or actions. To probe effectively and thoughtfully, ask specific, open-ended questions, using a sincere, non-critical tone of voice.

### Address challenges with communication

Due to the issues with cross-cultural communication discussed above, it is not unusual to experience frustration. If the difficulties are likely to continue or get worse, talk about the situation to help prevent damage to the relationship and future conflict. To address the situation constructively and thoughtfully, explain in a non-threatening, non-aggressive, and non-personal way what is causing your frustration, why, and what you need to change.

In conclusion, remember to be patient, sensible, and respectful. Observe and listen, create an environment in which everybody is recognised and respected, and be willing to learn and to help others to learn as well.

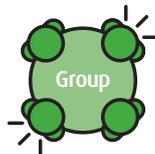
### 'Male/Female' communication

Another cultural barrier – with connected prejudices – is the gender issue.

Being amongst women, we will have a certain amount of intuition, and this awareness of emotions amongst other people helps us to be tolerant, listening and enjoying our networking while communicating.

GO TO

### Group Exercise 3A



## THE MEANING OF A TERM CHANGES

### 3.1 Guidelines for Cross-Cultural Communication

The following are guidelines that will help to promote positive cross-cultural communication:

#### 3.1.1 Thinking About Cross-Cultural Communication

- **Adopt a 'Golden Rule' outlook.**

To help encourage positive cross-cultural communication experiences, develop a Golden Rule mindset, which involves showing consideration by 'treating others the way they want to be treated' Within the context of communicating across cultures, this does not mean sacrificing your own cultural norms. It does mean:

- 1) Seeking awareness of what others consider to be appropriate communication practices
- 2) Making an effort to accommodate their needs.

- **Assume that people mean well.**

If people from other cultures communicate in ways that you consider being inconsiderate, it is likely that they are simply adhering to their culture's social standards, not trying to be rude. Instead of making immediate judgments or taking the situation personally, do your best to maintain an open mind and try to learn more about their communication practices by observing and listening.

# WAGGGS Leadership Resources

# Communication

## 3. COMMUNICATING ACROSS CULTURES (Contd)

### 3.1.2 What You Need To Know About Cross-Cultural Communication

Be aware of how cross-cultural differences influence communication. Familiarity with how communication differs across cultures can help to:

- Alleviate frustration when interacting with people who communicate in ways that are distinct from our own;
- Prevent ourselves from taking differences personally and making premature judgments about others; and
- Enhance our ability to make adjustments so that cross-cultural communication will be a positive experience for everyone involved.

The following are various aspects of how culture impacts communication styles and patterns, and how they might create problems:

#### ***Bases for and styles of decision-making.***

- Individuals and groups across cultures use distinct criteria for making decisions. Whereas some people value decisions based on facts and figures, others make choices derived from intuition or judgment. Styles of decision making also differ, ranging from structured and detailed to spontaneous and general. People who come from different cultural backgrounds may question the validity or effectiveness of others' decision-making practices.

#### ***Individual versus. group orientation.***

- Cultures also vary according to their emphasis on individuality (individualistic cultures) versus. group affiliation (collectivistic cultures). People who come from individualistic cultures tend to value individual accomplishments, decision-making practices, and rights, and may perceive collectivistic practices as vague, elusive, or ineffective. People from collectivistic cultures, on the other hand, tend to value group achievements, consensus, and well being, and may perceive individualistic practices as selfish or arrogant.

#### ***Authority, power, and respect.***

- It is helpful to be aware that authority figures across cultures vary in the amount of power they hold, as do cultural norms for how to show respect for their status. Whether the source of authority is a person's age, academic background, professional status, gender, or inheritance, the power she/he wields influences the dynamics of communication. Within certain cultures, people defer to the decisions and directives of authority figures while in others, questioning authority is acceptable. Recognition of social status is less formal in some cultures than others, where absence of proper use of greetings, body language, and titles would be offensive.

#### ***Indirect and direct styles of communication.***

- Culture also influences the degree of directness with which messages are delivered. In cultures that value direct communication, people tend to speak explicitly and to the point, while people from cultures that value indirect communication tend to express themselves more implicitly and allusively. Indirect communicators may perceive direct communicative practices as harsh or insensitive, while direct communicators may perceive indirect communicative practices as vague or suspicious.

#### ***Meaning of non-verbal communication.***

- There are common types of body language, gestures, and facial expressions that people from different cultures use to communicate non-verbally. They do not, however, always have the same meaning in every culture, which can be misleading.

#### ***Pace of communication.***

- Pace of communication refers to the tempo of participation in conversation. In some cultures, the pace of conversation is characterised by frequent interruptions or 'talking over each other'. In others, people generally take turns talking while others listen and then respond. The use of silence in conversations also varies. Within some cultures, periods of silence during conversations are valued and acceptable, while in others silence may be embarrassing and create tension.

# WAGGGS Leadership Resources

# Communication

## 3. COMMUNICATING ACROSS CULTURES (Contd)

### **Display of emotions.**

The meaning of and comfort with emotional displays also varies across cultures. To some people, getting emotional and raising one's tone of voice is interpreted as inappropriate or a sign of conflict. To others, getting emotional is seen as a way to show sincerity and is more acceptable.

## 3.2 Cross-Cultural Communication Skills

- **Listen actively to encourage positive cross-cultural communication.**
  - This practice involves focusing your energy on listening to hear and understand without judging or getting distracted by your own thoughts, even if you disagree with what is being said. Active listening promotes positive cross-cultural communication by:
    - Helping to prevent making premature judgments,
    - Increasing cross-cultural awareness
    - Helping to create a comfortable, respectful, and supportive atmosphere for open discussion.
- **Active listening also involves summarising to make sure that you understand what others mean to say.**
  - To summarise, repeat what the person has said in your own words. Afterwards, pause a moment to provide an opportunity for the person to confirm or correct your understanding.
- **Ask questions to clarify meaning.**
  - When communicating across cultures, there is potential to misunderstand what others have said or their ways of communicating. Making assumptions can lead to frustration and conflict. Instead, ask probing questions to clarify the meaning of a person's statement or actions. To probe effectively and thoughtfully, ask specific, open-ended questions, using a sincere, non-critical tone of voice.
- **Address challenges with communication.**
  - Due to the issues with cross-cultural communication discussed above, it is not unusual to experience frustration. If the difficulties are likely to continue or get worse, talk about the situation to help prevent damage to the relationship and future conflict. To address the situation constructively and thoughtfully, explain in a non-threatening, non-aggressive, and non-personal way what is causing your frustration, why, and what you need to change.
- **Communicate to promote understanding with non-native speakers.**
  - When conversing with non-native speakers, keep in mind that they may not be familiar with certain words, expressions, or use of humour, and that they may have difficulties understanding if you speak quickly.  
Furthermore, non-native speakers may feel embarrassed to admit confusion or ask for clarification. To help encourage understanding, be conscious of how you are communicating. As a rule of thumb, speak clearly and slowly, avoid using slang and colloquial expressions, and limit the use of humour that might be misinterpreted or offensive. It is also helpful to check in to see if the person is following what you are saying – you may not be able to tell if there is misunderstanding or uncertainty by his or her expression. To help prevent possible embarrassment, you could say, "I realise that I speak quickly at times. Are you having any difficulty understanding me?"

In conclusion, remember to be patient, sensible, and respectful. Observe and listen, create an environment in which everybody is recognised and respected.

# WAGGGS Leadership Resources

# Communication

## 3. COMMUNICATING ACROSS CULTURES (Contd)

### 3.2.1 Communicating Across Cultures Checklist

<b>Thinking About Cross-Cultural Communication</b>	
	Adopt a Golden Rule outlook.
	Assume that people mean well.
<b>What To Know About Cross-Cultural Communication</b>	
	Be aware of how cross-cultural differences influence communication, including:
	Bases for and styles of decision-making.
	Individual versus. group orientation.
	Authority, power, and respect.
	Indirect and direct styles of communication.
	Meaning of non-verbal communication.
	Pace of communication.
	Display of emotions.
<b>Cross-Cultural Communication Skills</b>	
	Listen actively to encourage positive cross-cultural communication.
	Ask questions to clarify meaning.
	Address challenges with communication.
	Communicate to promote understanding with non-native speakers.

# WAGGGS Leadership Resources

# Communication

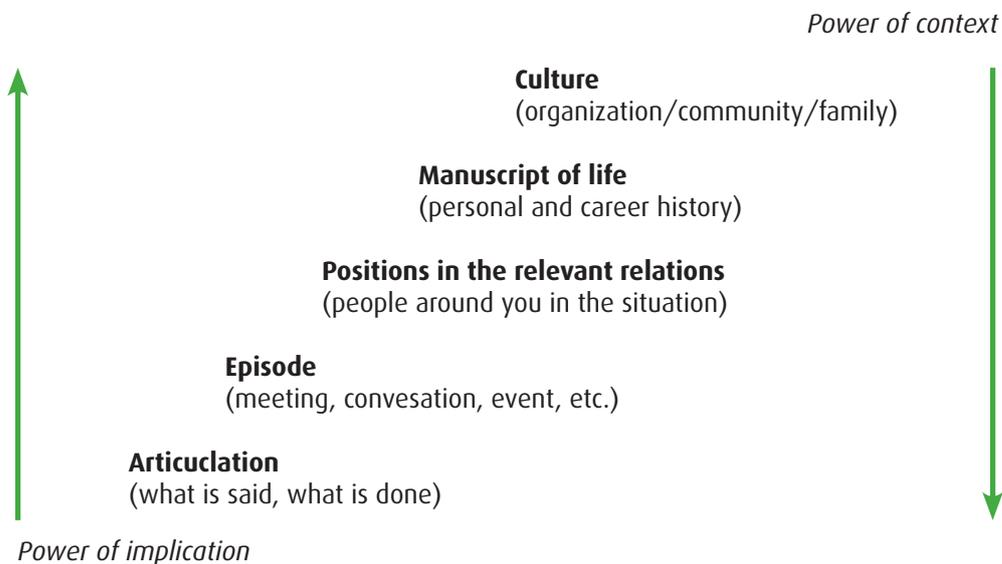
## 3. COMMUNICATING ACROSS CULTURES (Contd)

### 3.3 Co-ordinated Management of Meaning

In the book about modern leadership, Communication and the Making of Social Worlds, the author W. Barrett Pearce presents a simple model of the elements of managing relations between different cultures: He claims that co-ordination is more important than actually understanding each other, when different people work on a different task. The model is good for use in conflict resolution and preparing communication to a diverse public.

The book and the model is explained through a quite new and well known example; some newspaper cartoons can be understood in different ways in different cultures with different values.

The model is called 'Coordinated Management of Meaning' (CMM) and is illustrated below. When two people experience different levels of understanding, their dialogue can go back and forth on the 'road of communication'. Hopefully, they will find the point at which they go their separate ways and thus work out the reason for this divergence of understanding.



### CO-ORDINATED MANAGEMENT OF MEANING

Use your previous discussion – no matter what subject – as a case when testing the CMM model.  
How does the model help you to understand, accept and decide your next action and communication?

### Learning Log

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING

*"We have two ears and only one mouth  
to remind us that we should listen twice as much as speak"*  
(Anon.)

Listening plays a vital part in the communication process. However, all too often, we don't understand or practice effective listening skills. We hear the words, but we don't really listen.

- **Hearing** is a physical function
- **Listening** is an intellectual and emotional function

*Listening is the emotional and intellectual act of hearing what is communicated and responding to both the verbal and nonverbal message being sent.*

The Chinese word for listening incorporates five distinct components to convey what is meant by listening:

- Eyes
- Ears
- Heart
- You
- My undivided attention

### **LISTEN!**

When something is **SAID**  
it does not automatically mean that it is **HEARD**

When something is **HEARD**  
it does not automatically mean that it is **UNDERSTOOD**

When something is **UNDERSTOOD**  
it does not automatically mean that it is **ACCEPTED**

When something is **ACCEPTED**  
it does not automatically mean that it is **REALISED**

When something is **REALISED** once  
it does not automatically mean that it is **FOREVER TRUE**

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING (Contd)



### WHY DO LEADERS NEED TO LISTEN?

- Consider your role as a leader.
- Identify a variety of situations in which you may need to be an effective listener.

You may have included some or all of the following reasons why you will find it essential to practice good listening skills to ensure effective leadership.

Leadership situations involve:

- Ensuring communications among people with different perspectives or opinions on an issue
- Understanding and responding to the fears and concerns which people may not put into words
- Picking up non-verbal signals and interpreting them
- Demonstrating empathy and understanding
- Mediation and conflict resolution
- Clarifying uncertainties
- Gaining and sustaining attention
- Building constructive and collaborative relationships with others

There are also many other situations in which your effectiveness to cope will depend largely on your listening skills.

People use four types of listening:

**Inactive** listening: The kind of listening which we should avoid. It is inefficient and unproductive and hears only the words which go in one ear and out the other.

**Selective** listening: Probably the most common kind of listening. This is when we hear only what we want to hear and filter everything else out.

**Active** listening: This is when we make a conscious effort not only to hear the words but also to listen for the complete message the speaker is sending. It takes into consideration the intent and the non-verbal communication of the speaker.

Active listening is non-judgmental and empathetic..

**Reflective** listening: Like active listening, reflective listening takes in the whole message. It is particularly important when dealing with a complicated issue or resolving a conflict or dispute. Reflective listening is used to clarify what is being said and to convey mutual understanding. The listener often asks questions to clarify the message.

***You cannot listen with a mouth full of words!***

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING (Contd)

### 4.1 Active and Reflective Listening are the marks of an effective listener

Active listening involves the following:

- Demonstrating empathy
- Being non-judgmental
- Understanding and responding to non-verbal communication
- Understanding your own emotional filters which cause mental blocks
- Being prepared to listen
- Being motivated to listen
- Striving for accuracy

There are five steps we can take to develop active listening:

#### 1. Listen to the content

- Listen to what the speaker is saying in terms of facts and ideas'
- Listen to the words, not just the non-verbal communication
- Be as accurate as possible
- Use your intellect to hear what is being said
- Be aware of what the speaker is saying

#### 2. Listen to the intent

- Listen to the emotional meaning of what is being said
- Use your intuition to 'hear' the underlying messages
- The speaker may use various methods of delivery, such as persuasion, to gain your agreement

#### 3. Assess the speaker's non-verbal communication

- Read and interpret what the speaker is 'saying' with body language and other non-verbal signals
- Be aware of gestures, posture, eye contact, tone of voice and facial expression

#### 4. Monitor your non-verbal communication and emotional 'filters'

- Be aware of the messages you are sending with your non-verbal communication
- Be aware of emotional filters that might affect your understanding of the receiver (Emotional filters are the 'hot buttons' which cause people to stop listen/think)
- By being aware of people's emotional filters, you can control them

#### 5. Listen to the speaker with empathy and without judgment.

- Try to put yourself in the speaker's shoes and understand what is shaping the feelings behind the message
- Don't prejudge the speaker; listening with empathy and without judgment validates the speaker
- You may not agree with what is being said, but you should show that you understand why it is being said, and that you will take the time to listen to the message

*"The most important thing in communication is to hear what isn't being said."*

J W Roper

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING (Contd)

**GO TO**

**Individual Exercise 4.1**



**ACTIVE LISTENING AUDIT**

Reflecting on the results of Individual Exercise 4.1 or your personal experiences of active listening, you may have discovered your current level of competence as an effective listener. You may also have pinpointed those factors which prevent you from being an effective listener and the activities to train the skills.

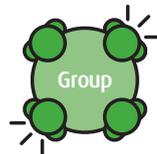
### 4.1.1 Active Listening Development Plan

Set goals for your weak areas as an active listener by undertaking the following specific activities:

Development Area	Activity	Who else will be involved	When I will undertake it
1.			
2.			
3.			

**GO TO**

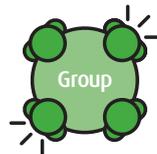
**Group Exercise 4A**



**LISTENING SKILLS**

**GO TO**

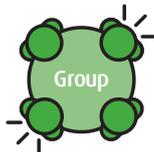
**Group Exercise 4B**



**GET IT TOGETHER**

**GO TO**

**Group Exercise 4C**



**CRAZY SENTENCE**

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING (Contd)

### 4.2 Filters in listening

By now, you may also have identified whether your listening skills are affected by your emotional or mental filters.

Filters are the mental attitudes or beliefs we hold, through which we tend to filter everything we hear. Filters cause us to hear selectively and prevent us from listening actively and objectively. The key areas which influence our emotional and mental filters include:

- Our expectations
- Our relationships
- Our past experiences
- Our values and beliefs

To become an effective listener you have to be able control your own personal filters by:

- Identifying them
- Separating yourself from them mentally (or physically) to minimise their influence
- Concentrating on keeping an open mind as you listen



### IDENTIFYING AND CONTROLLING YOUR FILTERS

Share your thoughts about your personal kinds of filters which might prevent you from being an effective communicator.

- Which kinds of mental filters do you have?
- What is the effect of these filters in your leadership roles?
- What can you do to control these filters?

Remember that when people feel strongly about an issue, their emotions will influence their ability to communicate and to listen.

#### Ten rules for effective listening

- Be motivated to listen
- Care about the speaker, and show it
- Use body language to show the speaker that you are an active listener
- Use all your senses to determine another's meaning
- Strive for accuracy
- Do not judge
- Control your listening filters
- Increase your power of retention through observation
- Practice effective listening and be a role model for others
- Listen to yourself

# WAGGGS Leadership Resources

# Communication

## 4. ACTIVE LISTENING (Contd)

### Learning Log



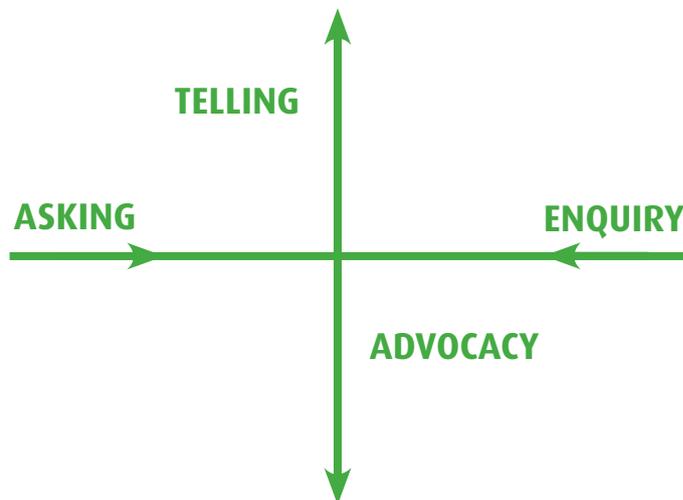
# WAGGGS Leadership Resources

# Communication

## 5. EFFECTIVE QUESTIONING

*"The wise man doesn't give the right answers; he poses the right questions"*  
Claude Levi-Strauss

In striving to engage those whom she leads, today's leader must work to create dialogue. In democratic societies, leaders no longer achieve their goals through the 'command and control' approach; they use methods that seek to involve others in the decision making process. One of these methods is known as dialogue. The dialogue process looks like this:



We can all think of occasions (large and small meetings, or encounters between just two people) in which the discussion has used only the vertical (telling/advocacy axis). At one end, there will be an individual who wants to propose a course of action; this will be counter-balanced by another person who will oppose the action, and push for a different approach. Others involved in such 'discussions' are nothing more than spectators.

Consider how much more productive discussions become when those involved use the asking/enquiry axis to explore the issue in greater depth.

You can always gauge the extent to which a discussion uses both axes of dialogue by monitoring the number of questions used!

### 5.1 QUESTIONS – OPEN OR CLOSED

Skilful use of questions will enable the leader to:

1. Explore what others want/think/believe/fear
2. Increase levels of participation
3. Encourage others to share their experience or express their opinion
4. Develop creative problem solving and foster new ideas
5. Encourage people to reflect before deciding on some action
6. Support consensus decision making
7. Promote greater commitment to decisions

# WAGGGS Leadership Resources

# Communication

## 5. EFFECTIVE QUESTIONING (Contd)

The best kind of questions to encourage dialogue are known as OPEN questions; these are questions which open up exploration of the issue and enable those involved to identify new approaches.

As the term implies, open questions are used to enable us to:

- Establish the bigger picture
- Get out of stalemates
- Identify other options
- Gain commitment
- Promote action
- Obtain feedback
- Discover new possibilities

Open questions usually begin with words like:

What? Who? Why? How? Where? When? Which? In which way? To what extent?

Closed questions will help us to close down a topic. They are useful in drawing discussion to a close before a decision needs to be taken.

Closed questions usually begin with words like:

Was? Did? Are? Were? Is? Could? Would? Do?

Closed questions could be answered very quickly with either "Yes", "No" or "Maybe", if the answerer do not want to explain more.

We need to be careful about how we use the 'Why?' word; see the tips on effective questioning below.

1. Rephrase questions to avoid beginning with "Why?", as this may cause others to defend and justify their ideas or behaviour.
2. Ask one question at a time, be clear and concise.
3. Wait for people to reply, and don't be afraid of silence.
4. Ask questions that prompt people to think deeply.
5. Seek to promote insight, not just gather information.
6. Ask about, and listen, for feelings as well as facts.
7. Respond to non-verbal communication with feedback.
8. Use your non-verbal communication to keep questions from sounding too intrusive.
9. Move from general to specific questions.
10. Challenge assumptions and generalisations.

Questions, and the way they are used, provide the vital spark for genuine dialogue. You will find the following framework of great value in helping you to pose the right question at the right time. It is known as 'CREW' developed by David Clutterbuck in his work on mentoring. This approach uses questions to enable listeners to think about their issues at a deeper level and promote new understanding and discovery. Insightful questioning lies at the heart of good dialogue.

# WAGGGS Leadership Resources

# Communication

## 5. EFFECTIVE QUESTIONING (Contd)

### **Six Honest Serving-Men**

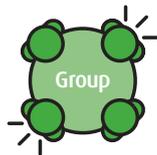
*I keep six honest serving-men  
(They taught me all I knew)  
Their names are What and Why and When  
And How and Where and Who.  
I send them over land and sea  
I send them east and west:  
But after they have worked for me,  
I give them all a rest.*

*I let them rest from nine till five,  
For I am busy then,  
As well as breakfast, lunch, and tea,  
For they are hungry men:  
But different folk have different views:  
I know a person small –  
She keeps ten million serving-men,  
Who get no rest at all!  
She sends 'em abroad on her own affairs,  
From the second she open her eyes –  
One million Hows, two million Wheres,  
And seven million Whys!*

Rudyard Kipling; The Elephant's Child (1902)

GO TO

Group Exercise 5A



**A PERFECT SQUARE**

### 5.2 Types of questions in relation to time and reaction

Questions not only satisfy the curiosity, they help us express and understand the issue that is being discussed.

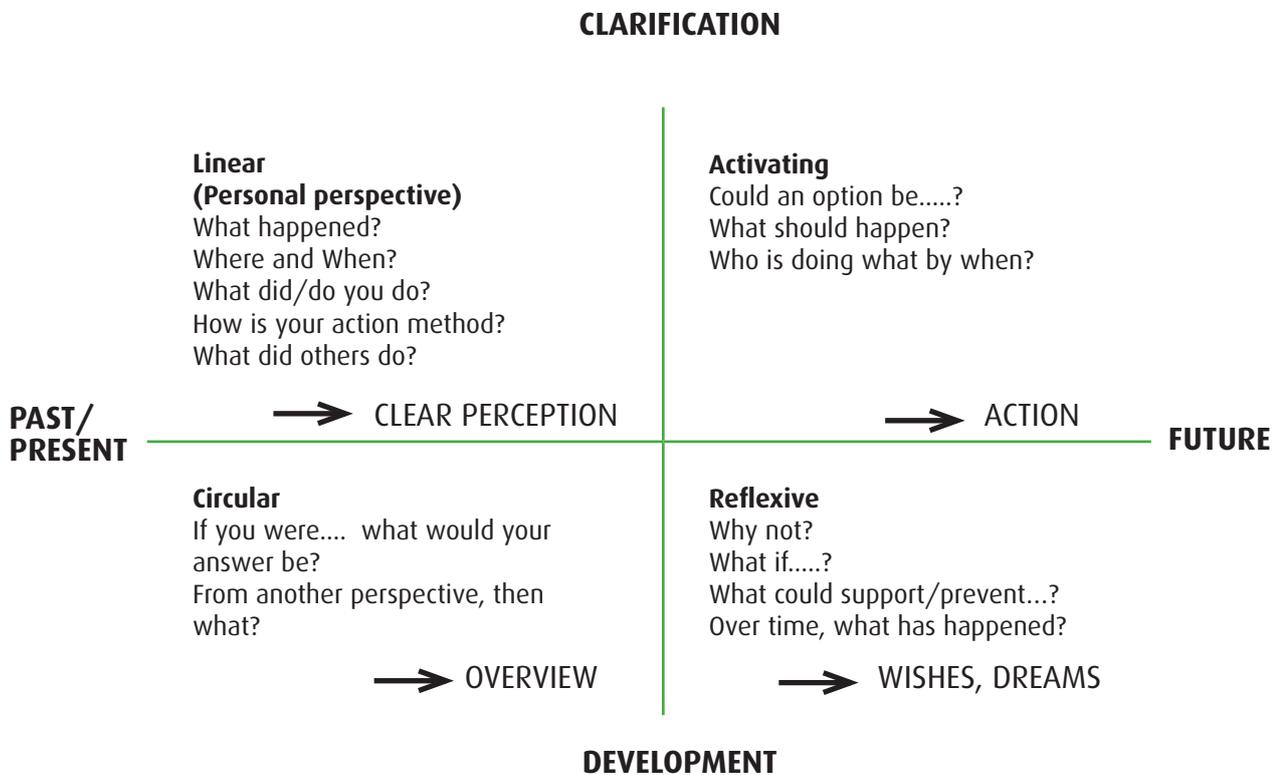
'Linear' and 'activating' questions ask for the facts, the chronological overview and the perception of the situation.

'Circular' and 'reflexive' questions ask for the emotional and imaginative answers, of possible and not proved answers, including the imagination of other stakeholder's answers.

# WAGGGS Leadership Resources

## Communication

### 5. EFFECTIVE QUESTIONING (Contd)



#### 5.2.1 The “CREW” model

The **CREW** model is a questioning model, using the four above mentioned types of questions

- |          |                |   |
|----------|----------------|---|
| <b>C</b> | <b>Clarify</b> | <p>Clarify what the discussion is all about and agree what the desired outcome should be</p> <p><i>“What do we want to discuss and what do we want to achieve?”</i></p> |
| <b>R</b> | <b>Reality</b> | <p>Raise awareness of what’s happening now</p> <p><i>“What is happening now?”</i></p>   |
| <b>E</b> | <b>Explore</b> | <p>Stimulate ideas and choices of doing things differently</p> <p><i>“What options do we have?”</i></p>   |
| <b>W</b> | <b>Will</b>    | <p>How determined are we to agree to a specific course of action?</p> <p><i>“On a scale of 1 – 10, how sure are we that we will do this?”</i></p>                       |

# WAGGGS Leadership Resources

# Communication

## 5. EFFECTIVE QUESTIONING (Contd)



### A GOOD QUESTION

Use the CREW model to interview each other about the best Girl Guiding/Girl Scouting experience this year.  
Discuss the efficiency of using specifically related questions.

## Learning Log

# WAGGGS Leadership Resources

# Communication

## 6. GIVING AND RECEIVING FEEDBACK

Regular feedback is an essential skill for leaders. People need to know how they are getting on; they thrive from being told that the work they are doing is of high quality, and they will learn when they receive feedback about aspects of their work or behaviour which are not up to the mark.

Feedback means telling another individual how they are perceived or experienced from the perspective of the giver. It is a way of learning more about ourselves and the effect our behaviour has on others. The more self aware we are, the more effective our leadership will be. Good feedback provides valuable insights into diverse aspects of our performance; from it we can learn about those aspects of our behaviour that enhance our leadership, and those that weaken it.

Feedback is a powerful tool. Remember, it should be used as a nutrient to help others grow and develop; it is not a 'weedkiller' that causes individuals to wither and withdraw. In this sense, all feedback, whether positive or negative, should be constructive. Nor should a leader ever give feedback merely in order to get 'something off her chest'.

### 6.1 The Johari Window model of Disclosure / Feedback

Two American psychologists, Joseph Luft and Harry Ingham developed a 'window' model to illustrate relationships in terms of awareness. The model is also described in section 3: My fullest potential, in the WLDP Personal Development Module.

It is widely used to demonstrate four aspects of our behaviour and motivation, as they are known to us and/or perceived by others.

	Known to self	Unknown to self
Known to others	Open/Public	Blind/unaware
Unknown to others	Hidden/Private	Unknown

The four panes represent the following:

- Open/public:** Refers to behaviour and motivation known to self and known to others
- Hidden/private:** Represents things we know but do not reveal to others
- Blind:** Where others can see things in ourselves of which we are unaware
- Unknown:** This is the area of unknown activity; it can relate to our untapped creativity or potential or to an unexpected outcome from a planned experience.

# WAGGGS Leadership Resources

# Communication

## 6. GIVING AND RECEIVING FEEDBACK (Contd)

In giving feedback to others, we often work from the 'Blind' pane; the information we provide to others about aspects of their behaviour sometimes has the effect of having a light shining in a dark corner.

Open	Blind
Hidden	
	Unknown

At the beginning of a any relationship, both hidden and blind panes will probably be larger than the open pane. As the relationship matures and develops, and trust builds between people, the hidden pane will become smaller through willing disclosure, and the Blind pane will diminish through giving and receiving of feedback.

Open	Blind
Hidden	Unknown

Obviously, for any relationship to thrive, everyone involved should be working to ensure that the Open pane is as large as possible; this only happens with the revealing of self from the Hidden pane and from asking for and receiving feedback.

From your own experience, you will probably agree that feedback can be constructive or destructive; the effective leader will always give constructive feedback.

# WAGGGS Leadership Resources

# Communication

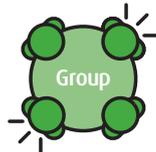
## 6. GIVING AND RECEIVING FEEDBACK (Contd)

### 6.2 Tips for constructive feedback

- Give positive points before any negative ones
- Encourage
- Be specific
- Concentrate on what can be changed
- Give details
- Allow the receiver to accept or reject the feedback
- Offer alternatives
- Describe; don't judge
- Take responsibility for feedback
- Leave the learner with some choices
- Respect the receiver's feelings, opinions and beliefs
- Be aware that things may not change as a result of your feedback
- Be aware that things may change as a result of your feedback
- Check that they have been heard and understood correctly
- Ask whether they agree with your feedback
- Ask if they have ever been told something similar before
- Ask them to suggest alternatives
- Ask them to specify what they intend to do differently

GO TO

Group Exercise 6A



WITH AND WITHOUT FEEDBACK

### 6.3 Receiving and perceiving feedback

As well as providing feedback to others, the effective leader must herself seek feedback from those around her. Here are some issues you should consider to ensure that you will get the most value from feedback that is given to you.

#### Try to control any defensiveness you may feel.

- Fear of offending you or having to deal with defensive or justifying behaviour sometimes makes people hesitant to give feedback to another person.

#### Listen to understand.

- Practise all the skills of an effective listener including using body language and facial expressions that encourage the giver of your feedback to talk.

#### Try to suspend judgment.

- After all, in learning the views of the feedback provider, you learn about yourself and how your actions are interpreted in the world.



# WAGGGS Leadership Resources

## Communication

### 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE LISTENING

Effective questioning and active listening combined with a proactive approach to leadership and personal development helps us grow as a 'learning organization'. For this reason, it makes sense to use some of the specially designed tools for systemic communication and social construction. Some of these tools have been tailor made for the female volunteer and values based setting that WAGGGS provides.

The tools, Appreciative Inquiry, Mentoring, Coaching and Non-Violent Communication /Giraffe Language are all including questioning and listening to other human beings.

#### 7.1 Appreciative Inquiry

A very efficient and well-known tool for positive and holistic communication is Appreciative Inquiry (in the meaning of discovering and exploring valuable elements in a dialogue form).

Appreciative Inquiry is the study and exploration of what gives life to human systems when they function at their best. This approach to personal change and organizational change is based on the assumption that questions and dialogue about strengths, successes, values, hopes, and dreams are themselves transformational. In short, Appreciative Inquiry suggests that human organising and change at its best grounded in affirmation and appreciation. The following beliefs about human nature and human organising are the foundation for Appreciative Inquiry:

- People individually and collectively have unique gifts, skills, and contributions to bring to life
- Organizations are human social systems, sources of unlimited relational capacity created and lived in language
- The images we hold of the future are socially created and, once articulated, serve to guide individual and collective actions
- Through human communication (inquiry and dialogue) people can shift their attention and action away from problem analyses to lift up worthy ideals and productive possibilities for the future

(The Power of Appreciative Inquiry (2003))

There are many versions of Appreciative Inquiry but they all share common tools that focus on

- Questions to motivate people to think holistically, systemically and towards the future
- Drawing positive learnings from past experiences.

*Any problem is a frustrated dream  
and the dream came first*

(David Cooperrider)

# WAGGGS Leadership Resources

## Communication

### 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)

Appreciative Inquiry works because it treats people like people, and not like machines. It:

- Builds relationships enabling people to be known in relationships, rather than in role
- Creates an opportunity for people to be heard
- Generates opportunities for people to dream, and to share their dreams
- Creates an environment in which people are able to choose how they contribute
- Gives people both discretion and support to act
- Encourages and enables people to be positive.

Appreciative Inquiry has introduced a paradigm shift in the approach to problem solving and conflict transformation:

<b>Change in Approach</b>	<i>Deficit-Based Change</i>	<i>Positive Change</i>
<i>Intervention focus</i>	Identified problem	Affirmative topics
<i>Participation</i>	Selective inclusion of people	Whole system
<i>Action research</i>	Diagnosis of the problem. Causes and consequences Quantitative analysis Profile of need Conducted by outsiders	Discovery of positive core Organization at its best Narrative analysis Map of positive core Conducted by members
<i>Dissemination</i>	Feedback to decision makers	Widespread and creative sharing of best practices
<i>Creative Potential</i>	Brainstormed list of alternatives	Dreams of a better world and the Organization's contribution
<i>Result driven</i>	Best solution to resolve the problem	Design to realise dreams and human aspirations
<i>Capacity gained</i>	Capacity to implement and measure the plan	Capacity for ongoing positive change
<i>Thinking approach</i>	Linear, analytical thinking	Circular, synthetic thinking

Therefore, Appreciative Inquiry is also a frequently used tool for coaching sessions.

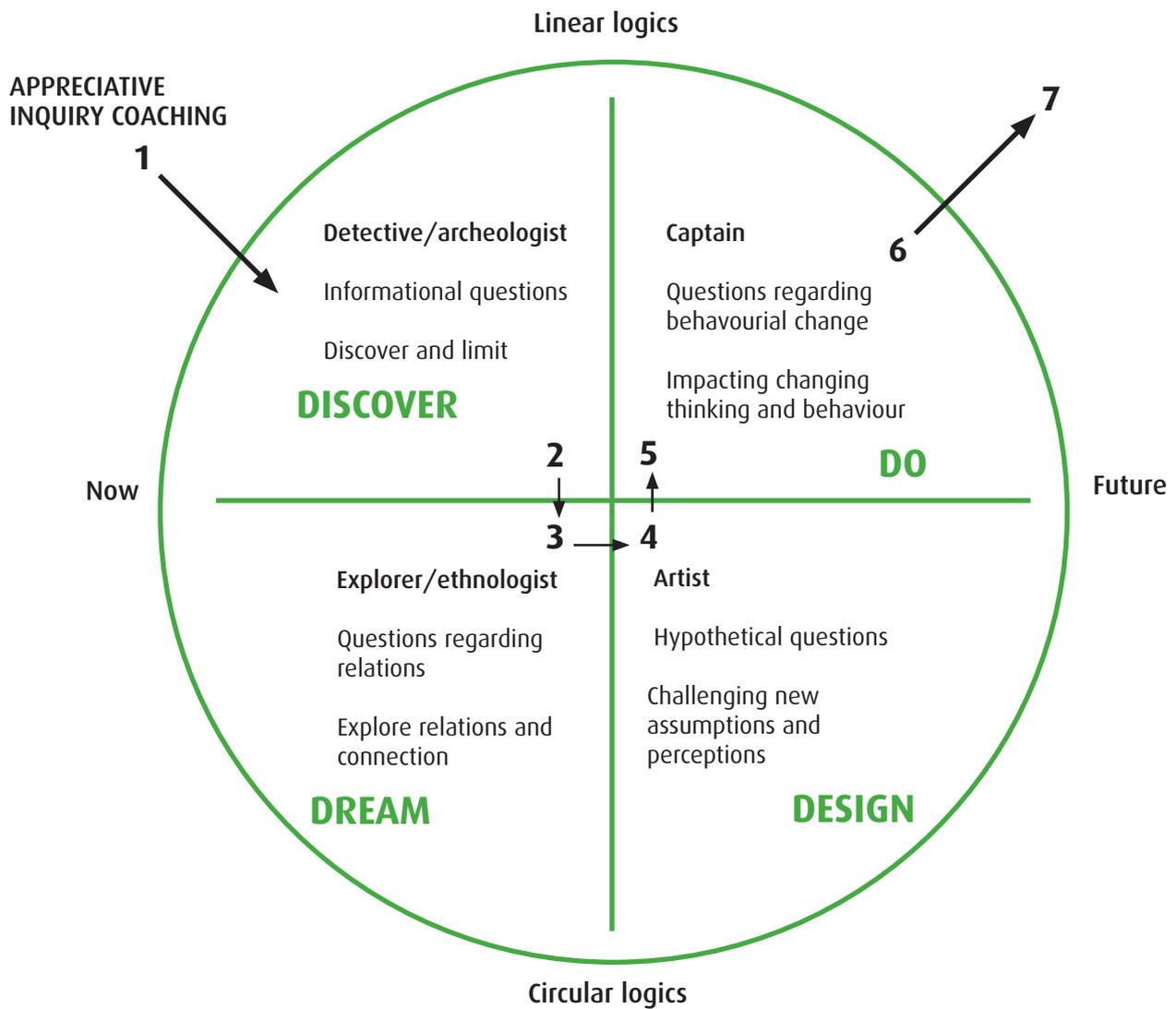
The 7 steps of Appreciative Inquiry:

1. Define the subject /objective
2. Discover the details and facts about the subject, using informational questions.
3. Dream: explore the expectations and visions of the dream – and the relations
4. Design alternative solutions to fulfil as much of the dream as possible, including consequences to each solution
5. Do chose the solution(s), as realistic and full of commitment as they can be
6. Action plans: who is doing what by when and as symbols of fulfilment
7. Follow up agreements.

# WAGGGS Leadership Resources

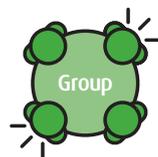
# Communication

## 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)



GO TO

Group Exercise 7A



A PERFECT DAY

# WAGGGS Leadership Resources

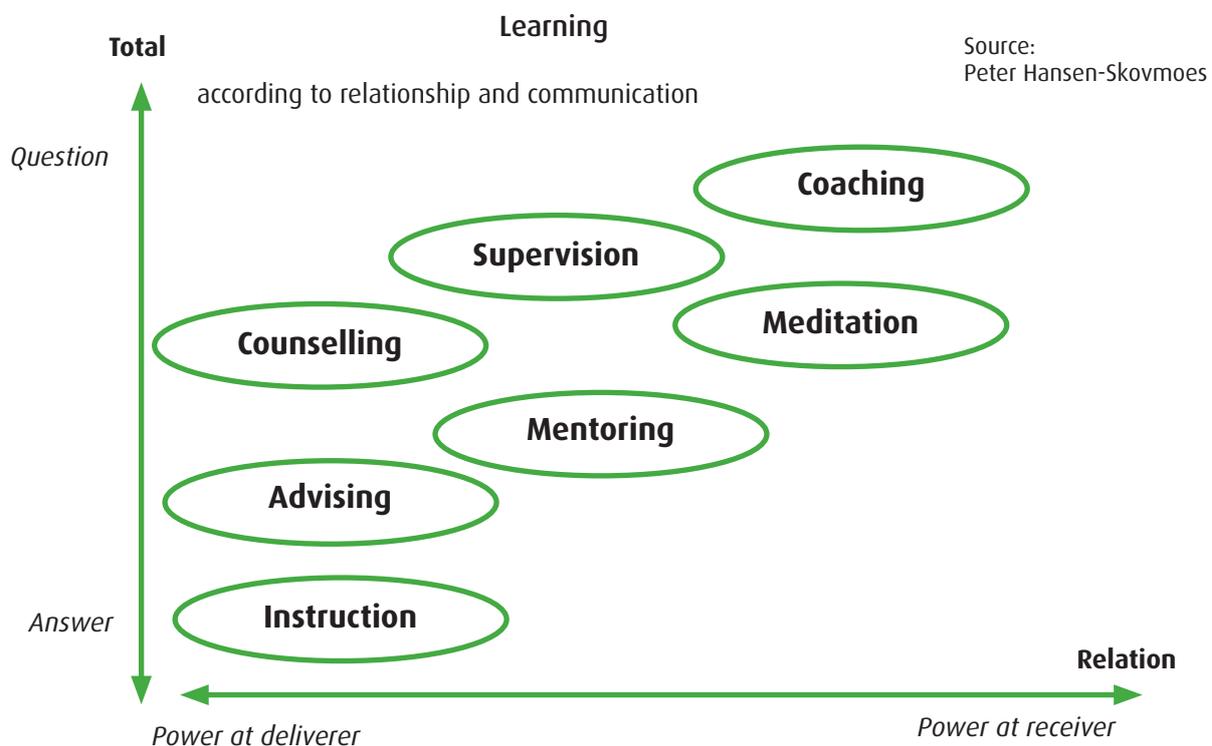
## Communication

### 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)

#### 7.2 Mentoring and Coaching as communication and facilitation techniques

An important element in WAGGGS Leadership Development Programme is to tailor a structure of coaching and mentoring to be used at all levels of the Organization as a tool for developing the fullest potential of the members and leaders.

Coaching and Mentoring are both methods of learning to learn with the assistance of a trained mentor or coach. The difference between coaching and mentoring is mostly based on the balance between questions and answers and on the experience of the facilitator.



#### 7.2.1 Mentoring

Mentoring is support (personal and job related) in developing a position in a leader role from an experienced partner.

A mentor is a senior colleague who gives advice and provides a role model.

Mentoring is not as goal-focused as coaching and the discussions will be wide-ranging.

A mentor usually has a lot of experience in the client's field of business.

#### 7.2.2 Coaching

*"Coaching is to unlock a person's potential to maximise her results.  
It is to help people to learn rather than teaching them."*

John Whitmore

# WAGGGS Leadership Resources

## Communication

### 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)

Coaching is helping another person to work actively towards reaching her own personally defined goals and dreams.

Appreciative Inquiry is one of the tools to use for coaching.

A coach is

- Neutral to the task and the goal
- Asking questions
- Responsible for the process of coaching

A coach is NOT

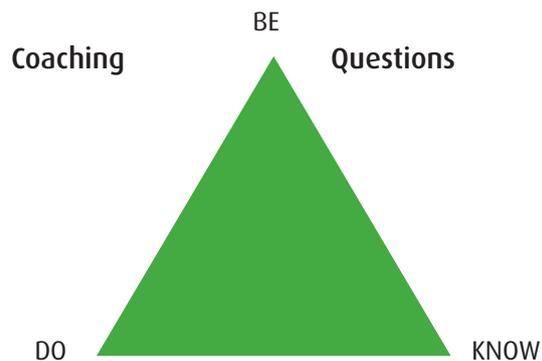
- Judging
- Giving advice nor solutions
- Answering the questions
- A therapist
- Seeking causes to the subject

A coachee (the person being coached) is

- Personally involved in the task and the goal
- Answering questions
- Seeking and prioritising actions towards the goal
- Responsible for reaching the goal

Basic principles for Appreciative Inquiry and coaching:

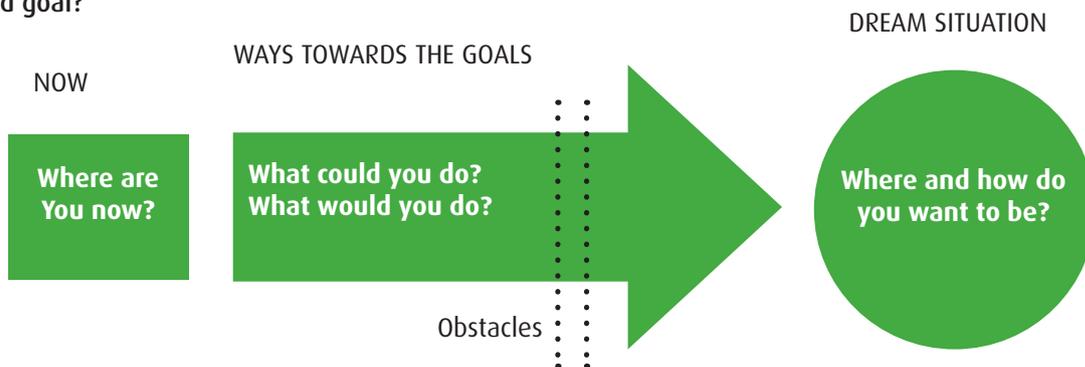
- Thesis: Any action is done with the optimal intention – from the acting individual’s immediate logic and assumptions.
- Most of what we do, is working
- Contradictions are the causes of development and life



#### A simple method of coaching...

Subject:

Task and goal?

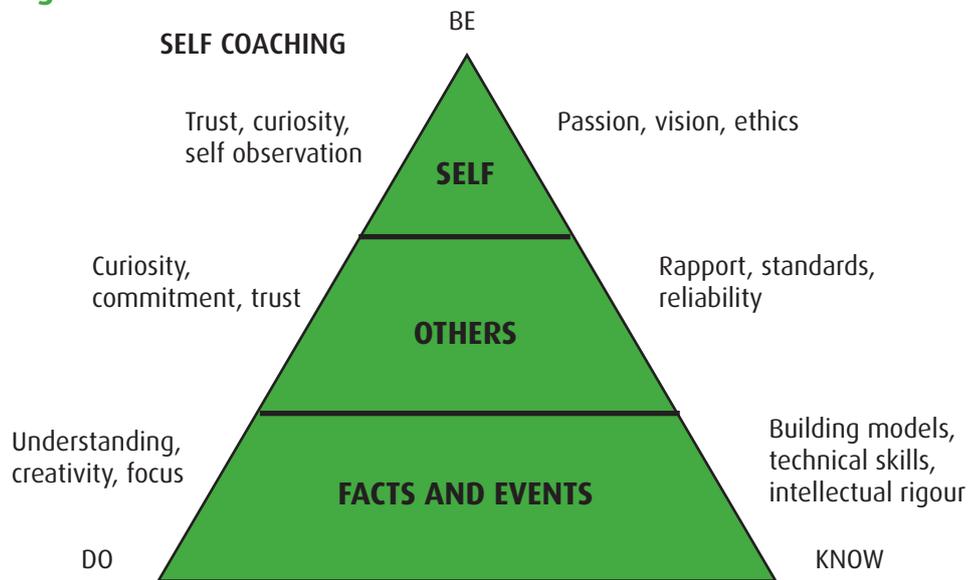


# WAGGGS Leadership Resources

# Communication

## 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)

### 7.2.3 Self Coaching



GO TO

Individual Exercise 7.1

Individual

SELF COACHING

### 7.3 Non-violent Language (Giraffe Language)

Marshall Rosenberg has developed a technique for conflict transformation and constructive feedback with the name Giraffe Language.

*When words come from the heart, they break through barriers and elicit compassion*

Marshall B. Rosenberg

The purpose of speaking the Giraffe Language is to

- Have a whole hearted and proactive contact
- Solve conflicts
- Create opportunities for dialogue

The giraffe is the land mammal with the biggest heart , a long neck and a great overview.

When you are communicating as a giraffe, you use the same strengths.

# WAGGGS Leadership Resources

# Communication

## 7. COMMUNICATION TECHNIQUES BASED ON EFFECTIVE QUESTIONING AND ACTIVE ANSWERS (Contd)

The opposite to the Giraffe Language is the Jackal Language.

The Jackal

- Howls
- Judges
- Is fighting or running away
- Abuses the weaknesses of others

When you are communicating as a Jackal, you are using You-language, using (invalid) judgements that places the responsibility on your 'victim' (i.e. I feel deserted = You desert me)

*Words are windows  
- or they are walls!*  
Marshall Rosenberg

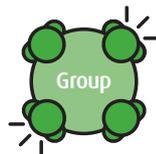
### 7.3.1 The technique of the Giraffe Language

Describe the situation objectively  
How you are right now  
What you would like  
What you suggest

FACTS  
EMOTIONS  
NEEDS  
ACTION



**Go to Group Exercise 7B**



**GIRAFFE LANGUAGE**

## Learning Log

# WAGGGS Leadership Resources

## Communication

### 8. POSITIVE INFLUENCING SKILLS

The ability of a leader to exercise positive influence on others is key to ensuring 'buy in'; this is especially important during periods of change or uncertainty. In attempting to influence others towards a specific outcome, the leader needs to take account of:

- the level of power and influence of the stakeholder(s)
- the extent of stakeholder interest in what is being proposed
- the limits of the leader's personal power or authority

It is essential, therefore, firstly to identify who are stakeholders are before deciding how to exert a positive influence on their attitude to what is being proposed.

Effective influencing requires a high level of personal skills, based on:

- Sensitivity to the overall demands of the situation
- Empathy with the specific needs, fears and expectations of the individuals being persuaded

Influencing involves working to achieve acceptance of a new situation on the basis that it becomes acceptable to both parties. Influencing styles vary, reflecting both the overall situation and the preferences and characteristics, and where they are positioned in the stakeholder 'hierarchy'. The styles can be summed up as:

- 'Push' styles
- 'Build' styles

"Push" styles of influencing are about assertion and focusing on your own communication agenda. This includes:

- Stating clearly one's own views and opinions
- Making clear one's own feelings and emotions
- Confirming one's expectations or requirements of other people
- Applying incentives and stressing benefits

'Build' styles of influencing are more about responsiveness and readiness to focus on other people's agendas. This includes:

- Active listening
- Exploration of feelings and opinions
- Identification and building of common ground
- Open expression of one's own feelings to encourage others to express theirs
- Readiness to retain a flexible attitude when new, potentially workable, solutions are proposed by others

The choice of which influencing style to use will depend on:

- Your own role, characteristics and preferences as a leader
- The culture and values of the organization
- The particular circumstances of the situation
- The level of confidence and competence of those involved in the process
- The level of explicit or implicit resistance by those involved
- The personal power of key stakeholders

# WAGGGS Leadership Resources

## Communication

### 8. POSITIVE INFLUENCING SKILLS (Contd)

GO TO

#### Individual Exercise 8.1



#### HOW INFLUENTIAL AM I?

1. An audience will vary in its attitude along a continuum from openly hostile, through unfriendly, neutral, undecided, uninformed, tacitly supportive to being actively supportive. Each of these behaviours will require the leader to exercise a different influencing strategy.



2. The communication method will need to vary with the kind of audience involved: Modify the message to meet the needs of the listener. Identify your audience attitude along the attitude continuum and plan a 'push', 'build' or combination 'push/build' strategy.
3. Although the 'supportive' audience may be easier to persuade, they may still require your influencing skills to motivate them and act as influencers on those less supportive of what you are proposing.
4. The attitude of an audience involved can move along a continuum (see point 1 above). This requires time and patience as individuals move forwards and backwards along the attitude continuum.
5. Your aim as leader is to exercise positive influence by providing access to information which is relevant, accurate, and up-to-date. This increases credibility in the process persuading people without the necessity of 'strong arm' pressures.
6. The use of statistics to influence an audience must always be combined with other information. When statistics are used, they should be simple, relevant, balanced and jargon free. They should be used to clarify not mystify the audience.
7. Formal logic, with all its rules and principles cannot win people over if they are anxious, angry or feel out of control. Logic does not take into account the feelings and emotions of people, their attitudes, values or loyalties.
8. Facts alone are not enough to influence people to respond positively. They need to have a high degree of personal trust in your credibility as leader in order to move along the attitude continuum. Facts might move them from unfriendly to neutral, but they will require a much higher level of 'build' influencing style to move them to an actively supportive attitude.
9. Facts are only facts when all sides agree that they are!

GO TO

#### Individual Exercise 8.2



#### AM I 'PUSH' OR 'BUILD'?



# WAGGGS Leadership Resources

## Communication

### 9. POLITICAL INFLUENCING: THE ART OF LOBBYING AND ADVOCACY

Lobbying is a particular form of influencing. It is about influencing the political process within all kinds of institutions, at local, regional, national and international levels. It is an essential skill for anyone involved in community development of any kind, such as promoting the interests of under-represented groups, etc. The lobbying process is undertaken in three stages:

- Policy preparation
- Policy formulation/decision making
- Policy implementation

In order to lobby effectively, it is necessary for you to:

- Establish and maintain good contacts with politicians, community leaders and key individuals within communities who exert influence which stems from their 'personal power'
- Know how to place your particular interest within a broader framework of others' agendas
- Do it at the right moment
- Be able to negotiate, and include information, argument or statistics which will be of interest to those whom you are seeking to influence
- Have, and be able to communicate, knowledge of the background and contents of the policy you wish to influence
- Be able to put yourself in your 'dialogue partner's' position, and try to take into account their problems and priorities; this will enable you to search for and find common ground and compromise
- Monitor the implementation of all decisions
- Keep up your contacts

Using the familiar 'What?', 'Why?', 'How?', 'Who?' and 'When?' formula, follow these steps to effective lobbying:

- 1. WHAT? Know what you want to do.**
  - Be clear what you are lobbying for
  - Know what specific result you want
- 2. WHY? Know why you want to achieve it.**
  - Be clear about the reasons for lobbying
  - Be committed to, and believe in the reasons behind your campaign
- 3. HOW? Decide what you want to do about it.**
  - Decide the strategy you are going to use
  - Decide what methods you will use
- 4. WHO? Know whom you need to lobby**
  - Identify the organizations and key individuals you need to influence (undertake a stakeholder matrix)
  - Identify your opposition (and try to understand their perspectives)
  - Find media contacts who will support you

# WAGGGS Leadership Resources

## Communication

### 9. POLITICAL INFLUENCING: THE ART OF LOBBYING AND ADVOCACY (Contd)

#### 5. **WHEN? Know when to lobby**

- Find the most appropriate time to undertake your campaign
- Discover if there is general support for your cause, or ignorance and opposition

GO TO

Individual Exercise 9.1



**LOBBYING ASSIGNMENT**

### Learning Log

# WAGGGS Leadership Resources

## Communication

### 10. EFFECTIVE NEGOTIATION SKILLS

From time to time, your leadership role may require you to act as a 'broker' among different interests in order to achieve a successful outcome. This means that you must be able to negotiate through a potential 'minefield' of diverse perspectives.

*"Negotiation is the process by which we search for the terms to obtain what we want from somebody who wants something from us"*

(Kennedy)

*"Negotiation is an interactive process, through which different parties decide what each of them is going to give, do and receive"*

(Delbeke)

In other words, negotiation is an explicit, voluntary, traded exchange between people who want something from each other.

Gavin Kennedy ('The New Negotiating Edge') talks about three negotiating behaviours:

- Red:** Demonstrated by aggression, intimidation and manipulation in the negotiation process
- Blue:** Associated with co-operation, trust and conciliation in the negotiation process
- Purple:** Behaviour which deals with people as they are and not as we assume or want them to be in the negotiation process.

If red is taking behaviour and blue is giving behaviour, purple is trading behaviour; taking while giving.

The leader will need to negotiate whenever:

- The consent of others is required
- The time and effort of negotiating are justified by the potential outcome
- The outcome is uncertain

GO TO

Individual Exercise 10.1

Individual

WHAT IS MY NEGOTIATION BEHAVIOUR?

To some extent, your leader behaviour as a red/blue/purple negotiator will relate directly to the "PAK Factor" in which

- P** = Personal power, influence and credibility and their impact on other people
- A** = The authority given to you by your organization
- K** = Your knowledge and experience of the leader

# WAGGGS Leadership Resources

## Communication

### 10. EFFECTIVE NEGOTIATION SKILLS (Contd)

In any negotiation, there are four clear stages:

1. **Prepare**            **What do we want?**
2. **Debate**            **What do they want?**
3. **Propose**           **What 'wants' might we trade?**
4. **Bargain**           **What 'wants' will we trade?**

<b>Negotiation checklist</b>	
Complete the checklist to help ensure that your preparations for negotiation are adequately covered.	
<b>With whom am I Negotiating?</b>	<b>What are the Key Issues?</b>
Who are the stakeholders?	Do all Stakeholders clearly understand the issues?
What are their needs?	What do we have in common?
What are their personalities/styles?	What do I want? My needs?
What are their differences?	What am I willing to give?
What do they want?	<b>What is the Negotiating Process?</b>
<b>What is the Negotiating Environment?</b>	Who asked for the meeting?
What kind of space: public/private?	Who will begin the process?
What kind of pressure for decisions?	Who will set the ground rules?
Whose space are we in?	Do we need complete agreement?
What commitment and trust exists?	How are decisions made?
What costs are involved?	Can I promote interest-based negotiations?
<b>What information do I need for Negotiating?</b>	<b>What is my Negotiation Strategy?</b>
How will I, or others, gather data?	Do I know my alternatives?
Will the information be acceptable?	Do I understand the problem?
Do I discuss it before the negotiation?	Do I know my interests?
Do I need more time to gather data?	Do I have a 'bottom line'?
<b>How will the Agreement be reached?</b>	What are my goals in the relationship?
Written agreement?	What PAK (power, authority, knowledge) do I bring to the table?
Oral agreement?	Do I know a good solution and options?
Formal or informal?	Do I have information about the other Stakeholder?
Do I need feedback from others?	
<b>How will the Agreement be implemented?</b>	
Who is responsible?	
What is the time line?	
Are additional meetings needed?	
Does the solution need to be monitored by someone else?	
Is there a need to renegotiate?	

# WAGGGS Leadership Resources

# Communication

## 10. EFFECTIVE NEGOTIATION SKILLS (Contd)

The leader will benefit from developing and using effective negotiation skills, for example when:

- Initiating change
- Dealing with stakeholders
- Leading the team
- Implementing change

### Learning Log

# WAGGGS Leadership Resources

# Communication

## 11. COMMUNICATING ELECTRONICALLY AND VIRTUALLY

Most leaders and Girl Guides/Girl Scouts communicate in many other ways than verbally and face-to-face.

Use of electronic communication systems and internet is easy, quick and efficient, and is getting more and more into our lives. Adding to this, electronic means of communication are very often less expensive than meeting and using traditional mailing systems.

Many still regard emails as more informal than a letter or a meeting and are therefore more careless with their writing, the message as well as the spelling. However, emails can afterwards be regarded as documented and legal information. Careless information can be misunderstood, incorrectly-translated, and cause conflicts because of ambiguous messages. Writing an email, answering a blog on the internet, or chatting via Skype, could easily make us speed up our communication and think or reflect less on what we express and communicate about.

Think about your emails:

- When you write in CAPITALS – you are SHOUTING!
- When you use more than one exclamation mark – you are SHOUTING!!!!
- When you use more than one question mark – you write between the lines a doubt whether the reader is stupid?????

By using electronic media we can reach a lot of people quickly – and some people might be watching our communication without our awareness.

Some internet devices claim their rights of owning what you upload (pictures, texts, ideas) so consider what you want to share with everybody, and what you would prefer for a smaller group.

The option of copying people in your emails (cc – visible; bcc – invisible) is an easy way of sharing with many and to keep others updated and informed but it can be the source of gossip.

When writing contributions in blogs or public discussion for a private person or as a representative of your association, consider and say what your private opinion is and what is an agreed organizational opinion. The readers might not be able to distinguish.

Be conscious also about editing websites that a lot of people might visit without knowing what you know (<http://www.useit.com/papers/webwriting>).

# WAGGGS Leadership Resources

# Communication

## 11. COMMUNICATING ELECTRONICALLY AND VIRTUALLY (Contd)

### Rules for electronic communication; e-mailing, internet chatting and blogging:

- Discover what you want to achieve by your email, and how you would like your message receiver to react. Think of: What? Who? When? How? Where?
- Give the email an informative heading
- Tell the most important first
- Write short emails – one email per subject. The whole email should be visible on the screen
- Be careful with 'reply all'. Consider the address list and if everybody needs your reply
- Consider who you copy in (cc or bcc) – sometimes it is better to forward to people afterwards
- Be careful with attachments that can be edited before forwarding. Use 'pdf' versions for attachments you do not want to be changed afterwards
- Delete more than you save
- Create email filing systems and mark your incoming emails according to importance and tasking
- Important and sensitive messages are better face-to-face, where your emotions and body language is underlining the message, and avoid misunderstandings
- Be careful with humour, sarcasm and irony if you do not know all receivers very well
- Count to 10! E-mails are not made for expressing deep emotions. Written anger will be there until the message is deleted or even longer!
- Read your message once more before submitting and read it as if you were the receiver

### Learning Log

# WAGGGS Leadership Resources

# Communication

## 12. ETHICS IN COMMUNICATION

*Watch your thoughts; they become words  
Watch your words; they become actions  
Watch your actions; they become habits  
Watch your habits; they become character  
Watch your character; it becomes your destiny*

Unknown

This quotation tells us that to develop ourselves and impact our own destiny, we should start by watching our thoughts and words, and above all, we need to be aware of our expressions as they can be understood in many ways by those who are near us.

Consider your communication style and your way of communication as a leader, and be aware that others are observing how you do. Sometimes, they may even be copying your communication methods unconsciously, merely by the fact that you are the leader.

When communicating – face-to-face or in writing, consider your personal principles or ethical communication rules:

- Who needs to know what?
- What is sufficient in your message?
- Who should have the message? Is the message for action or for information?
- If you want to keep some persons informed, what is sufficient, and what is irrelevant?
- How do you tell your message receiver(s) whether you want her/him/them to
  - Know
  - Take action
  - Forward/spread to others
  - Give feedback?
- How can you tell whether the other person gets the message or does not understand it?
- Do you pass on something to a third party that you have only heard and do not have proof of?

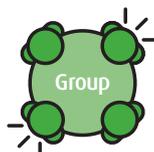
In other words, consider whether your message is

- Nice to know
- Need to know
- Must know
- Irrelevant or maybe even harmful to know

for those you intend to inform.

GO TO

Group Exercise 11A



THOSE STORIES!

# WAGGGS Leadership Resources

# Communication

## 12. ETHICS IN COMMUNICATION (Contd)

In this module, another perspective on communication that we have been dealing with listening and perception, These are closely linked to your autopoiesis (self-creation), your life experiences, and your attitudes towards the message and the messenger(s).

Here it is important to consider your personal principles or communication rules about:

- Whether you forward messages you get from other people
- The systemic background(s) and the context for the message you get
- The positive approach to any kind of message
- The consequences of forwarding information from others
- What you hear from two or more people does not necessarily make it doubly true
- Who else receives the message you forward – and who should be informed about this?

Make sure there is correspondence between your words, your attitudes, your perception, and the 'illustrations' you add to your message as well as your body language.

### Learning Log

WAGGGS Leadership Resources  
**Communication**

**APPENDIX 1**  
**INDIVIDUAL EXERCISES**



# WAGGGS Leadership Resources

# Communication

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

COMMUNICATION MODULE		Exercise 4.1				
ACTIVE LISTENING AUDIT						
INDIVIDUAL WORK			GROUP WORK			
<b>OBJECTIVE</b>						
<ul style="list-style-type: none"> <li>To train and assess active listening skills and to identify listening barriers.</li> </ul>						
<b>METHOD</b>						
After reading each question give yourself a score of one to five. When you finish taking the inventory, add up your score and check it against the inventory scale. The letters after the questions are linked to a key of the areas you may wish to work on later.						
Questions		Never	Sometimes	Always		
1. Do you find yourself understanding what was said but not what was meant? (A)	1	2	3	4	5	
2. Do you find it hard to concentrate on what the speaker is saying because of external distractions, such as noise or movement? (B)						
3. Do you find it hard to concentrate on what the speaker is saying because of internal distractions, such as worry, fear, being unprepared or daydreaming? (A)						
4. Do you find yourself responding to what the speaker implies rather than what they say? (A)						
5. Do you find yourself responding in anger to words, stated or implied, that for all logical reasons should not make you angry? (A)						
6. Do you have trouble reading a person's body language? (D)						
7. Do you find it difficult to respond to a speaker in a nonjudgmental way if you don't agree with them? (F)						
8. Do you find it difficult to respond to a speaker in a nonjudgmental way if you don't like them? (E)						
9. Do you find yourself preparing your response before the speaker has finished? (F)						
10. Do you find yourself listening selectively, hearing only those words and ideas that you want to hear? (A)						
11. Are there certain words, phrases or actions that consistently trigger certain positive or negative responses in you? (F)						
12. Do you find yourself asking, "What did you say?" even though you've heard the speaker? (B and C)						
13. Do you rely on others to interpret what happened at a meeting? (A)						
Now check your totals against the Listening Inventory Scale below. 13-20: very good listener. 21-32: fairly good listener. 33-45: average listener. 46-58: fairly poor listener 59-65: poor listener	These questions should help you pinpoint some of your strengths and weaknesses in listening.		Listening Inventory Key			
			A – Emotional Filters			
	Take a look at your responses in the listening inventory. Do they follow a particular pattern? The questions are keyed so you can easily identify the areas you need to work on.		B – Physical Distractions			
			C – Internal Distractions			
			D – Body Language			
			E – Non-judgmental Responses			
		F – Filters/Prejudging				

# WAGGGS Leadership Resources

# Communication

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

COMMUNICATION MODULE	Exercise 7.1
SELF COACHING	
INDIVIDUAL WORK	GROUP WORK
<b>OBJECTIVE</b> <ul style="list-style-type: none"><li>To test and practise self coaching</li></ul>	
<b>METHOD</b> <p>Practise self coaching, using the Self Coaching Triangle and a notepad and pen to decide action towards your next goal in Girl Guiding/Girl Scouting.</p> <p>Debrief afterwards.</p> <p>Alternatively, you can practise together with your mentor or a coach.</p>	

# WAGGGS Leadership Resources

# Communication

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

COMMUNICATION MODULE		Exercise 8.1								
HOW INFLUENTIAL AM I?										
INDIVIDUAL WORK	GROUP WORK									
<b>OBJECTIVE</b>										
<ul style="list-style-type: none"> <li>To assess personal influence.</li> </ul>										
<b>METHOD</b>										
<p>Read each statement below and rate the statement 1-6 as how it best describes your agreement or disagreement.</p> <p style="text-align: center;">Totally agreement ← 1 - 2 - 3 - 4 - 5 - 6 → totally disagreement</p> <ol style="list-style-type: none"> <li>All you need to know about someone is whether they are 'for you' or 'against you'.</li> <li>In order to communicate successfully all you need is a clear message. A clear accurate explanation should be convincing.</li> <li>A friendly audience does not need persuasion.</li> <li>The only way to be successful at persuasion is to take someone from total disagreement to total agreement.</li> <li>It is usually better not to try to influence people; it is best to inform them.</li> <li>The best way to influence someone is to be totally logical, using statistics and facts.</li> <li>If you have explained your position to someone clearly, logically and accurately, they will be persuaded.</li> <li>If you are persuaded by something, it will probably be persuasive for others as well.</li> <li>If everybody had access to the same information, persuasion would not be needed.</li> </ol>										
<b>DEBRIEFING AND REFLECTION</b>										
<p>The statements are all based on 'assumptions' about influencing. These assumptions are expanded in the section 8 Positive influencing skills, page 41.</p> <p>Add up your total score for the statements. Your score should enable you to assess the level of your competence in influencing and persuading others:</p> <table> <tr> <td>35 - 45</td> <td>Highly accomplished</td> </tr> <tr> <td>28 - 34</td> <td>Competent</td> </tr> <tr> <td>22 - 28</td> <td>Fair</td> </tr> <tr> <td>Less than 22</td> <td>Ineffective</td> </tr> </table> <p>Discuss the statements and how to react to this result.</p>			35 - 45	Highly accomplished	28 - 34	Competent	22 - 28	Fair	Less than 22	Ineffective
35 - 45	Highly accomplished									
28 - 34	Competent									
22 - 28	Fair									
Less than 22	Ineffective									

# WAGGGS Leadership Resources

# Communication

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

COMMUNICATION MODULE	Exercise 8.2
<b>AM I 'PUSH' OR 'BUILD'?</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<b>OBJECTIVE</b>	
<ul style="list-style-type: none"> <li>To enable you to receive feedback on your own influencing style.</li> </ul>	
<b>METHOD</b>	
<ol style="list-style-type: none"> <li>Identify an issue about which you wish to influence others so that they will support what you are proposing.  The issue can be anything, for example, deciding on your ideas about a celebration, where you would like to go for a holiday – anything at all, that you need to achieve the 'buy in' of other(s).</li> <li>Decide how you will present your case and ask those to whom you present it to complete the feedback form below. See last page of section 8.  Remember to explain to them what 'push' and 'build' styles mean in relation to influencing techniques.</li> <li>Make your case and ask for feedback.</li> <li>Observe how you reacted to the feedback.</li> </ol>	

COMMUNICATION MODULE	Exercise 9.1
<b>LOBBYING ASSIGNMENT</b>	
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>
<b>OBJECTIVE</b>	
<ul style="list-style-type: none"> <li>To test and practice a template for your lobbying strategy.</li> </ul>	
<b>METHOD</b>	
<ol style="list-style-type: none"> <li>Identify an issue on which you wish to lobby, and the individuals or organizations you need to influence in order to achieve your objective</li> <li>Use the 5-step formula section 9 page 47 to determine your strategy</li> <li>Implement and monitor your strategy</li> <li>Evaluate the results of your strategy</li> </ol>	

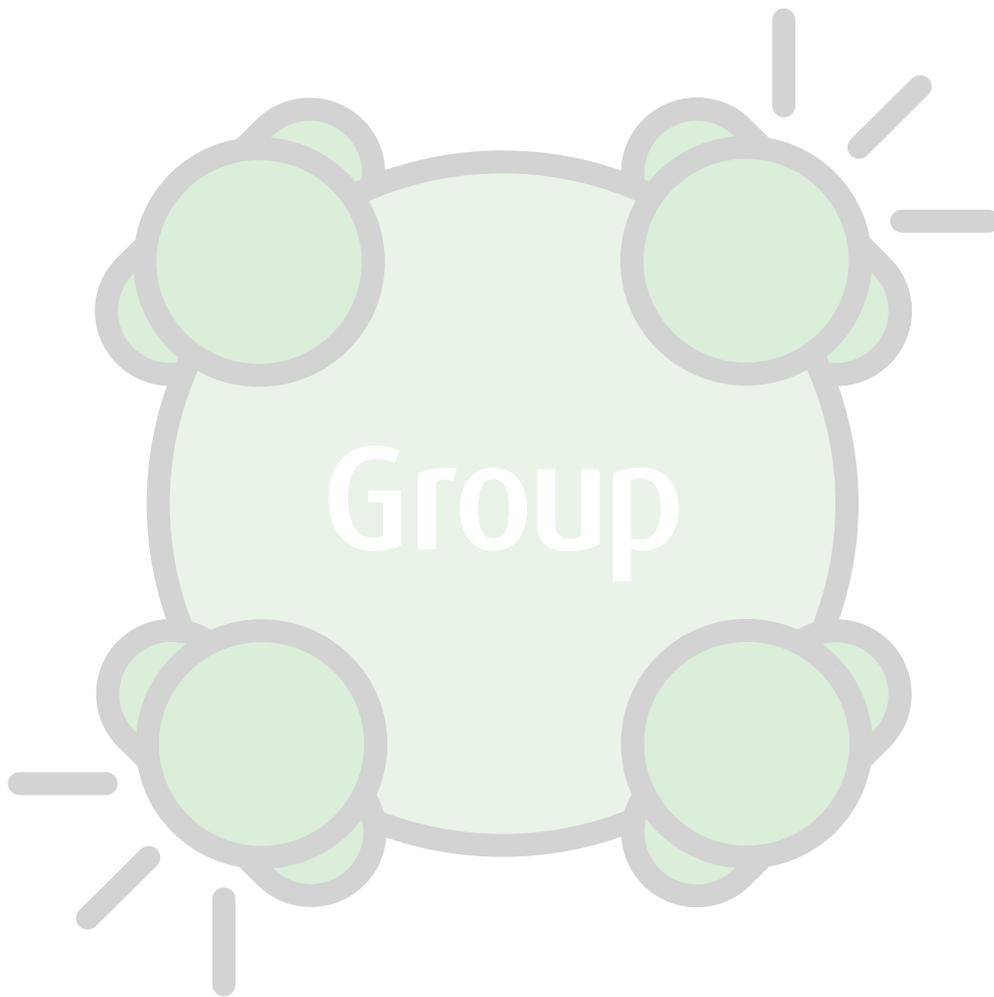
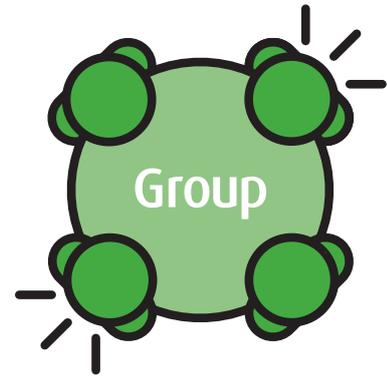
# WAGGGS Leadership Resources

# Communication

## APPENDIX 1 - INDIVIDUAL EXERCISES (Contd)

COMMUNICATION MODULE						Exercise 10.1					
WHAT IS MY NEGOTIATION BEHAVIOUR?											
INDIVIDUAL WORK						GROUP WORK					
<b>OBJECTIVE</b>											
<ul style="list-style-type: none"> <li>To consider and assess natural and positive personal behaviour when negotiating.</li> </ul>											
<b>METHOD</b>											
Complete this short self assessment to discover where you stand on the negotiation continuum, whether you are a 'red' or a 'blue' negotiator.											
<b>Attitudes to negotiation:</b>						AGREE	DISAGREE				
Read through the following statements and mark whether you agree or disagree with each one.											
1. Negotiators should not reveal their true feelings in case their opponents take advantage.											
2. A marginally acceptable deal is better than no deal.											
3. If an opponent gives me an opportunity to take advantage discreetly, that's their problem.											
4. I will negotiate profitable deals if the other negotiators say they are in difficulty.											
5. I look after my own interests and leave opponents to look after theirs.											
6. It is generally better to be open about one's true circumstances.											
7. I am worried about rejection when negotiating.											
8. If opponents are too soft and cannot look after themselves, that is their problem.											
9. A good cause is more worthy than power.											
10. When opponents buckle under pressure, I should push harder.											
The answers you have given are not 'right' or 'wrong'! They merely serve as 'triggers' to indicate some of your attitudes, beliefs and behaviours as a negotiator.											
Statement											
Statement	1	2	3	4	5	6	7	8	9	10	
Agree	Red	Blue	Red	Blue	Red	Blue	Blue	Red	Blue	Red	
Disagree	Blue	Red	Blue	Red	Blue	Red	Red	Blue	Red	Blue	
By checking the number of red or blue responses, you will be able to discover to what extent you have a bias in one direction or another, or whether you have a reasonable balance between 'red' and 'blue' responses, in which case you are already a 'purple' negotiator.											

**APPENDIX 2**  
**GROUP EXERCISES**



# WAGGGS Leadership Resources

# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 2A
COMMUNICATION MODELS		
INDIVIDUAL WORK	GROUP WORK	
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>To visualize how communication is built of elements that can be mixed differently.</li> </ul>		
<p><b>METHOD</b></p> <p><b>Group size:</b> three to seven. Divide larger groups but will you need more sets of building blocks.</p> <p><b>Materials and Preparation</b> - 2 matching sets of children's building blocks (e.g. Lego), with 10 blocks and 1 base board in each set. Using one set of blocks, build a random object using the 10 blocks, onto the base board. Optional - two bags to contain each set of building blocks.</p> <p>There are 4 roles in this communication skill game:</p> <ul style="list-style-type: none"> <li>Person A - Director</li> <li>Person B - Runner</li> <li>Person C - Builder</li> <li>Person(s) D - Observer(s)</li> </ul> <p><b>The 'Director'</b> is given the built-up set of blocks, and is the only person who can see the object. It is the director's job to give clear instructions to person B, the runner, so that person C can build an exact replica of the model.</p> <p><b>Person B</b> listens to the Director's instructions and runs to a different part of the room to where the builder is sitting. The Runner then passes on the building instructions, without seeing the building blocks, the Builder. The Runner can make as many trips as required within the time allowed for the exercise.</p> <p><b>The 'Builder'</b> listens to the Runner's instructions and builds the object from the set of building blocks. The builder is the only person who can see the object under construction, and building materials.</p> <p><b>The 'Observer(s)'</b> observe the communication game, and make notes about what works, what doesn't work, and how people behaved under pressure etc., to pass onto the group later.</p> <p>Set a time limit for the exercise of 10 minutes.</p> <p>When the time is up, allow the group to compare the model and the replica, and see how closely it matches. Generally, the replica will bear little resemblance to the original, which usually causes heated discussion!</p> <p>Allow the group to reflect on how the exercise went, and agree one thing they did well, one thing that didn't work, and one thing they would do better next time.</p> <p>Run the exercise again, either switching or keeping original roles, and see if any improvements have been made. Make sure you de-construct the 'original' model and create a new design!</p> <p>This simple communication skills game can be run many times without losing learning potential. Teams can add layers of sophistication to their communication by making use of aids such as diagrams, codes, standard procedures and using active listening techniques.</p>		
<p><b>Time</b></p> <p>45 mins</p>		

# WAGGGS Leadership Resources

# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 2B
<b>COMMUNICATION BLOCKS</b> A game of Fun, Skills and Communication!		
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>	
<b>OBJECTIVE</b>		
<ul style="list-style-type: none"> <li>• Players build self-esteem while trying to keep the stack from falling over!</li> </ul>		
<b>METHOD</b>		
<b>SET UP</b>		
Placing three blocks on each level, build the beginning stack with all 48 blocks. Shuffle question cards and place them in a draw pile.		
<b>GAME PLAY</b>		
Choose a player to start the first round of play. A player's turn consists of the following steps: Before his/her turn the player looks at the colour of the card that is on the top of the pile...		
<ol style="list-style-type: none"> <li>1. Player removes a block from the same colour of the question card if it is successfully removed, player takes the top question card from draw pile.</li> <li>2. The block must come from any level underneath the highest level of three blocks</li> <li>3. Player reads out loud the question.</li> <li>4. If the card indicates, 'Make up a question' the player gets to make up any question and chooses another player to answer the question out loud.</li> <li>5. After the question is answered, player gently replaces the block on the top of the stack.</li> <li>6. The top level must have three blocks before beginning another level.</li> <li>7. Each player's turn ends when either the next player makes any contact with the stack OR the stack falls over before the next player makes contact with it.</li> <li>8. Play continues until the stack falls over. The player whose turn it is when the stack collapses has lost the round of play. The losing player must reassemble the stack for the next round to begin.</li> </ol>		
<b>MATERIAL</b>		
48 coloured blocks (equal number of each of three colours, blocks, bricks or smaller cards and three colour question cards.		
<b>The cards are divided into three categories:</b>		
<b>Red:</b> Communication question (eg: what are the barriers to effective communication?)		
<b>Green:</b> Non verbal communication (eg mime, drawing, acting...)		
<b>Blue:</b> Verbal communication (eg: convince the players that blue is the most important colour! )		
<b>TIME - 1 hour</b>		



# WAGGGS Leadership Resources

# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 3A
<b>THE MEANING OF A TERM CHANGES</b>		
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>	
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• To consider how your view on key values and common ideas change through life</li> <li>• To exchange different opinions on 'common ideas'.</li> </ul>		
<p><b>METHOD</b></p> <p>The group is asked to discuss some ordinary terms and their meaning to themselves in different generations or life situations</p> <p>Discuss the perception of the following words when you are at the age of 7 – 15 – 22 – 35 – 50 – 75:</p> <ul style="list-style-type: none"> <li>Home</li> <li>Family</li> <li>Economy</li> <li>Freetime</li> <li>Learning</li> </ul> <p>Does the meanings change – and if so, why?</p>		

# WAGGGS Leadership Resources

# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 4A
LISTENING SKILLS		
INDIVIDUAL WORK	GROUP WORK	
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>To consider ways and skills of listening</li> <li>To reflect on what impacts your listening, and what is disturbing.</li> </ul>		
<p><b>METHOD</b></p> <p>Tell the group that you are going to tell them a story and that at the end you are going to ask them a question about it.</p> <p>Slowly read out the 'bus story'</p> <p>After the story has been read out, ask them to write the name of the driver on a piece of paper in front of them.</p>		
<p><b>MATERIAL</b></p> <p><b>Bus Story</b></p> <p>You are driving a bus which has 50 brownies on board.</p> <p>The bus makes a stop, 10 brownies get off, and 3 get on. At the next stop 8 brownies get off, and 2 brownies get on.</p> <p>There are 2 more stops, at which 4 brownies get off and 2 Girl Scouts get on at each.</p> <p>The bus goes directly to the last stop, and the rest of the people get off.</p> <p>What was the driver's name?</p>		

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# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 4B
GET IT TOGETHER		
INDIVIDUAL WORK	GROUP WORK	
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• To practice clear communication and develop trust during challenging and confusing times.</li> <li>• To remind people in each position what the other role feels like and provide insights to improve relations between the two.</li> </ul>		
<p><b>METHOD</b></p> <p>Work in pairs.</p> <p>After pairing up, one blindfolded person goes into a large circle to retrieve certain items, with only their partner's instructions as guidance.</p> <p>The catch here is the partner must stay on the outside of the circle. Still seems fairly simple until all the pairs are in the middle at the same time.</p> <p>This activity is a step beyond the Trust Walk team building exercise and helps participants experience the need for trust, the need for planning and the difficulties of communicating while being both coach and coachee.</p>		
<p><b>TIME</b></p> <p>20 minutes + debriefing</p>		

# WAGGGS Leadership Resources

# Communication

## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 4C
CRAZY SENTENCE		
INDIVIDUAL WORK	GROUP WORK	
<b>OBJECTIVE</b>		
<ul style="list-style-type: none"> <li>To use good listening skills in order to win the game.</li> </ul>		
<p>Listening to details can be very important when trying to solve a problem or when attempting to follow complicated directions. Sometimes the details are not essential but at other times these details are the most important part of the information being conveyed.</p> <p>Being able to listen carefully to what is said and to all the words that a person is saying isn't an easy task. Sometimes we must listen with our eyes and observe body language, facial expressions, and eye movement in order to get all the information needed. The better you 'listen' to the details, the more you will hear and the better you will understand what is being said.</p>		
<b>WHO IS THIS ACTIVITY FOR?</b>		
People who need to work on their ability to listen carefully to what is said so they can increase their understanding of the information given.		
<b>METHOD</b>		
<p>Prior to this activity make up a dozen or so sentences that are complete and correct but make them crazy and random; then write each sentence on a small piece of paper. Some examples of crazy sentences are:</p> <p>"My grand-mother had a large tattoo."            "Micky Mouse is my idol."            "The blue cow swam over the moon."            "It is good to eat spiders and caterpillars for breakfast."            "Rubber bands stick to the ceiling on Christmas day."</p> <p>Be creative and come up with many more. Prior to the game set up two chairs in the front of the room. For the activity select two people from the group and ask them to sit in the chairs that you have set up in the front of the room. Give each person a piece of paper with one of the crazy sentences on it. The two players must read the sentence to themselves and then engage in conversation. Each player attempts to state his/her sentence in the course of conversation. The object is to slip in the sentence without the other person guessing what it is. You may wish to give them a topic to start with such as fishing, opera music, sports, buying shoes, or anything else that has nothing to do with the sentences. Also give them a one or two minute time limit to slip their sentences in during the conversation. After the time limit, allow the people in the audience to guess what the crazy sentence is and whoever guesses correctly is given the opportunity to play the game for the next round.</p>		
<b>MATERIAL</b>		
<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pens or pencils</li> <li>- 2 Chairs</li> </ul>		
<b>GROUP SIZE-</b> 4 or more		

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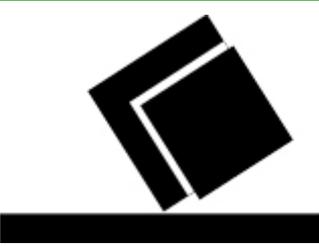
## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 5A
<b>A PERFECT SQUARE</b>		
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>	
<b>OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>To improve communication</li> <li>To discover what improvement is coming out of planning</li> </ul>		
<b>METHOD</b>		
<p>Tell the group that after they have their blindfolds on, a bag will be placed in front of them containing a length of rope.</p> <p>Their task is to get the rope out of the bag and form a square with each of them holding on to the rope, in such a way that they are equally spaced around the square.</p> <p>Once done; give them some time for planning and try it again</p> <p><b>Variation 1</b> Form a circle instead of a square or conduct the activity in silence (without blindfolds).</p> <p><b>Variation 2</b> Place a hat on the floor/ground. The person who finds the hat during the game, is not allowed to talk anymore. She has to wear the hat.</p> <p><b>A glimpse into Perfect Square:</b> Putting the group in a circle, they all reach forward to grab a rope that is laid down in front of them. After putting on their blindfolds, the group must form a perfect square. Once the group feels they have formed the perfect square, they take off the blindfolds to see how close they are. Seemingly easy, this activity is challenging.</p>		
<b>MATERIAL</b>		
Scarves or black painted goggles – for blindfolding each participant A long rope in a bag A hat		
<b>TIME</b>		
About 45 minutes		

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## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 6A
WITHOUT AND WITH FEEDBACK		
INDIVIDUAL WORK	GROUP WORK	
<p><b>OBJECTIVE</b></p> <ul style="list-style-type: none"> <li>to experience the effect of giving and receiving feedback while co-operating.</li> </ul> <p><b>To the exercise leader:</b> Make separate copies of the three drawings below – one set for each pair of participants. Do not show the drawings to the participants before use.</p>		
<p><b>METHOD</b></p> <p>Work in pairs, sitting back to back with each other. Each participant has paper and a pen.</p> <p>The exercise goes in 2 steps. In each step, one participant gets a simple drawing to explain to the other, so that she can draw the same.</p> <p>The person explaining must only use geometric terms: Line, circle, rectangle, triangle, dot etc. and not say what the drawing looks like.</p> <p>Step 1 (drawing 1): The person explaining tells and the listener is drawing. She is not allowed to ask questions to the person explaining.</p> <p>Step 2 (drawing 2): The listener must ask all kinds of questions to which the person explaining can answer either 'yes' or 'no'.</p> <p>Step 3 (drawing 3): The listener must ask any kind of question to the person explaining and get any kind of answer.</p>		
<p><b>DEBRIEFING</b></p> <p>Discuss how much the opportunity of feedback is influencing the result.</p>		
 <p>1</p>	 <p>2</p>	 <p>3</p>

# WAGGGS Leadership Resources

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## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 7A
<b>A PERFECT DAY</b>		
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>	
<b>OBJECTIVE</b>		
<ul style="list-style-type: none"> <li>To practice coaching and Appreciative Inquiry</li> </ul>		
<b>METHOD</b>		
<p>Work in groups of 3 or 4:</p> <ul style="list-style-type: none"> <li>an interviewer/coach</li> <li>a coachee</li> <li>1-2 observers (can observe the same or one of each of the coaching pair)</li> </ul> <p>The coach questions the coachee about 'a perfect day', 'a perfect Girl Guiding/Girl Scouting meeting' or related issue, using the 7 steps of Appreciative Inquiry</p> <p>Debriefing after each session, swap roles until everyone has been coached.</p>		
<b>TIME</b>		
½ hour per session, this can be split by a break.		

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## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 7B
GIRAFFE LANGUAGE - ROLE PLAY		
INDIVIDUAL WORK	GROUP WORK	
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>To practice Giraffe Language personally</li> <li>To have an experience of the use of a structured method for conflict transformation</li> </ul>		
<p><b>METHOD</b></p> <p>Work in pairs or groups of 3-4</p> <p>Each group member thinks of a situation where she has needed the understanding of herself from someone else; alternatively a situation where she has been in the situation of active listening to another; she explains the situation to the others.</p> <p>Another group member takes the role of the other part of the story told.</p> <p>This pair describes the situation by acting it in front of the observers (other group members).</p> <p>After the play the group discusses what could have been done and said, and the play is repeated, using the Giraffe Language method.</p> <p>Swop roles, until everyone has practised.</p> <p>Debrief all situation role plays and make a list of learning opportunities.</p>		
<p><b>TIME</b></p> <p>App 1 hour.</p>		

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## APPENDIX 2 - GROUP ACTIVITIES (Contd)

COMMUNICATION MODULE		Exercise 12A
<b>THOSE STORIES</b>		
<b>INDIVIDUAL WORK</b>	<b>GROUP WORK</b>	
<b>OBJECTIVE</b>		
<ul style="list-style-type: none"> <li>• To consider ethics in communication</li> <li>• To be aware of how communication channels work, and change</li> </ul>		
<b>METHOD</b>		
<p>Tell or read a story or fable about communicating to others ((for example 'The boy who cried wolf' or 'It's quite true' by Hans Christian Andersen.</p> <p>Discuss how you should communicate (tell, listen, consider the message) and to whom</p>		

# Communication

## APPENDIX 3 BIBLIOGRAPHY



# WAGGGS Leadership Resources

# Communication

## APPENDIX 3 - BIBLIOGRAPHY (Contd)

### Books

Clutterbuck, David & David Megginson: Techniques for Coaching and Mentoring

*'What do you need in order to become a good coach or mentor: a life; a position; a qualification; a way of going on; techniques?'*

Giving Presentations. Expert Solutions to Everyday Challenges (2007) Harvard Business School Press

Luft, J. and Ingham, H. (1955) *'The Johari window, a graphic model of interpersonal awareness'*, Proceedings of the western training laboratory in group development. Los Angeles: UCLA

O'Connor, Joseph & Andrea Lages (2004): *Coaching with NLP: a practical guide to getting the best out of yourself and others. How to be a Master Coach.* London, Element

Pearce, W. Barnett (2007): *Communication and the Making of Social Worlds.*

Whitney, Diana & Amanda Trosten-Bloom (2003): *The Power of Appreciative Inquiry. A Practical Guide to Positive Change'* Berret-Koehler Publications

### Links

<http://www.useit.com/papers/webwriting/>