

# Barriers to Communication



- On the whiteboard write down any barriers to communication that you know

# Interpersonal Skills



## UNIT 1: COMMUNICATION & EMPLOYABILITY SKILLS

# By the end of this lesson...



## ● You will know

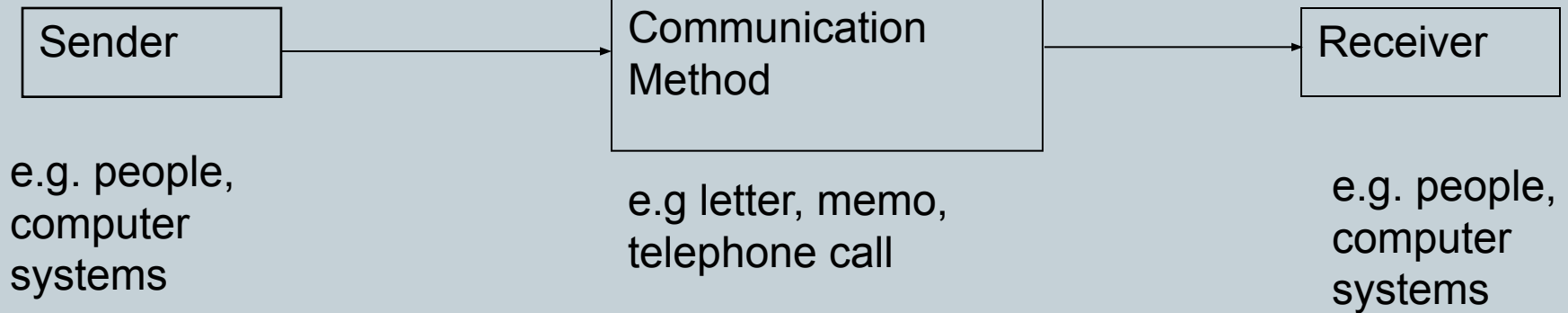
- A. Be able to identify the different interpersonal communication skills
- B. Be able to explain what the interpersonal communication skills are

# Assessment Criteria - Covered



- Explain the principles of effective communication  
(P2)

# How do we Communicate?



# Activity 1 - Methods of Communication



- On the post-it notes provided, write down all the methods of communication that you know
- When you are finished, stick the post-it notes to the cupboard at the front of the classroom

# Methods of Communication



- Verbal exchanges work for most people
- But for those who cannot speak, using sign language or lip reading for those who maybe deaf
- Using recognised signing systems as an aid for communication with the deaf ([www.british-sign.co.uk](http://www.british-sign.co.uk))
- Written communication (to be covered next week)

## Activity 2 - Signing



- In pairs and using the document “FingerSpelling Alphabet” on the VLE, try signing you name



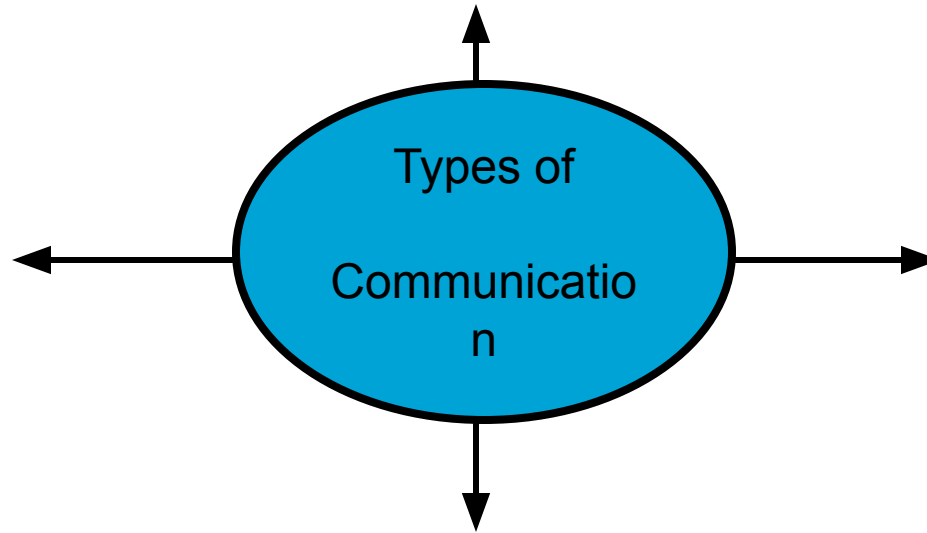
# Ways of Communicating



## **Verbal**

e.g. chatting,  
apologising

**Written**  
e.g. letter,  
application  
form



**Expressive**  
Smiling, frowning,  
hugging

## **Visual**

Signing, Lip  
Reading, Pictures,  
Drawings

# Verbal Communication



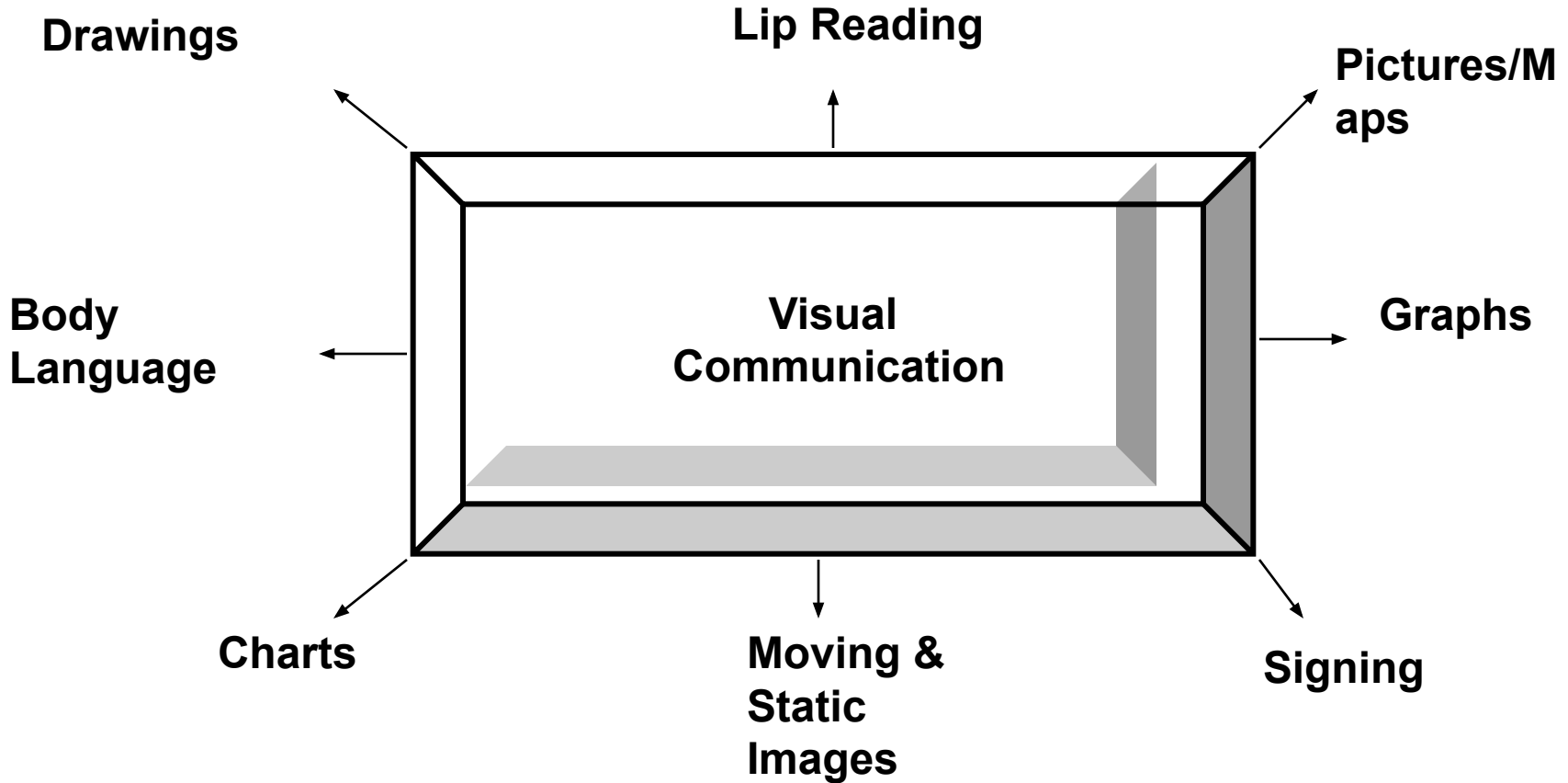
- **Types of verbal communications**

- Chatting
- Enquiring
- Apologizing
- Delegating
- Directing
- Advising
- Informing
- Challenging
- Debating

- **Acronym that ensures success with this type of communication**

- T Think before you speak
- A Analyse what is said before you respond
- L Listen to all aspects of the conversation
- K Kind words are free
- I Insults carry a price
- N Never seem distracted when somebody is talking
- G Give as much attention to the conversation as possible

# Visual Communication



# Techniques and Cues



- To express emotion in verbal communication, some change of tone is needed
  - A raised voice can indicate anger or impatience
  - A lowered voice can show fear or insecurity
- In face-to-face discussions, the tone of voice may be accompanied by some body language
- When using the telephone, body language is not possible, but hearing a pause or identifying emotions through intonation is still possible

# Activity 1 – Negative and Positive Language



- Individually, look at the list of positive and negative statements on the Whiteboard, identify which statements are positive and which are negative
- On the second slide, sort the positive and negative words under the correct headings
- Swap seats with another student and check each others work, do you agree?

# Active Engagement



- Communication doesn't just happen when you are speaking
- You can and do communicate in several ways while the other person speaks
- By paying attention and reacting to what the other person is saying, for example, with a nod or a frown

# Types of Questions



- Communication is not just two people speaking in turn
- There needs to be a link between the people and questions can help to create such a link
- Using Open, Closed and Probing questions

# Speed of Response



- Questions can be answered in a number of ways
  - Quickly and maybe with passion
  - Slowly after what looks like consideration of all the issues
  - Something in between or not at all
- Answering a question with a question is a delaying tactic that is often used in discussions
- Repeating the question back to the questioner is another delaying tactic that sometimes works



# Key Terms



- Summarise – to sum up the most important points of a communication
- Paraphrase – to say again but using different words
- Open question – a question that could be answered in a variety of unanticipated ways
- Closed question – a question that expects a limited range of answers as Yes/No
- Probing question – a question that seeks out further information and narrows the responses down to the required answer

# Activity 2 – Barriers to Communication



- Using the True and False cards provided, indicate whether the following statements about barriers to communication are True or False

# Activity 2 – Statements



- Use terminology that will be understood by all of those people involved in the communication
- Nodding you head towards a speaker indicates interest and agreement
- Body language can lead to misunderstandings
- Shaking your head horizontally in China means yes
- Smile at someone while your tone of voice shows anger sends a mixed messages

# Task



- **Produce a leaflet** that explains the principles of effective communication. It must discuss 3 points from each of the following areas:
- General skills:
  - cultural differences
  - adapting content and style to suit audience needs
  - question and answer
  - accuracy
  - techniques for engaging audience
- Interpersonal skills:
  - methods
  - techniques and cues
  - positive and negative language
  - active engagement
  - barriers
  - types of question

# Plenary

