



Unit 4

Communication Skills for Supervisor

Staff Training Solutions

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Recognize the responsibilities you have as a supervisor, to yourself, your team, and your organization.
- ✓ Learn key techniques to help you plan and prioritize effectively

Do you also see things in them that you could learn to make yourself even better at communicating?

Communication Barriers

Lots of things can get in the way of good communication. Here are some of the most common barriers.

Experience

This barrier comes from one person always sharing their own experience, and not allowing others to provide input. This can also occur when a newer employee meets existing staff and feels that they need to prove themselves independently, instead of listening to or respecting the experience of their new colleagues.

Emotions

Anger can stop up from hearing what someone says. Love can cloud our judgment.

Background

If someone comes from a very wealthy or very poor background, we might make judgments about them. People can also make judgments based on the area that a person is from.

Attitudes

These can stop us from hearing, observing, and perceiving the truth. A negative attitude can prevent someone from adapting to a change. An overly optimistic attitude can stop someone from seeing what is really going on.

Culture

If we do not have respect for what other cultures contribute, or the positive attributes of our own culture, people experience discrimination.

Subject Knowledge

If one person tries to push their knowledge on others, resentment can arise. On the other hand, if someone pretends to have knowledge and is lying, they will lose credibility and erode trust.

Prejudice

Prejudices are another thing that can cloud our judgment. Examine what triggers your prejudices (and why you have these thoughts) in order to deal with them.

Mood

If we are tired, grumpy, or feeling upset, it's possible we won't hear others or want to engage with anyone. If we are excited and joyful about things and interrupting other people's work, it's possible they won't get things done either.

Wording

How do you feel when someone starts an e-mail without a greeting? If this is also your style, it might be fine because there are no wasted words in the e-mail. Other people might feel that the tone is abrupt for no reason, or that the writer is angry at them.

Education

If I am intimidated because someone approaches me and they have a lot more education than I do, even though they are asking me for help, I might become nervous, short tempered, etc.

Noise Level

If there is a lot of noise around and I don't hear properly, I'm not likely to get the entire message.

Ambiguity

Clear language helps to remove uncertainty and avoid confusion.

Non-Verbal Messages

Non-verbal messages can convey a lot of meaning, even if you aren't saying anything. If I enter your office and you turn your back to me, I will know you don't want to talk to me, even though I need to speak with you.

Hearing Difficulties

In order for messages to be understood, we need to express ourselves. For listeners who are hard of hearing, we may give up before they have understood, or we may avoid calling them in order to avoid having to take extra steps to make sure that they hear us.

Active Listening Skills

Active listening means that we try to understand things from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what was said. This is not the same as **hearing**, which is a physical process, where sound enters the eardrum and messages are passed to the brain. Active listening can be described as an attitude that leads to listening for shared understanding.

When we make a decision to listen for total meaning, we listen for the content of what is being said as well as the attitude behind what is being said. Is the speaker happy, angry, excited, sad...or something else entirely?

Responding to Feelings

The content (the words spoken) is one thing, but the way that people feel really gives full value to the message. Responding to the speaker's feelings adds an extra dimension of listening. Are they disgusted and angry or in love and excited? Perhaps they are ambivalent! These are all feelings that you can reply to in your part of the conversation.

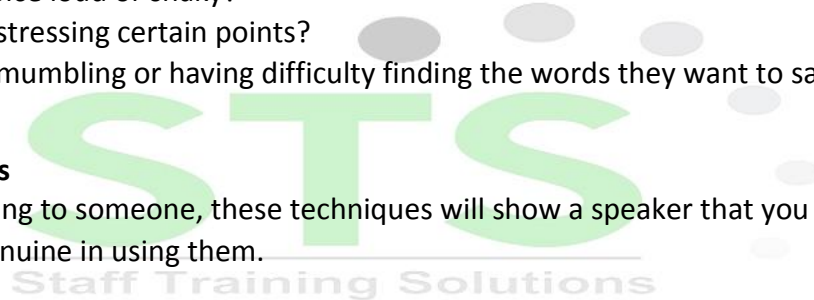
Reading Cues

Really listening means that we are also very conscious of the non-verbal aspects of the conversation.

- What are the speaker's facial expressions, hand gestures, and posture telling us?
- Is their voice loud or shaky?
- Are they stressing certain points?
- Are they mumbling or having difficulty finding the words they want to say?

Demonstration Cues

When you are listening to someone, these techniques will show a speaker that you are paying attention, providing you are genuine in using them.



Physical indicators include making eye contact, nodding your head from time to time, and leaning into the conversation.

You can also give **verbal cues** or use phrases such as “Uh-huh,” “Go on,” “Really!” and, “Then what?”

You can use **questions** for clarification or **summarizing statements**. Examples:

- “Do you mean they were charging \$4.00 for just a cup of coffee?”
- “So after you got a cab, got to the store, and found the right sales clerk, what happened then?”

Tips for Becoming a Better Listener

- **Make a decision to listen.** Close your mind to clutter and noise and look at the person speaking with you. Give them your undivided attention.

- **Don't interrupt** people. Make it a habit to let them finish what they are saying. Respect that they have thoughts they are processing and speaking about, and wait to ask questions or make comments until they have finished.
- Keep your **eyes** focused on the speaker and your **ears** tuned to their voice. Don't let your eyes wander around the room, just in case your attention does too.
- Carry a **notebook** or start a conversation file on your computer. Write down all the discussions that you have in a day. Capture the subject, who spoke more (were you listening or doing a lot of the talking?), what you learned in the discussion, as well as the who, what, when, where, why, and how aspects of it. Once you have conducted this exercise 8-10 times, you will be able to see what level your listening skills are currently at.
- Ask a few **questions** throughout the conversation. When you ask, people will know that you are listening to them, and that you are interested in what they have to say. Your ability to summarize and paraphrase will also demonstrate that you heard them.
- When you demonstrate good listening skills, they tend to be **infectious**. If you want people to communicate well at work, you have to set a high example.

Test your knowledge

Write down the names of three people that you consider good listeners.

Did you write down the name of a person that you do not like?

Do any of the three people fit into one of these categories?

- Someone you like
- Someone you love
- Someone you respect

If you wish to be liked, loved, or respected, how is it that you need to behave?

Questioning Skills

As leaders, we should be spending a lot of our time asking questions and providing answers. When it comes to asking, however, we often aren't aware of our technique. Open questions in particular often give us difficulty, which is unfortunate since they are the most important ones for us to become skilled at using. If you are having trouble with open questions, it can be helpful to get more comfortable with small talk and easing yourself into the conversation at hand.

Building relationships with others (including our employees and our co-workers) becomes easier as we become skilled at asking questions that give us more information about that person and their wants and needs. Questions help us find common ground with someone, show the person we are interested in them, and puts the emphasis on them rather than us.

Open Questions

These are broad, general questions that require your conversation partner to provide more than just a "yes" or "no" answer. They also permit the other person to decide how much information to give.

Open questions can do the following:

- Give us more information
- Encourage your conversation partner to speak openly
- Encourage people to share opinions and ideas
- Help us determine if people have interpreted what we say accurately

Closed Questions

Closed questions can be answered with a single word or two, such as a simple yes or no. They can begin the closing process in a conversation, or provide confirmation of a detail, but they don't usually lead to a richer conversation or gathering more information. The advantage of closed questions is that they give you control over the questions and the type of answers you receive. Closed questions are easy to interpret and more questions can be answered in less time.

However, closed questions don't allow for detailed explanations or for the other person to share how they feel about a particular circumstance. If you wish to encourage a richer response or to encourage a frustrated person to talk freely, then you need to avoid asking closed questions.

Here are some examples of closed questions:

- “Does this make you angry?”
- “Do you think that meeting was fun?”

To open up those same questions, you could try these open-ended statements:

- “Please explain how you feel about this situation.”
- “Tell me how you feel about this meeting.”

Probing Techniques

When we do not get enough information by using open-ended questions, we can use probes to expand the conversation.

Verbal and Non-Verbal Probes

A probe will encourage your conversation partner to add to their previous response. Verbal probes are often a single word or short phrase. Some examples are:

- “Tell me more about that.”
- “That’s interesting. Tell me more.”
- “Really?”
- “Why?”
- “Can you give me a specific example of what you mean?”

Non-verbal probes rely on your body language and gestures to get the same results as a verbal probe. Some examples are:

- Raising the eyebrows as if you are surprised
- Nodding
- Frowning
- Pursing the lips

Probing Techniques

There are many ways that you can use probing in your conversations. We’ve provided some techniques for you below.

Ask an open question.

Some good questions include:

- “Can you describe that more clearly?”
- “Would you give me a specific example of what you mean?”
- “What do you think we should do?”

You’ll soon recognize that if you ask too many of these questions, your conversation partner will feel like they are under interrogation, so use them carefully.

Pause.

Many of us feel uncomfortable when silence overtakes a conversation, and we will fill the silence by expanding on what was said previously.

Use reflective or mirroring questions.

For example, if an employee says “I just don’t feel interested in my work anymore,” you may respond by just reflecting back to them, “Interested?” Then pause. Usually, the other person will provide you with an expanded answer without you asking more questions or interrogating. These kinds of statements also serve to focus or clarify and summarize without interrupting the flow of the conversation. They demonstrate your intent to understand the speaker’s thoughts and feelings.

Paraphrase.

Reflect what has just been said in your own words. “So if I understand you correctly, you...” This technique shows that you want to understand your conversation partner and that you want to be accurate. It also allows the sender to hear back what they have said from someone else’s point of view.

Use summary questions.

Summary questions are a helpful way of probing and winding up the conversation at the same time. “You have spoken to your colleague about his foul language in the office, you have tried to ignore it, and you remain concerned about the impact his swearing has on our visitors and staff. None of these techniques have worked to reduce the amount of swearing and now you are asking me to intervene. Have I got it right?”

Here is another example: when we asked an employee why it would take until next week to finish the project, one of her reasons was lack of cooperation from the production department.

Rather than come back with yet another question, you might just say “Cooperation...” in a reflective tone of voice, and pause again. Usually, the other person will recognize that reflection as a clue to expand or provide you with additional information.

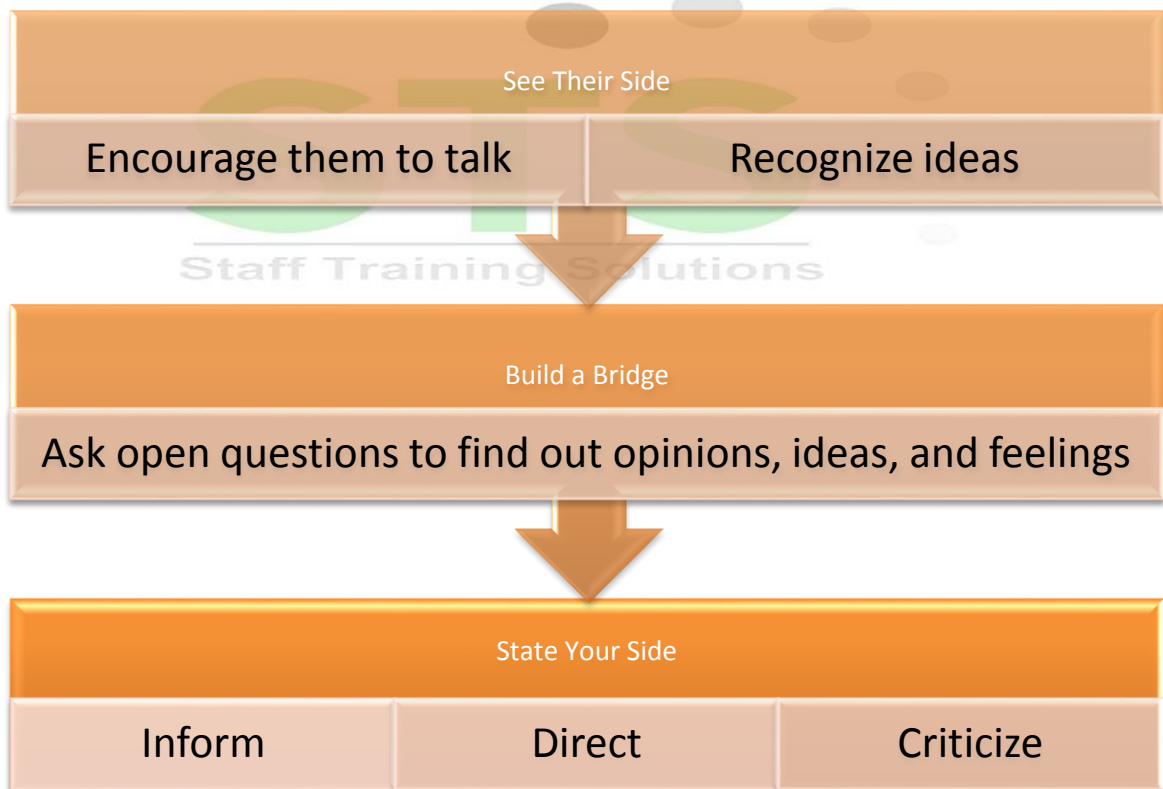
Summary statements or paraphrases sum up what has been said, and will show that you have listened and absorbed what's being said. Don't use them to take over the dialogue.

The summary is the stronger cue that the conversation is winding down on that topic. However, if necessary or appropriate, you can follow this up with a fact-finding question (usually a closed question), such as, "Did you want to say more about the issue?", or, "Do you have any other suggestions?"

The Communication Process

Process Overview

When dealing with an employee who is agitated or emotional (for example, very excited, frustrated, or angry), it can help to have a framework that we can use to guide our words and actions. We find this simple process to be very helpful.



Breaking Down the Process

The first step is to acknowledge the employee's side.

- Acknowledge what they are feeling.
- Encourage them to talk about their feelings.
- Acknowledge their ideas for ways to deal with these feelings or to ease the situation.

The middle item is the bridge between you listening and you talking. You ask open questions to find out their opinions, ideas, and feelings. Only after employees have had their say do you go to the bottom three items in the funnel and:

- Inform people
- Direct them or give them instructions
- Criticize what they are doing

Tips and Tricks

Here are some other tips for good communication:

- Focus on the goal (what you want to achieve).
- Pick a time and place that are conducive to having this conversation.
- Tailor the message to the other person's language, posture, background, etc.
- The outcome cannot be just what you want to happen; you must maintain the other person's self-esteem, build trust, and establish good rapport for the future.

Motivating Employees

To Motivate or Instigate

Motivation is a tricky subject. As managers, we used to talk in terms that said the only way to get a person to do something was to make them want to do it in order to get something they want or avoid something they don't want. Pay them or punish them. This discussion included terms of managing people with a whip, a carrot, and a plant.

The Carrot

This represents incentives and rewards. This could be time off, pay bonuses, or promotional gifts like jackets. One construction company found the best motivator for their crews was to give them Friday afternoon off if all their work was done and done well, and all their objectives had been met.

While this approach may work in some instances, it's been demonstrated that offering carrots often actually reduces productivity. You can see excellent descriptions of repeat experiments from a range of job types in Daniel H. Pink's book *Drive: The Surprising Truth About What Motivates Us*.

The Whip

This represents threats and consequences. Although such techniques are often perceived negatively, they do have their place in the workplace for short-term goal achievement for the manager. In other words, employees never respond positively to this management style, but if the boss cracks the whip, they will get things done. Consequences for poor performance may include suspension and termination, of course, but those are big clubs and sometimes we just need a little stick. Smaller reactions might include no recognition, no promotions, or disciplinary interviews.

However, we must remember to recognize people when they do something good (and let's agree on something here: there is a lot more good work going on than there is poor work). If we continue to ignore people after their good work, our concept of consequences will backfire.

The Plant

This represents a positive environment. It suggests many things a supervisor should strive for: employees knowing their work is important, an open atmosphere, fair dealings with all, training, good lines of communication, a feeling of support by the supervisor, and a feeling of self-esteem.

What Do You Think?

You may have heard about people who have a hobby and they are fantastic at it. Maybe they like to do carpentry, paint, write, or sculpt. You'll say, "Wow, you are really good at that. You should do it for a living." And they'll say that doing what they love for money would take all the fun out of it. You might shake your head at them, but what they say is true: once they lose the passion for and activity, the results will change.

In his book *Drive: The Surprising Truth About What Motivates Us*, Daniel Pink examines the success of sharing through open source projects. Some of the most successful tools around (such as Mozilla, Linux, and Wikipedia) were all developed by people who were doing the work without being paid. He also looks at pay for performance incentives that measurably lower results. For linear, predictable tasks, incentives can temporarily lead to greater production. However, when we are looking for more creative results, problem solving, or innovation, pay for performance typically backfires. If we pay people to donate blood, we get fewer donations. When we reward a lab monkey to solve puzzles, they solve less. When we reward children for drawing pictures, they draw less.

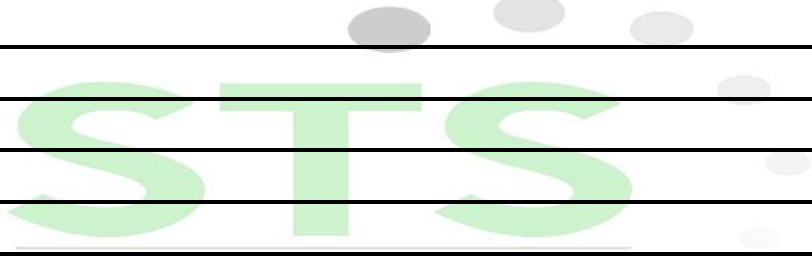
High levels of creativity result from tasks that we find interesting, challenging, and captivating. This includes things that we often ask from our staff, like problem solving, planning, thinking out of the box, and completing projects. Our task is to create a climate where staff's internal motivation will activate their own performance. In order to be successful, supervisors need to know their staff, what motivates them, and how to create a climate that they find stimulating.

The truth is that we can't motivate other people. Motivation is intrinsic (meaning it comes from within). However, what we can do is provide the right atmosphere for employees to identify their own motivations, link into them, and respond.

Test your knowledge

Do you agree with what was presented in the last session?

What would you add?



What motivation stimulators are at work in your workplace?

What could you do to create a motivating climate?

Orientation and on boarding

The First 48 Hours

Why Have Orientation?

Companies spend a lot of time and money recruiting and hiring new employees. Once the hiring decision has been made, many managers feel their job is done. Once the new employee arrives for work, there is very little formal attention paid to reinforce the notion that the employee made the right decision and that they have come to a well-organized, well-run company.

The orientation program actually begins during the interview process, as interviewers give the employee some sense of what the organization is like. The orientation continues either planned or unplanned when the employee arrives at work. The employee is making up their mind about what type of company this is and whether they will want to continue working here.

Most employees arrive for work that first day full of enthusiasm and determined to do a good job. Sure, they are a little bit nervous, but they are confident everything will work out. A poorly-planned or non-existent orientation program will cost the organization more money in the long run and perhaps make the new employee another turnover statistic. You also need to remember the importance of providing an orientation for part-time employees. Over the long term your organization loses if they don't feel you recognize them as a part of the team.

Staff Training Solutions

Orientation

This is the initial exposure to the company that takes place in the first couple of weeks on the new job. It is how you share your policies and procedures, introduce the new person, and help them get up and running in the new environment. It can include on the job training, short safety courses, as well as any certifications that need to be secured as the employee starts their new job. (Things like defensive driving, first aid, and company specific tools and software could be included here.)

Onboarding

Onboarding starts during orientation, and can go on for as long as 18-24 months. This is the training and engagement process that helps to link the person to the organization, and where there is an exchange of their value and growth being productive for the company. Onboarding can include a plan for professional development, training, and succession within the new company.

How Did Your Orientation Rate?

Questionnaire

Think back to your first day on the job with your current company. Read each statement and check True or False as it relates to the orientation you received.

Statement	True	False
I was made to feel welcome.		
I was introduced to other members of my workgroup.		
My boss paid attention to me and made me feel welcome.		
My orientation seemed well planned.		
Company benefits were well explained on the first day.		
My office or workspace was set up and waiting for me.		
I received a tour of the organization by a qualified person.		
All the necessary paperwork and forms were available and I received assistance to complete them properly.		
I received a copy of relevant information such as the Employee Handbook, Operations Manual, etc.		
I learned about the company's history and future plans.		
My supervisor reviewed my job description with me and outlined his/her expectations of me.		
I was invited to lunch that first day with my boss or some other key person.		
I met people from other departments.		
I was able to observe colleagues at work before starting a task.		
I was given a specific job assignment, along with instruction or training.		
Office hours, dress code, sick leave, and other policies were explained to me.		

Statement	True	False
I was shown the necessary systems (telephone, computer, etc.).		
I had opportunities to ask questions.		
Payroll policies (and withholdings) were explained to me the first day.		
At the end of the week I felt like a member of the team.		

Scoring

How did your orientation rate?

- **18-20 True:** Your orientation was outstanding.
- **15-17 True:** Your orientation was above average.
- **11-14 True:** Your orientation was average orientation.
- **10 or Less True:** You have an opportunity to help your organization improve its orientation process.

Questions

Now, answer the following questions.

Think back to that orientation you received at your present job. List the good and the not so good things you remembered.

For each "Not so Good" item, describe how you could improve that experience for the new employees so they do have a good experience in that area.

What can I do so the person does not feel overwhelmed?

What can I have the person do on the first day so they can feel a sense of accomplishment?



What positive experience can I provide on this first day that they can repeat to their family and friends?

How can I be available to the person on the first day so they feel important and a vital part of the team?

Desire to Teach

A person who does not like training assignments will probably fail to completely transfer learning. People who do not enjoy public speaking will have the same problem. A person who enjoys helping others learn, on the other hand, will probably enjoy delivering training and have better results.

Working Knowledge of the Job

A trainer does not have to be an expert in the job, but unless they can competently explain and demonstrate the job tasks, the training will not improve performance.

Ability to Convey Understanding

Some people have difficulty communicating what they know. They may talk very slowly or too rapidly, or use complicated language that confuses trainees. These people are not effective trainers.

Patience

Training requires an objective, patient personality. Employees must feel that the trainer wants to help them, is interested in their growth, will be patient with their mistakes, and will be pleased by their success.

A Sense of Humor

Nothing keeps employees more alert and attentive than a sense of humor. The wise trainer realizes that 45 minutes of instruction and five minutes of laughter achieves much more than 50 minutes of straight instruction. Remember to keep the focus on humor that is not hurting anyone's feelings. Self-deprecating humor is usually safe, as are activities that allow trainees to relieve some stress and share laughter together.

Time to Train

Even the best trainer is likely to do a poor job if their schedule is already overburdened. Training includes time to prepare properly. Preparation may include a range of activities, from research and writing, to creating training materials and visual aids, to developing follow up plans and measurement tools.

Respect for, and by, Trainees

If the trainer is not respected by the trainees, for whatever reason, the trainees will gain minimal benefit from the training.

Enthusiasm for Training

If the trainer is enthusiastic as they undertake training activities, this is likely to carry over to the trainees themselves. Trainers can deliberately increase energy levels in training by altering their own demeanor

and through focused activities. At the same time, a trainer's attitude and approach can also sap the training room of energy and create a negative experience.

Further Reading:

- ✓ *Parker, Glenn M. Team Players and Teamwork (Revised). Jossey-Bass, 2008.*
- ✓ *Pink, Daniel. Drive: The Surprising Truth About What Motivates Us. Riverhead Books, 2009.*

