

Y'S  
MEN  
INTERNATIONAL



Workshop on  
Communication  
Trainer's  
Manual



# INSTRUCTIONS FOR THE USE OF THE COMMUNICATION TRAINER'S MANUAL

This material is intended for use in providing training to Club, District, Regional and Area Officers.

Instructions to the trainer are in **bold** type and bracketed in parentheses ( ). All other words represent what the trainer should *say*.

The trainer should change the spoken words so that they fit his/her “conversational” method of speaking. Everyone says things differently so the trainer should change the words to allow himself/herself to feel natural.

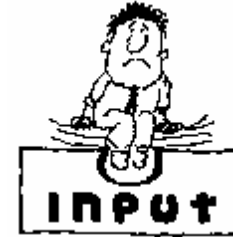
While the material is designed for a two-hour presentation, the actual time depends on the number of people. Also, different people will take varying amounts of time for the exercises. The trainer can control the time to some degree by allowing more or less time for group participation in the discussion.

If desirable, the trainer can break the presentation into small parts by separating the material at the “exercises”.

Above all, the trainer should read the material a number of times to ensure familiarity during the presentation. The less “reading” the trainer does, the better the training.

Supplies—the following list includes equipment and materials the trainer should have. If anything is *not* going to be provided by the “host” organisation, the trainer should bring it with him/her.

- flip chart (large pad of paper, preferably on an easel or stand)
- coloured marking pens (different colours will provide variety and help keep interest)
- masking tape (the flip chart paper will be fastened to the wall to allow viewing during the training session)
- an orange (for use in exercise 4)
- copies of the exercises and “hand-outs” (at least one for each person)
- A4 or 8½” x 11” paper (or some other rectangular paper) for use in exercise 2



## YOUR INPUT REQUESTED

If you have any suggestions on the content of this manual—or ideas for additional sections—please contact IHQ or send an email to ...

[ihq@ysmen.org](mailto:ihq@ysmen.org)



We are grateful to Alan Wallington of the Kingswood Y's Men's Club, England, for his help in preparing this manual for electronic distribution.

## “FUZZY” WORDS AND PHRASES

### Complicated

We are in receipt of  
May we suggest that you  
Please arrange to return  
We will take steps to  
We are not in a position to  
Please see that an investigation is made to determine

### Why use a phrase .....

in order to  
in the event that  
at the present time  
in regard to  
with reference to  
pertaining to  
in the nature of  
for the reason that  
in the amount of  
attached please find

### Straightforward

We have received  
Please  
Please return  
We will  
We cannot  
Please find out

### when a word or two is enough?

to  
if  
now  
about  
about  
about  
like  
because  
for  
here is

## COMMUNICATING

We're going to spend the next hour and a half talking about “communicating”. We'll try to identify just what it is, where we have problems, what we need in order to have good communication and how we can improve it.

There is no doubt that communication is one of the most essential things in life. This holds true in business life, in your private life and in organisations like Y's Men. Without communication you cannot link together the individual bodies and achieve the common goals.

Among Y's Men, we seldom hear anybody complain about lack of communication from “above”. But very often—too often—we hear complaints about missing or delayed reactions, about the lack of reply from “below”, about the lack of participation when voting is called for and about incomplete or late reporting. In these areas there is obviously ample room for improvement.

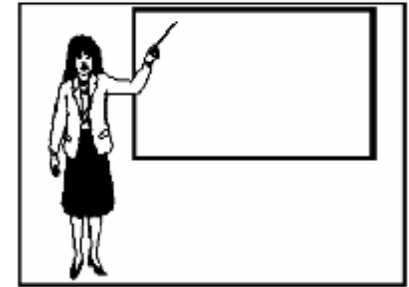
Before we do anything else today, let us identify some of the communication problems we have—not just in Y'sdom but also in our jobs, in our family situations, wherever. Tell me what your communication problems are— *specific* problems or instances.

**(Trainer: The responses must identify *specific* instances of poor communication. Don't accept a response such as “My son did not understand”; have the person give a *specific* instance such as, “I told him to cut the grass and he didn't trim around the trees”. An unacceptable response is, “Club members don't respond in time”; a *specific* instance is, “Dinner reservations are not made by the stated deadline”. Write the instances on the flip chart [have at least 10]. Make sure some relate to Y'sdom. Then remove the list and stick it on the wall.)**

If we are having these problems, obviously there are shortcomings in our communication—we are missing an important component of the communication process. What is it that

we need for good communication? What are the components?

**(Trainer: Write them on the board as the group names them. Then categorise them as “things” [including such things as “sender”, “receiver”, “data”, “facts”, “information”] and “descriptions” [including such things as “timely”, “complete”, “clear”]. Remove the list and stick it on the wall.)**



One of our problems is that we often think that “communication” means “me talking to you”. Communication should always be a two-way street with traffic in both directions. One-way communication is in fact no communication at all, but merely an information, an order or a directive. There might be business organisations where this is followed because the message is issued by the leaders to their hired subordinates. Such leaders generally take it for granted that their orders and directives are obeyed without further discussion. When they ask questions of their subordinates they expect a prompt answer. If they don't get the answers they always have the option of firing the person who has failed his/her obligations.

Such a practice would never do in a voluntary service organisation such as Y's Men. In the first place, we have to realise that in most cases those who have leadership roles have been *elected* to hold particular offices for a certain, limited period of time. Only when we speak of Service Directors are we dealing with persons who have been *appointed* to their positions.

Secondly, we have to bear in mind that, from International President to individual Y's Man, we are all volunteers who normally have a full time job to attend to and consequently must look after our Y's Men commitments in our spare time.



But in Y'sdom much of our communication is not face-to-face. Certainly communication on the District, Region, Area or International levels is mostly written.

Even at the Club level we have much written communication—bulletins, Club constitutions and by-laws, special notices. So let's first talk about written communication.

Are there any of these things on our second list that are *not* applicable to written communication? **(Trainer: Most likely all will apply.)** Forgetting the “people” aspect of the list, let's examine the “descriptive” elements of the communication itself.

One of the problems that we have identified is that we give instructions and people don't follow them or maybe don't understand them. Here is an example. **(Trainer: Give the people Exercise 1.)**

Northern Airlines has established a policy regarding serving and charging for cocktails on all flights. The policy is being implemented by this notice which has been given to all flight attendants. I would like you, individually, to take five minutes and rewrite this statement into a set of rules for the attendants to follow.

**(Trainer: Let people work on this for 5 minutes. If English is not the native language of all persons allow additional time. After the time has elapsed, have one person read his/her rules—write them on the flip chart. Ask if anyone has different rules. If so, write them also. Discuss what is written, the differences and the reasons for the differences. Stick the paper up on the wall.)**

While there are a number of ways in which the rules can be written, some are better than others. One rule is that “each instruction should eliminate as many situations as possible”. **(Trainer: Use the provided “answer” for discussion. If it was not given by one of the group, write it on the flip chart and then stick it on the wall.)** With this set of rules, rule 1 eliminates 35% of the flights from any further consideration—on those flights we won't even worry about cocktails. No other rule will eliminate any situations. Rule 2 makes the decision for 75% of all remaining flights. Rule 3 makes the decision for the rest of the flights.

Another way of looking at the rules is: what is easiest? Obviously, the flight attendants know *very* early whether the flight is domestic or international (assuming no hijacking). **(Trainer: Draw decision tree on the board—it is shown on the answer sheet to Exercise 1.)** Already *knowing* that it is a domestic flight, the attendant needs to answer only one question. Knowing that it is an international flight, two questions are necessary—with the first one immediately eliminating 35% of the flights. **(Trainer: Stick the paper up on the wall.)**

We can see, with this example, that one of the main rules in communicating is that we need “clarity”—instructions or *any* communication must be *clear*. **(Trainer: Write “clear” on a new piece of paper on the flip chart. This is the start of a new list.)**

Now I want you all to rearrange your chairs so that you are each sitting with your back to another person. **(Trainer: Divide the group into pairs and have each pair slightly separated from each other pair.)** We are going to have one of you give instructions to the other so, first of all, each pair must decide which person will *give* the instructions and which will *receive* them. **(Trainer: Give each person a sheet of A4 or 8½” x 11” paper—or another size, but not square.)** Now the “sender” is going to fold his/her paper, giving the “receiver” instructions to fold *his/her* paper exactly the same way. The “receiver” is not allowed to ask questions or say *anything*. After making six folds, the “sender” and the “receiver” should compare their papers. One more rule: you cannot have all folds “corner to corner”.

## ANSWER TO EXERCISE 5

Dear John,

We have received your request for materials. As we do not keep a supply of all Y'sdom's publications, please contact your ASD for those you need.

While we cannot make adaptations for specific Areas and Regions, we will inform your ICM of your requirements. If you are unable to obtain the material you need, please let us know.

As to communications in general, we received your proposal for the representative at your convention so late that we were unable to make arrangements for his attendance. Please investigate the reason for the late proposal.

In answer to your earlier letter about communications materials we are enclosing the recently revised publication *Ten Steps to Better Letter Writing*. The charge for this is \$ 1.25.

Y'sly and sincerely,

I.H. Kew

## EXERCISE 5

Dear John,

We are in receipt of your request for additional materials. Inasmuch as we do not maintain a supply of all Y'sdom's publications, may we suggest that you contact your appropriate ASD in order to obtain those items that you deem necessary for your future operations.

While we are not in a position to generate adaptations that are applicable to specific Areas and Regions, we will take steps to ensure that your ICM is sufficiently aware of your requirements. In the event that you are unable to obtain those documents and other materials, please feel free to notify us that a communication shortcoming has been identified at the present time.

Along the lines of communication shortcomings, it is necessary to inform you that your response to our enquiry pertaining to the representative at your convention was received at a point in time insufficient to allow suitable arrangements for the representative of your choice. Please see that an investigation is made to determine the nature of the causes of this failure to provide timely notification of the preference of your Region.

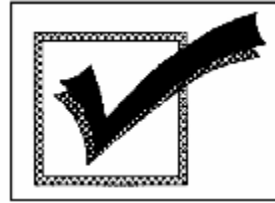
In reference to your earlier correspondence regarding materials pertaining to communications, attached please find the recently revised publication *Ten Steps to Better Letter Writing*. Due to the fact that dues have not been increased substantially over the past decade, remuneration of \$1.25 is requested.

Y'sly and sincerely,

I.M. Wright

**(Trainer: This should take about 5 minutes, but allow as much time as necessary.)**

How many of you pairs ended up with your papers folded exactly alike? You "senders"



obviously give *correct* instructions. So this is a second necessary characteristic of good communications. It must be *correct*.

**(Trainer: Add "correct" to the list on the flip chart, under "clear".)**

Let's look at something else about communication. **(Trainer: Give people Exercise 3. Give Page 3a to the people on the right of the room and 3b to the people on the left.)** What I want you to do is, with your pencil, draw a line from number 1 to number 2 to number 3 and continue through each number, ending at 60. When you have finished, turn your paper face down. **(Trainer: Give them time to finish.)**

For those of you who haven't noticed, the people on the right side of the room finished before those on the left. The numbers on the papers were all the same! But the people on the right had one bit of information that the others didn't—all the *even* numbers are on the *right* side of the page! All the instructions were *clear*, all were *correct*, but the people on the right received instructions that were more *complete*. **(Trainer: Add "complete" to the list, under "correct".)**

Do we have any lawyers in the room? I'm sure we've all looked at legal documents but how many of us *really* understand them? All the words and phrases may be necessary in a *legal* situation, but in non-legal situations, why do we all sometimes write like lawyers when we're just trying to pass on a simple message?

**(Trainer: Give the people Exercise 4.)**

Here's a simple little message—but not necessarily understandable to a non-lawyer. I'd like you to examine this message and rewrite it in as simple a form as possible.

**(Trainer: Allow 10 minutes.)**

All right, what do you have? **(Trainer: Have 4 or 5 people read their answers.)**

For the situation at hand **(Trainer: Reach into your "supply" box, bring out an orange and give it to one of the people.)** all I have to say is "I give you this orange". That's really all I'm trying to say—that's all the message that's necessary between us. So why that long paragraph with all the words?

What we need to remember is that, whatever the situation, we need to keep our communication as *concise* as possible. **(Trainer: Add "concise" to the list, under "complete".)**

I'm sure we agree that the best communication happens when people talk to each other. This is mainly because there can be *two-way* communication. Another reason why talking is better than writing is that we normally talk differently than we write. While most of our writing doesn't look like a legal document, we *do* tend to use "flowery" phrases—or fancy words—and *meaning* gets lost in the jungle of words. We should strive to make our written communications "clear, correct and complete", following the American theory of KISS—"keep it simple, stupid". If we don't do that, we might send letters like this. **(Trainer: Give people Exercise 5.)**

I want you to take ten to fifteen minutes and rewrite this letter in simple, easily understandable words.

**(Trainer: When all are done—or almost all if some people take too long—have one person read his/her letter. Ask for comments by the others. After discussion has ended, give them the answer provided with the exercise.)**

Here is one simple letter. I don't mean to say that it's the *only* way to rewrite the letter, or the *best* way.

Here is a list of complicated phrases that should probably *never* be used. **(Trainer: Give them the list of "fuzzy" words.)** Remember, we need to "KISS". We need to write just like we talk. Our written communications should be like our conversations. **(Trainer: Add "conversational" to the list, under "concise".)**

These five words in our list are half of a list developed by Dr Ted Pollock, a well-known management adviser. The list was published in *Production* magazine in January 1982. The other five words are: **(Trainer: Add them to the list as you say them.)**

- "courteous" Usually when we communicate, we want the "receiver" to *do* something—courtesy is a good idea.
- "considerate" If you want to write so that the "receiver" will understand, try looking at the communication from the "receiver's" viewpoint.
- "cheerful" Even if you're giving bad news, there's no reason to write like a messenger from the cemetery—if you're angry, wait a day or two before writing and let yourself cool off a bit.
- "confident" You need to have confidence in yourself, in your facts and in the capabilities of the "receiver."
- "clever" There's no reason why you can't be funny—add a little humour when you're writing.

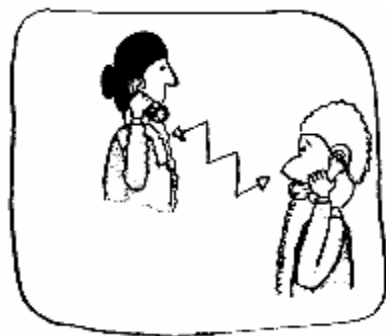
In our international organisation, even if your communications have all of these characteristics, you may still have some problems. Regardless of what we do, we may still not be able to overcome the differences of nationality, culture, language, sex. This last difference is important because more and more clubs have female members.

In fact, I would like to raise a question right now. I want you to answer the question to yourself—*not aloud*—and write four or five reasons that support your answer. And, *please*, no talking while you do this. The question is: "Should women be full members of Y's Men's Clubs?" I'll give you four or five minutes to write your answers.

**(Trainer: Allow 4 or 5 minutes.)**

Now, I'd like each of you to stand up and give your answer and supporting reasons. If you don't want to publicise your opinions, just say "pass".

**(Trainer: While the people are giving their reasons, watch the listeners. Are some people taking notes? Are some just watching the speaker and listening? Are some neither talking notes nor watching the speaker? Stop after 8 or 10 people have given their reasons. Pick out the "non-speakers" who did not take any notes or appear to be listeners. Ask one of them to re-state the opinion and reasons of speaker #3. Ask another to re-state the opinion and reasons of speaker #5. Ask speakers #3 and #5 if the non-speakers stated their opinions and reasons correctly.)**



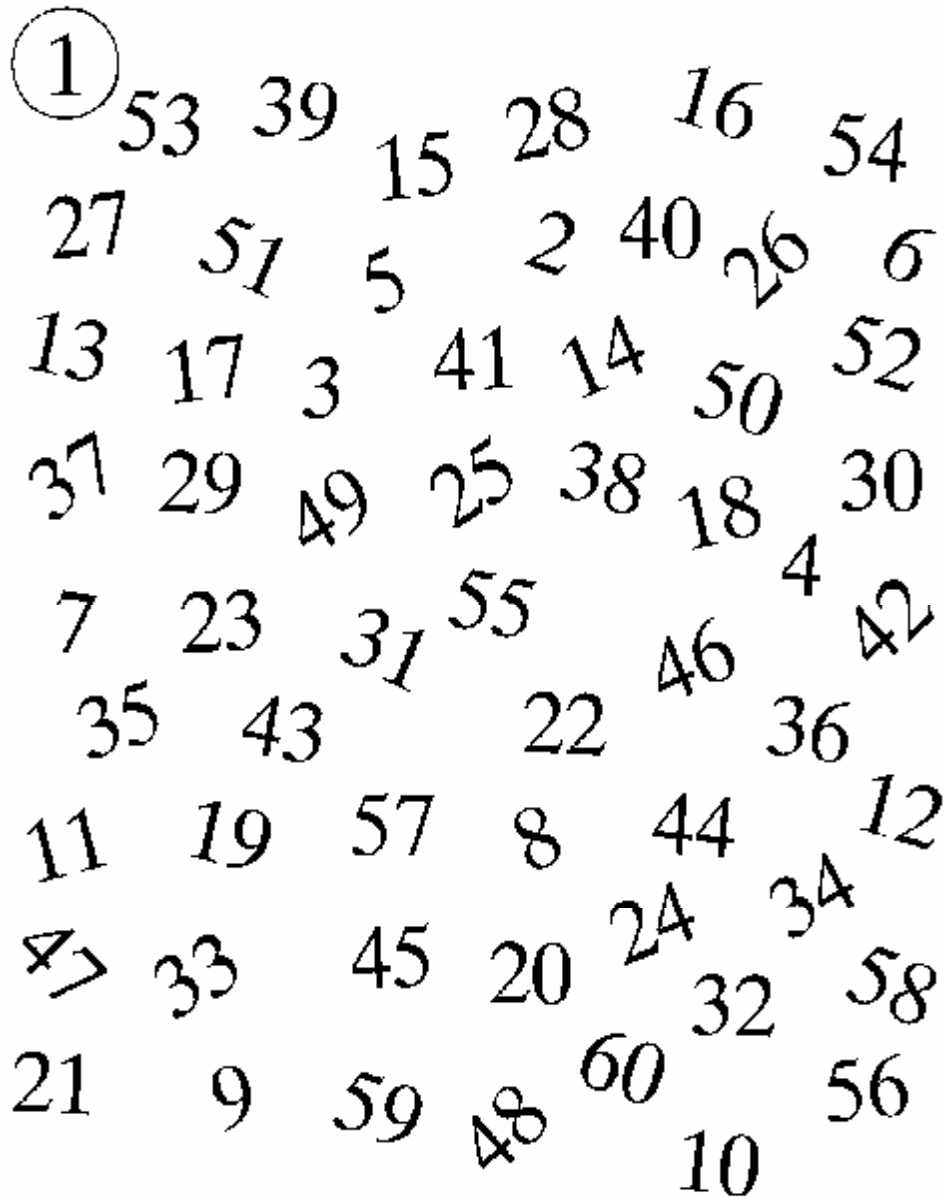
We agreed earlier that good communication requires a "sender" and a "receiver". The "sender" must consider all ten of these things. **(Trainer: Point to the list of words starting with "C".)** But the "receiver" must do some things too! How do *you* prepare to "receive"? Even the best communication is no good if it doesn't get any response. How do *you* receive?

## EXERCISE 4

Let it be known that I hereby give, grant, bargain, sell, release, convey, transfer and quitclaim all my right, title, interest, benefit and use whatever in, of and concerning this chattel, otherwise known as an orange or *citrus aurantium*, together with all the appurtenances thereto of skin, pulp, pip, rind, seeds and juice for your own use and behoof, to yourself and your heirs in fee simple forever, free from all liens, encumbrances, easements, limitations, restraints or conditions whatsoever, any and all prior deeds, transfers or other documents whatsoever now or anywhere made to the contrary notwithstanding, with full power to bite, cut, suck or otherwise eat the said orange or to give away the same, with or without its skin, pulp, pip, rind, seeds or juice.

EXERCISE 3

3b



**(Trainer: Have people respond, describing what they do when “receiving”. Write their answers on the flip chart. Then stick it on the wall.)**

Robert Montgomery, an international speaker and president of R.L. Montgomery and Associates, gives seven ways to improve your listening ability. **(Trainer: Write them on the flip chart as you describe them.)**

1. Look directly at the other person—eyes, hairline, mouth—as he/she speaks. By giving him/her your undivided attention and observing the body language, you can better judge the *intent* of the message as well as its content.
2. Ask the right questions. “Active” listening involves asking “open-ended” questions, drawing the speaker out, making the speaker clarify what has been said. Examples are “That’s interesting, can you tell me more?”; “What do you mean by that?”; “Can you give me an example?”
3. Check your emotions. When you get excited you start missing some of the more subtle messages.
4. Listen responsively—showing some signs of understanding. Nod your head occasionally or say “uh huh” to encourage the speaker.
5. Listen for ideas and concepts—never to facts alone. Ask yourself, “Am I getting definite evidence or just generalities?” and “Is what is being said strictly opinion or is it factual?”
6. Anticipate key points the speaker is leading up to. If you’re right, you *know* you’ve understood. If you’re wrong, you learn to apply a key principle of education—compare and contrast.
7. Review the speaker’s ideas, summarising them while you listen. This is the one indispensable rule! By following this faithfully you can improve your listening 100%. What’s more, you will retain the message longer.

Ted Pollock, whom I mentioned earlier, gives these 5 “listening traps”—things we do that decrease our listening ability.

1. Considering the subject uninteresting. If you decide in advance that the speaker or subject is going to be boring you might just as well go home—you’re not going to hear anything anyway!



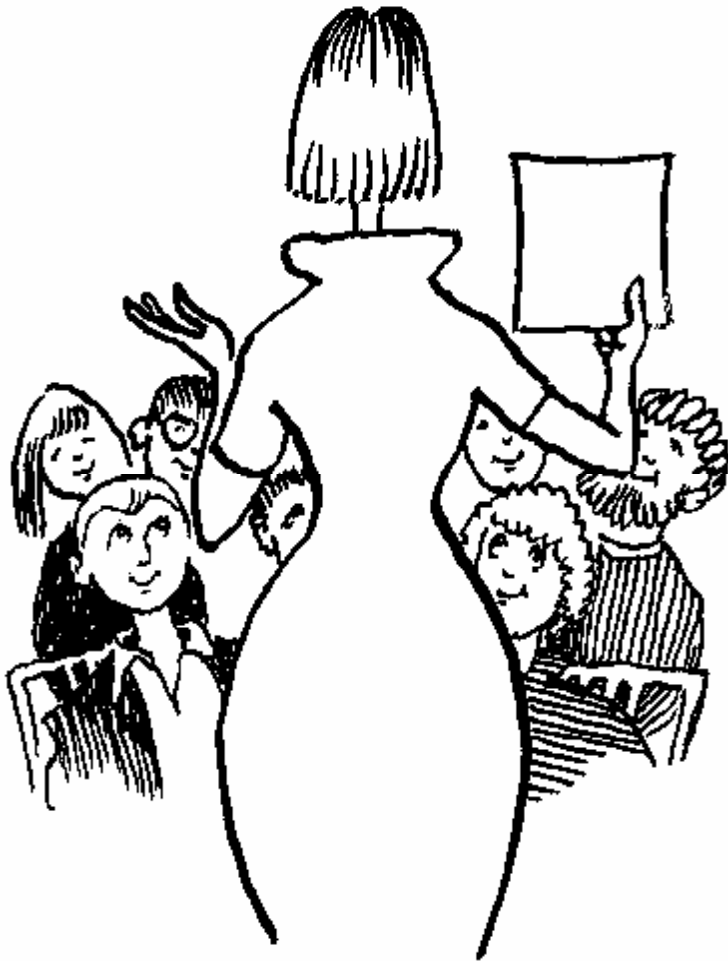
2. Becoming emotionally involved. If the speaker disagrees with something you believe, you’re planning counter arguments. If the speaker is in agreement with you, you forget to analyse the points he makes and the backup support he presents. Regardless of *your* opinion on the subject, try to remain as objective as possible.
3. Listening only for the facts. Many of us are taught all through our lives to listen for just the facts. If this is what we do, we usually find it very difficult to listen for *ideas*.
4. Taking excessive notes. You cannot capture everything the speaker says—but some people try. And while we’re writing something down we’re missing the next few points the speaker is making! If you must take notes, try to stick to the most important ideas by jotting down the key words or phrases. Keep each note as brief as possible.

5. Allowing yourself to be distracted. How easily are you diverted from what the speaker is trying to say? While a skilful speaker can regain the audience's attention in the event of a distracting occurrence (such as a series of sneezes), you can help by disciplining yourself to resist distractions.

these communication problems (Trainer: Point to the first list on the wall), we need to make sure that our communications have all of these (Trainer: Point to the list of ten words starting with "C") and we need to prepare ourselves to listen. (Trainer: Point to the list of seven ways to improve listening)

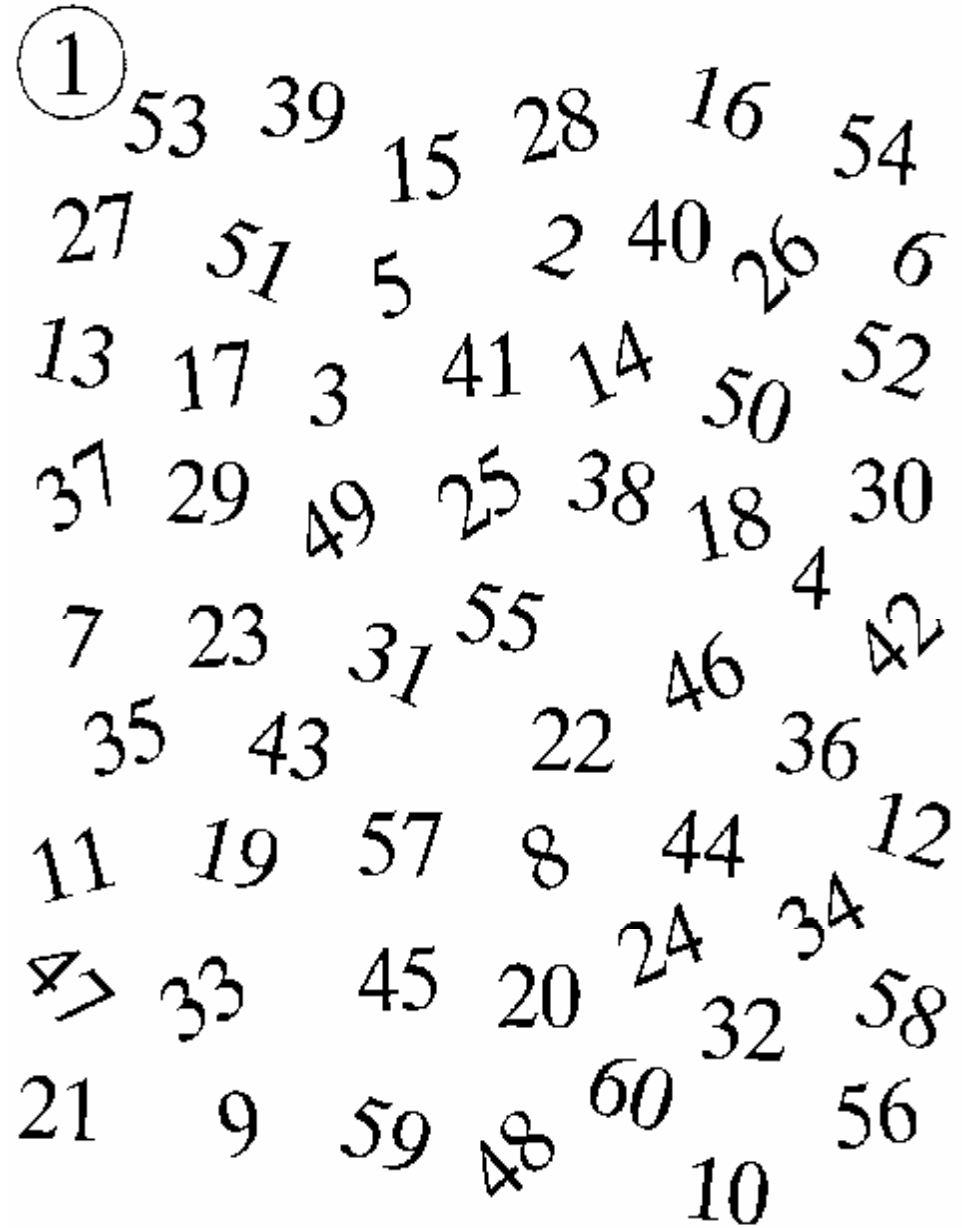
This concludes our discussion on "communications". If we are going to solve

Are there any closing comments or remarks?



### EXERCISE 3

3a



N.B. Even numbers are on the right side of the page.

## EXERCISE 2

### PAPER FOLDING

Procedure:

1. Break the group into “pairs” and have each pair rearrange their chairs so that they are seated back-to-back.
2. Each pair decides which person will give instructions and which will receive. The “receiver” must not speak to the “sender”.
3. Give each person a sheet of paper (A4 or 8½” x 11”).
4. The “sender” makes one fold in his/her paper, giving instructions to the “receiver” who folds his/her paper the same way.
5. Step 4 is repeated until the paper has been folded 6 times. (The folds should not all be square folds.)
6. After 6 folds have been made, compare the paper of the “receiver” with the paper of the “sender”. If the papers have been folded alike, there has been “communication”.

## EXERCISE 1

### NORTHERN AIRLINES COCKTAIL PARTY

If a flight is more than half full and costs more than \$350 per seat, serve free cocktails unless it is a domestic flight. Charge for cocktails on all domestic flights if cocktails are served at all. Cocktails are only served on flights that are more than half full.

#### Historical Data

The following data describes the Northern Airlines flights during the past three years.

1. 15% of all tickets cost more than \$350.  
85% of all tickets cost \$350 or less.
2. 25% of all flights are international.  
75% of all flights are domestic.
3. 35% of all flights were more than 65% full.  
65% of all flights were more than 50% full.  
85% of all flights were more than 35% full.

# ANSWER TO EXERCISE 1

1. Is flight more than half full?  
 NO - no cocktails  
 YES - go to question 2
2. Is it a domestic flight?  
 YES - charge for cocktails  
 NO - go to question 3
3. Are the tickets more than \$350?  
 NO - charge for cocktails  
 YES - free cocktails

## EXERCISE 1 - DECISION TREE

