



Scarlett Lopez

Training C - Communication



WELCOME TO SPEAR TRAINING!



Intro



Public Speaking



Personality Types



Confrontation Skills



Giving Constructive Criticism



Team Building



Cultural Awareness

Intro

SL

Scarlett Lopez

Hello Scholars! Before you begin, please keep in mind that...

This training is compatible with any device- computer, laptop, tablet or phone. The following topics will help you refresh content from Level 1- Regular Certification, Level 2- Advanced Certification and touch on the requirements for Level 3 - Master Certification. If you have any questions, please feel free to email any of your training facilitators Dr. Lorie Kittendorf, Anayah Walker, or Scarlett Lopez.



Support program for first-generation and/or underrepresented college students* at The University of Tampa. Grew out of the grant-funded Helios Scholars Program.





Student Transition and Persistence was created to provide leadership and support to students, faculty and staff in the quest for student success and persistence.



Program launched in Fall 2018, funded by TD Bank. It has a different Cohort Model, semester requirements, Faculty Mentors and tuition funding than Success Scholars.

Click to flip each image.

What will you learn during this training module?

By the end of this module on various topics, you will...

- ☐ Define VARK & explain each learning style
- ☐ Identify the strengths & weaknesses of the own personality type
- ☐ Understand when confrontation skills are necessary
- ☐ Identify key improvement points for confrontation skills
- ☐ Define constructive and destructive criticism
- ☐ Describe how to correctly give constructive criticism
- ☐ Explain the importance of team building
- ☐ Identify the benefits of team building

Happy training SPEARS!

CONTINUE

Lesson 2 of 7

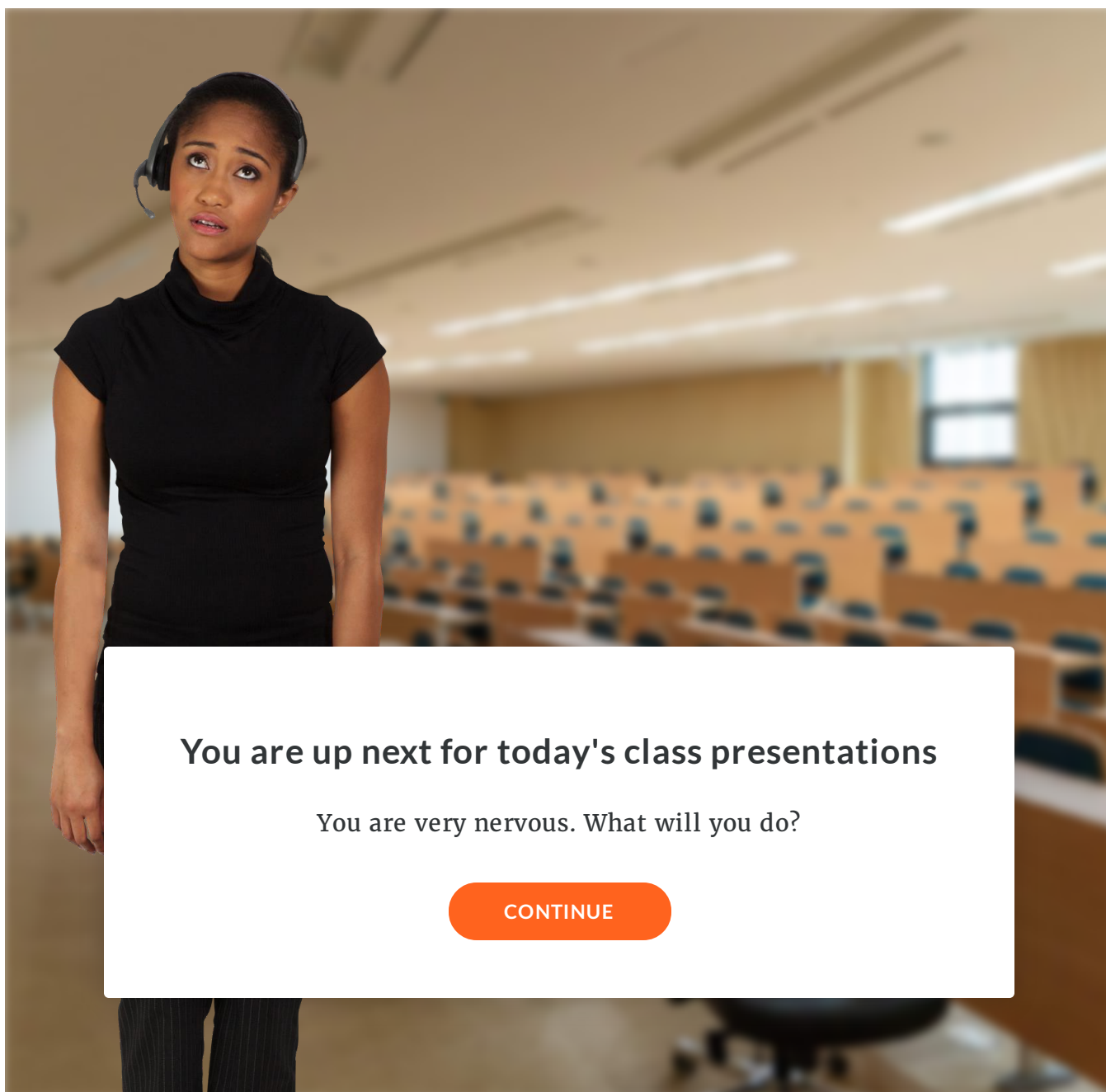
Public Speaking



Scarlett Lopez



Click the green "Continue" button for a short What-If scenario.



You are up next for today's class presentations

You are very nervous. What will you do?

CONTINUE

Scene 1 Slide 1

Continue → Next Slide



This is my final project. I've worked on it all semester and now I have to show my work to my professor and all of my peers. I'm very nervous. What should I do?

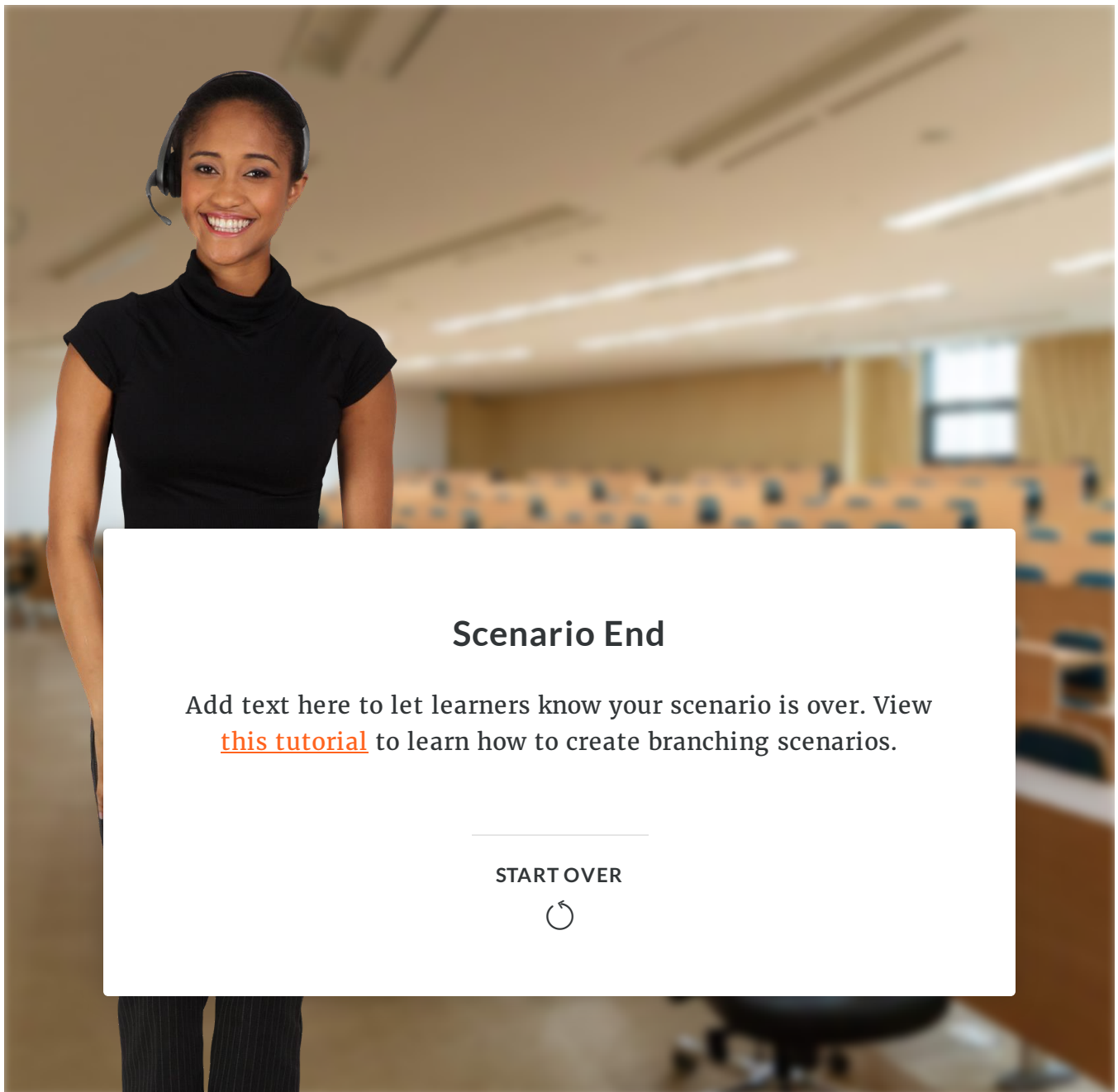
1 I'm too nervous! I won't present today.

2 Breath, calm down and head to the front of the classroom.

Scene 1 Slide 2

0 → Next Slide

1 → End of Scenario



Scenario End

Add text here to let learners know your scenario is over. View [this tutorial](#) to learn how to create branching scenarios.

START OVER



Scene 1 Slide 3

Continue → End of Scenario

1. Nervousness Is Normal. Practice and Prepare!
2. Know Your Audience. Your Speech Is About Them, Not You.

The best way to overcome anxiety is to prepare, prepare, and prepare some more. Take the time to go over your notes several times. Once you have become comfortable with the material, practice—a lot. Videotape yourself, or get a friend to critique your performance.

3. Organize Your Material in the Most Effective Manner to Attain Your Purpose.

Create the framework for your speech. Write down the topic, general purpose, specific purpose, central idea, and main points. Make sure to grab the audience's attention in the first 30 seconds.

5. Let Your Personality Come Through.

Be yourself, don't become a talking head—in any type of communication. You will establish better credibility if your personality shines through, and your audience will trust what you have to say if they can see you as a real person.

7. Don't Read Unless You Have to. Work from an Outline.

Reading from a script or slide fractures the interpersonal connection. By maintaining eye contact with the audience, you keep the focus on yourself and your message. A brief outline can serve to jog your memory and keep you on task.

Before you begin to craft your message, consider who the message is intended for. Learn as much about your listeners as you can. This will help you determine your choice of words, level of information, organization pattern, and motivational statement.

4. Watch for Feedback and Adapt to It.

Keep the focus on the audience. Gauge their reactions, adjust your message, and stay flexible. Delivering a canned speech will guarantee that you lose the attention of or confuse even the most devoted listeners.

6. Use Humor, Tell Stories, and Use Effective Language.

Inject a funny anecdote in your presentation, and you will certainly grab your audience's attention. Audiences generally like a personal touch in a speech. A story can provide that.

8. Use Your Voice and Hands Effectively. Omit Nervous Gestures.

Nonverbal communication carries most of the message. Good delivery does not call attention to itself, but instead conveys the speaker's ideas clearly and without distraction.

9. Grab Attention at the Beginning, and Close with a Dynamic End.

Do you enjoy hearing a speech start with “Today I’m going to talk to you about X”? Most people don’t. Instead, use a startling statistic, an interesting anecdote, or concise quotation. Conclude your speech with a summary and a strong statement that your audience is sure to remember.

10. Use Audiovisual Aids Wisely.

Too many can break the direct connection to the audience, so use them sparingly. They should enhance or clarify your content, or capture and maintain your audience’s attention.

Source:

<https://www.extension.harvard.edu/professional-development/blog/10-tips-improving-your-public-speaking-skills>

Out of these 10 steps, which do you think is the most important? Why?

Type your answer here

SUBMIT



Source: <https://business.tutsplus.com/tutorials/what-is-public-speaking--cms-31255>

Whether you're a small business owner, a student, or just someone who's passionate about something—you'll benefit if you improve your public speaking skills, both personally and professionally. Public speaking is especially important for businesses since they've got a need to get their message before potential customers and market their business. Sales people and executives alike are often expected to have good public speaking skills.

Read the following case study:

Barbara is an experienced manager in her company. She has recently been promoted. One of her new responsibilities includes making a quarterly progress report to her division of 100 employees. Barbara indicated in the answers to her questionnaire that this is the biggest

meeting she's ever led and the stakes are high. She also indicated that she is very nervous speaking in front of people.

During the assessment, Barbara performs her speech. We notice that Barbara has a tendency to look at the floor, avoiding eye contact with the audience, and she tends to trail off at the ends of her sentences. She sounds apologetic, even though the report is largely good news. She also has far too many slides in her deck and far too much information on each slide. And, while she is providing a lot of information, it's not clear what the big takeaways are supposed to be.

Barbara needs help with both her delivery and her content. Her over-reliance on overloaded slides is probably a defense mechanism, as if to say, “the more information I can cram onto each slide, the better I will look.” (Quite the opposite is true, actually.) We need to get Barbara more in-touch with her audience and we need her slides to be more in service of that goal.

Take a moment to think of how you could help Barbara with her public speaking skills.

Barbara's sessions to improve her skills could go as following:

Session 1: “Who is Your Audience?” Half the session is work on identifying the audience we are addressing: who are they? What are their expectations? What are your expectations? How well do you know them? What equity do you have with them? Are there people that need to be recognized and/or thanked? **“Chunking”** The second the half of the session will be about breaking the entire presentation into a series of bullet points, each of which will serve as a thesis statement.

Session 2: “Public Speaking Drill” Using the thesis statements we found from the last session, we will drill them with an eye for Barbara's weak spots: eye contact,

vocal and physical gesture, emphasis, and use of space. “Audience Work” In the second half of the session we will build on these simple statements, using our Q & A about the audience from session #1 to build relevant questions, call-outs to the audience, and personal stories.

Session 3: “Ice-Breaker” Now that we have a lot of pieces in place, we'll develop an ice-breaker that serves to introduce both the speaker and the topic. “Powerpoint Hospital” We will also look at Barbara's slide deck and cut/edit for maximum impact.

Session 4: “Putting It All Together” This session is dedicated exclusively to coaching the full presentation with stops and starts and notes.

Session 5: “Graduation” In this last session, we work on any last-minute concerns and run Barbara's speech several times, giving notes between each run. If she would like, she can even invite an audience for her final presentation.

1. Who benefits from improving their public speaking skills?

- ☐ Students
- ☐ Business Owners
- ☐ Professors
- ☐ All of the Above

SUBMIT

With regards to public speaking, make sure to grab the audience's attention in the first _____ seconds.

Type your answer here

SUBMIT

CONTINUE

Personality Types

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Activity

Select one option for each of the four boxes by answering "Do you consider yourself *this* or *that*?" Definitions are provided in the image.

PERSONALITY TYPES KEY

E	Extroverts are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.	S	Sensors are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.
I	Introverts often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.	N	Intuitives prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.
T	Thinkers tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.	J	Judgers tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.
F	Feelers tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.	P	Perceivers prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

SOURCE: "Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type" by Paul D. Tieger, Barbara Barron, Kelly Tieger

BUSINESS INSIDER

Choose between:

1. Extrovert vs. Introvert
2. Sensor vs. Intuitive
3. Thinker vs. Feeler
4. Judger vs. Perceiver

NEXT STEP

Write down your answer. You should have 4 letters (EX. INTJ).

Now go to the image below and find out your personality type!



The Healer: INFPs are imaginative idealists, guided by their own core values and beliefs. To a Healer, possibilities are paramount; the reality of the moment is only of passing concern. They see potential for a better future, and pursue truth and meaning with their own flair.

The Mastermind: INTJs are analytical problem-solvers, eager to improve systems and processes with their innovative ideas. They have a talent for seeing possibilities for improvement, whether at work, at home, or in themselves.

The Counselor: INFJs are creative nurturers with a strong sense of personal integrity and a drive to help others realize their potential. Creative and dedicated, they have a talent for helping others with original solutions to their personal challenges.

The Architect: INTPs are philosophical innovators, fascinated by logical analysis, systems, and design. They are preoccupied with theory, and search for the universal law behind everything they see. They want to understand the unifying themes of life, in all their complexity.

The Champion: ENFPs are people-centered creators with a focus on possibilities and a contagious enthusiasm for new ideas, people and activities. Energetic, warm, and passionate, ENFPs love to help other people explore their creative potential.

The Commander: ENTJs are strategic leaders, motivated to organize change. They are quick to see inefficiency and conceptualize new solutions, and enjoy developing long-range plans to accomplish their vision. They excel at logical reasoning and are usually articulate and quick-witted.

The Visionary: ENTPs are inspired innovators, motivated to find new solutions to intellectually challenging problems. They are curious and clever, and seek to comprehend the people, systems, and principles that surround them.

The Teacher: ENFJs are idealist organizers, driven to implement their vision of what is best for humanity. They often act as catalysts for human growth because of their ability to see potential in other people and their charisma in persuading others to their ideas.

The Protector: ISFJs are industrious caretakers, loyal to traditions and organizations. They are practical, compassionate, and caring, and are motivated to provide for others and protect them from the perils of life.

The Composer: ISFPs are gentle caretakers who live in the present moment and enjoy their surroundings with cheerful, low-key enthusiasm. They are flexible and spontaneous, and like to go with the flow to enjoy what life has to offer.

The Inspector: ISTJs are responsible organizers, driven to create and enforce order within systems and institutions. They are neat and orderly, inside and out, and tend to have a procedure for everything they do.

The Craftsperson: ISTPs are observant artisans with an understanding of mechanics and an interest in troubleshooting. They approach their environments with a flexible logic, looking for practical solutions to the problems at hand.

The Provider: ESFJs are conscientious helpers, sensitive to the needs of others and energetically dedicated to their responsibilities. They are highly attuned to their emotional environment and attentive to both the feelings of others and the perception others have of them.

The Performer: ESFPs are vivacious entertainers who charm and engage those around them. They are spontaneous, energetic, and fun-loving, and take pleasure in the things around them: food, clothes, nature, animals, and especially people.

The Supervisor: ESTJs are hardworking traditionalists, eager to take charge in organizing projects and people. Orderly, rule-abiding, and conscientious, ESTJs like to get things done, and tend to go about projects in a systematic, methodical way.

The Dynamo: ESTPs are energetic thrillseekers who are at their best when putting out fires, whether literal or metaphorical. They bring a sense of dynamic energy to their interactions with others and the world around them.



Want to know more? Click on the link facts about jobs, majors and other people that have your personality type!

<https://www.cnbc.com/2017/06/06/the-3-best-jobs-for-you-based-on-your-myers-brigg-personality-type.html>

Source: <https://www.truity.com/page/16-personality-types-myers-briggs>

In regards to personality key types, extroverts is to introverts, as judges is to_____.

Type your answer here

SUBMIT

In regards to personality key types, thinkers is to feelers, as intuitives is to_____

Type your answer here

SUBMIT

CONTINUE

Confrontation Skills

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"Confrontation can be scary, but sometimes inevitable."

When people ask me what my skills are



Be sure to analyze your situation first!

You should **ONLY** hold real and necessary Conflict or Confrontation.

Tips:

- 1 State your request clearly. Be honest and direct. Do not over explain or apologize.
- 2 Focus on the offending behavior involved, not the person. Be specific in your description of the behavior and the effect it had on you.
- 3 Use appropriate non-verbal behaviors. Show the intensity of your feelings. Look the other person in the eye. Speak clearly, without hesitation, leaning toward the listener.
- 4 Employ "I messages". "I messages" are irrefutable statements about the communicator's feelings, thoughts, observations, perceptions, and reactions. When confronting someone, talk in terms of yourself, for example, "I think," "I feel," "In my experience," "for myself," "I need," "I've observed."
- 5 Leave absolutes like "never" and "always" (such as, "You NEVER give me credit when we work on a project together!") out of the discussion.

Source: <https://sites.sju.edu/counseling/self-help-resources/confrontation-skills/>
<https://www.forbes.com/sites/kathycaprino/2013/11/04/5-critical-steps-to-fearless-confrontation/#6087fd6f2b4d>

What are some confrontation skills that you may use?

☐

Employ “I messages”. “I messages” are irrefutable statements about the communicator’s feelings, thoughts, observations, perceptions, and reactions.

☐

Use absolutes like “never” and “always” (such as, “You NEVER give me credit when we work on a project together!”).

☐

Focus on the person, not the offending behavior involved. Be specific on the effect they had on you.

☐

Use appropriate non-verbal behaviors. Show the intensity of your feelings. Look the other person in the eye.

☐

State your request clearly. Be honest and direct. Do not over explain or apologize.

SUBMIT

Confrontation can be scary, but sometimes _____.

Type your answer here

SUBMIT

Example:

"I had an upcoming deadline for a client that I knew I wasn't going to be able to meet. I verbally communicated this fact to my manager and he agreed to speak to the client about a deadline. He forgot the conversation and was upset that my part of the project wasn't done on time. I calmly reminded him of our verbal agreement- connected with the client and took responsibility for the late work – offering them an additional follow-up after the project was done to make up for the missed deadline. I also suggested to my manager that I would be better about formalizing my plans in writing in the future. After a stressful week- the client was happy and my manager and I had a better understanding of how we should communicate in the future."

CONTINUE

Giving Constructive Criticism



What is it?

Constructive Criticism is hard work. It is the responsible form of criticizing someone's work. To deliver constructive feedback, you need to have respect for the person on the other end, play fair, do your homework, and help them get better.

See a Problem + Criticize = **DEstructive Criticism**





See a Problem + Analyze + Give Solution = **Constructive Criticism**

So you're sure the person-in-charge is at fault, which is why you're still reading this. There is no avoiding the dreaded "talk". But first, here's what you need to prepare:

1. Identify the problem
2. Provide a solution
3. Provide examples
4. Give them limitations they can work with

Source: <https://www.hongkiat.com/blog/give-constructive-criticism/>

Constructive Criticism is hard work. To deliver constructive feedback, you need to have respect for the person on the other end, play fair, do your homework, and help them get better. How should you prepare?

 1	Identify the problem
 2	Provide a solution
 3	Provide examples
 4	Give them limitations they can work with

SUBMIT

When you See a Problem, Analyze it and proceed to Give Solution, results in what is known as Constructive Criticism. When you See a Problem, and simply criticize, is known as _____ Criticism.

Type your answer here

SUBMIT

Read the following case study:

Joseph has been monitoring his employee, Susan, and notices that she has continued to be late to their weekly meetings. He also notices that even though she is late, she does contribute to the meeting and has her materials ready. However, her tardiness usually upsets the other employees and disrupts the presentation of reports that they have prepared.

Joseph sent Susan an email a few days before the meeting and reminded her that she is supposed to arrive on time and be ready for her coworkers' reports. That week Susan was late for the meeting again. Afterwards, Joseph called Susan into his office and spoke with her about the problem. She had excuses, such as car trouble or broken alarms. Joseph reminded Susan where it is against company policy to constantly be tardy and reviewed the policy page with her, including possible consequences for continued behavior. At the following week's meeting, Susan arrived on time.

Do you think it was right for Joseph to meet with Susan? What do you think Joseph said to Susan during their meeting? How did he approach the situation? What words/phrases do you think he used or didn't use?

CONTINUE

Team Building



Team Building

"In a world where attention is focused on making the client happy, businesses often forget about their most valued asset — employees. Team building and specially planned activities not only boost morale of employees, but it can also increase the success of your business."

Benefits:

1. Facilitates better communication – Activities that create discussion enable open communication among employees, and between employees and management. This can improve office relationships and in turn, the quality of work done.
2. Motivates employees – Team leadership and team building go hand in hand. The more comfortable your employees are to express their ideas and opinions, the more confident they will become. This will motivate them to take on new challenges.
3. Promotes creativity – Taking a team outside of an office setting and exposing them to new experiences will force them to think outside of their normal routine. Working together with other team members can ignite creativity and fresh ideas, which are great qualities to bring back to the office.
4. Develops problem-solving skills – In public relations a crisis can happen at any time. Team building activities that require coworkers to work together to solve problems can improve the ability to think rationally and strategically. Teams that are able to determine when a problem

arises and know what they can do about it, can then effectively take charge when a real crisis occurs.

5. Breaks the barrier – Team building increases the trust factor with your employees. Often in corporate settings there is a disconnect between the leadership team and employees because the employees sense too large of a gap between the two. Team building exercises give leadership the opportunity to be seen as a colleague rather than a boss, which can do wonders for employee morale.

Source: <https://redshoespr.com/5-reasons-why-team-building-is-important/>

1. Specially planned activities and _____ building, not only boost morale of employees, but it can also increase the success of your business.

☐

Team

☐

Ego

☐

Revenue

SUBMIT

What is not considered a benefit of team building?

- ☐ Facilitates better communication
- ☐ Motivates employees
- ☐ Reduce trust factor
- ☐ Breaks the barrier
- ☐ Promotes creativity

SUBMIT

Read the following case study:

Martha has been assigned a team of 10 people to help her plan a major customer appreciation event. They have been working together for over a month now and they just haven't really come together as a team. She was sure she started off well. She contacted each individual on the team and let them know their responsibilities on the project.

Each of the members gets the tasks completed, but don't seem concerned with the others on the team. If someone needs help, no one pitches in to assist. If a team member has a

problem, no one helps him to solve that problem. Just yesterday one of the team members had an emergency and asked if someone on the team could have a call with the sales team so she could leave early. No one offered to help so Martha jumped in to assist. Martha had to do something. This was a bad experience for everyone frankly and some folks already were talking about getting off the project. Plus she felt the event won't be as good as it could if they just came together as a team.



Here is what Martha should have done:

Martha never got the team together prior to starting the project to get to know each other and discuss how they will work together to accomplish the goals of the project. She could have done this by getting the time in one location or even using a virtual tool. In order to get the group to come together as a team now, Martha might step back and hold a team building session. During this time she should plan to accomplish the following:

- Enable for time for team members to build relationships by getting to know each other on a personal level
- Develop processes and procedures for how the team will: share work, meet the objectives of the project, solve problems and resolve conflicts and make decisions

When the team members get to know each other, they will begin to support each other and will be more concerned about their team mates. Bottom line, they will function as a team.

CONTINUE

Cultural Awareness

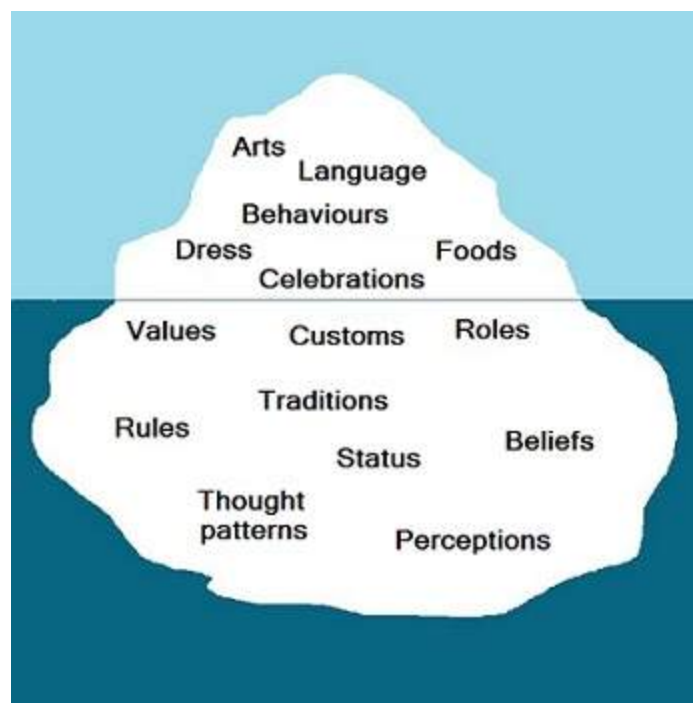
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Why focus on culture?

When working across different cultures it's critical that you understand the rules and cultural expectations of others. If you don't, you can make mistakes. These mistakes can be harmless, or, they can also be very serious. We'll look at some examples below.

This is applicable not only to when you might be travelling abroad for a holiday, but also throughout your professional life. Working with people from different cultures has become more and more frequent for many of us and, as a result, more important.



Read the following Case Study:

Mr Rossi is from Italy and has been moved by his company to manage the office of their subsidiary in the Netherlands. He is horrified to find that his desk is in the middle of an open plan office seated next to some interns and junior ranked staff. In his first week he moves himself into his own separate office. Although he feels much better, the local employees are enraged with his behavior and there is instant resistance to his presence in the office.

Any idea of what happened here?

Well, let's break it down. Mr Rossi comes from a culture which respects hierarchy and status. A boss should have their own office, otherwise they are not worthy of being the boss, right? In the Netherlands, however, they don't see hierarchy in this way – they prioritise equality and everyone being the same. When he moved into his own office, he essentially signalled to his team that he thought he was better than them. Again, both parties in this example with a little bit of cultural awareness may have stopped to think about what was going on.

These sorts of misunderstandings happen at all levels!

The business world is full of examples of where companies have ventured into foreign countries and completely failed to understand the local culture. What these sorts of examples clearly show us is how culture can and does get in the way when it comes to how we see others and the decisions we make.

Cultural awareness helps us move beyond this. An important learning point, that we must stress, is that being culturally aware is not about compromising your own culture or sacrificing your values or identity for 'another's'. It is simply about helping us understand how we can best adapt our approaches, thoughts and decisions to ensure we create positive outcomes in cross-cultural interactions.

It is about respecting others' cultures, as well as our own.

Source: <https://www.commisceo-global.com/blog/why-is-cultural-awareness-important>

When can we observe the importance of cultural awareness? Select all that apply.

- ☐ Professional life
- ☐ Social Life
- ☐ When traveling abroad
- ☐ Entertainment/Sports/Arts

SUBMIT

CONTINUE