



Interactive Communication Course

Learning Sequence Guide

NAME: _____ LEARNER NUMBER: _____

DATE STARTED: _____ DATE COMPLETED: _____

Learning Sequence Guide: A Learning Sequence Guide is a form that sets out the exact sequence of items to be studied or done by a learner, in order, item by item, on a course. The items on your Learning Sequence Guide are arranged in a sequence of increasing knowledge of the subject. Please follow the Learning Sequence Guide sequence exactly. Once complete with one item on the Learning Sequence Guides, initial that line with the date.

Purpose: The purpose of this course is to help you acquire the skills needed to improve your ability to communicate well with others and to manage and control interactive communication with others.

Prerequisites: There are no prerequisites for this course. The Lifelong Learning Course is recommended.

Course schedule:

We have included soft skills as part of its qualification and the essential soft skills courses are delivered before you move on to the technical part of your qualification. See the specific course schedule for this course. Blended learning on this course includes some course time face-to-face and some work done away from our academies.

Methodology:

- Do the theory and practical sections as directed by the Learning Sequence Guide
- Regardless of whether you are reading or doing practical exercises, if you encounter difficulty, contact your Facilitator who is there to help you get the most out of this course
- All essays are to be sent to your Facilitator
- Wherever possible, you will work with a Study Partner, another learner assigned to you, on some practical work. On the Learning Sequence Guide this person signs off where it indicates 'Study Partner'. The term 'Study Partner' is interchangeable with the term 'Learning Partner'.
- If you have any questions or difficulties, speak to your Facilitator immediately.

Materials: This Learning Sequence Guide and the Interactive Communication Course manual. The facilitators have the Interactive Communication Course drills manual and drills list for use in the course.

Length of course: 6 to 7 days minimum.

How to study this course:

You study this course by following the steps of this Learning Sequence Guide that lists all the reading materials and practical exercises (drills, essays, sketches, etc.) you are required to do to achieve the above purpose of this course. When you have studied the first item on the Learning Sequence Guide, put your initials and the date on the blank line on the right-hand side of the page. Then go to the next item on the Learning Sequence Guide.

Practical exercises are initialed only when you have successfully done the action called for.

By continuing through the Learning Sequence Guide in this way, step by step, you will be able to move smoothly through the course. Do not skip around on the Learning Sequence Guide because the items have been arranged in a specific order to ensure your full understanding.

You will be assisted through this course by a Facilitator. The Facilitator does not tell the learner the answers but shows the learner where to find the answers and assists the learner with the practical exercises in this course.

The Facilitator will pair you up with a study partner in order to do certain exercises that require another learner's help. Hand in all written assignments to your Facilitator.

Facilitator Checks:

This Learning Sequence Guide will indicate where Facilitators are required to check the learners' understanding of reading material or of practical applications of the material. When doing these checkouts, the facilitator will use various facilitator methods and skills. Where it says 'Facilitator' on the Learning Sequence Guide, this means the Facilitator does a full check of the understanding of the learners of that item, and signs and dates the item.

Glossary:

Understanding what you read on this course is important. To make it easier for you to understand this course, words that you might not know the meaning of have been defined in a Soft Skills Glossary. Use the glossary and a good English dictionary whenever you encounter a word you are unsure of or do not understand. You will receive far more benefit from the course if you always do this.

Soft Skills: Day 7: Interactive Communication: Non-Academy Session

1. Academy Manager or designated person conducts a workshop to provide context for the course that follows. This may be done during the next in-academy session.

NB: Homework is best done with a Study Partner but if this is not possible, then you personally complete the tasks that are assigned to your Study Partner.

2. Read: 'Chapter 1 Introduction to Communication'.

3. Practical: Work with your study partner and come up with 3 examples of live communication and 3 examples of other types of communication.

4. Practical: Make a drawing showing an example of interactive communication.

5. Read: 'Chapter 2 What is Communication?' Read the definition and to the end of Example 1.

6. Read Examples 2, 3 and 4 before doing the relevant drills below:

Practical:

- a. Go over definition 1 with your study partner until you both are satisfied you understand it fully.
- b. Go over Example 1 and then use 3 examples of your own which show how a thought, message or information can be exchanged by speech.

7. Practical: Go over Example 2 and 3 with your study partner and then use 3 examples of your own which show how a thought, message or information can be exchanged by writing.

8. Practical: Go over Example 4 with your study partner and then use 3 examples of your own which show how a thought, message or information can be exchanged by behaviour.

Learner

Learner

Learner _____
Study Partner

Learner _____
Study Partner

Learner

Learner _____
Study Partner

Learner _____
Study Partner

Learner _____
Study Partner

- | | | |
|---|------------------|------------------------|
| 9. Read: 'The Summary so far', the short description of 'Objects' and Example 5. | _____
Learner | |
| 10. Practical: Go over Example 5 describing how an object can be a part of a communication. With your study partner, give 2 examples of your own of this principle. | _____
Learner | _____
Study Partner |
| 11. Read: 'Chapter 2 Example 6'. | _____
Learner | |
| 12. Practical: Go over with your study partner what the 'message' is in a communication. | _____
Learner | _____
Study Partner |
| 13. Read: 'Chapter 2 'The Communication Sequence: Explained and, More examples of a communication sequence'. | _____
Learner | |
| 14. Practical: With your study partner, note exactly how the examples relate to the communication sequence. Then work through a quick example that covers all points in 'Communication Sequence: Explained'. | _____
Learner | _____
Study Partner |
| 15. Read: 'Chapter 2 'The Communication Sequence'. Read through to number 11'. | _____
Learner | |
| 16. Practical: Make a drawing which shows every part of the sequence contained in items 1 to 9 then add 10 & 11 to complete the communication sequence. | _____
Learner | _____
Study Partner |
| 17. <u>Note regarding this practical:</u> NB: Facilitators may demonstrate this sequence, 1 to 11, in front of the academy, using an example with help from two learners, or workshop the concept with various examples from the floor and discussion. <i>This will be done during the academy session.</i> | | |
| 18. Practical: With your study partner, work out an example where you leave out one of the parts of the communication sequence and show what will go wrong with your communication as a result. Use your imagination! | _____
Learner | _____
Study Partner |
| 19. Practical: Tell another learner an example from your own observation or experience of an argument that occurred due to a communication which did not result in understanding. | _____
Learner | _____
Study Partner |
| 20. Practical: Work out what part <i>intention</i> and <i>attention</i> play in communication? What could happen if either one of these were missing in a sequence of communication? | _____
Learner | _____
Study Partner |
| 21. Practical: You have just given a fellow worker a message. He becomes annoyed with you and seems to have misunderstood what you said. Which part of the communication sequence is missing here and what could you do to handle this? | _____
Learner | _____
Study Partner |

Soft Skills: Day 8: Interactive Communication: Academy Session

22. Facilitator/ Academy Manager or designated person conducts a workshop to provide context for the course that follows. This may be done during the next in-academy session.

Facilitator

23. Facilitator does practical referred to in line 17 above. This refers to the material the learner has read already: 'Chapter 2 'The Communication Sequence'. Read through to number 11'.

Practical: Facilitators may demonstrate this sequence, 1 to 11, in front of the academy, using an example with help from two learners, or workshop the concept with various examples from the floor and discussion.

Facilitator

24. Practical: Facilitators review their understanding of Chapter 2.
- Example of written comm?
 - Spoken?
 - Using an object?
 - By behaviour?

Facilitator gets them to work with their study partners, look over the 'Basic Communication Formula' which lists the parts that are all contained in the sequence, and demonstrate each part, without referring to the course material. Get this done so that you can do this, in full, from memory.

Facilitator gets at least 2 learners to stand up and tell you the full formula without looking at the material.

Facilitator asks for examples of a communication sequence.

NB: Learners and Facilitators must just be satisfied that Chapter 2 has been fully understood. It is an important Chapter.

Facilitator

25. Read: Chapter 3 'History of Communication up to Modern Times', just the section covering 400BC.

Learner

26. Practical: Work with your study partner and discuss how this information relates to what you have learned so far. Do this rapidly, and move on.

Learner Study Partner

27. Read: '1949 AD: Shannon-Weaver Model'.

Learner

28. Practical: Facilitator works with you on discussing this paragraph.

Goes over each paragraph to make sure every point is fully understood.

Facilitator covers: Encoding, decoding, signal, channel, message, signal, message source, and destination.

Asks for examples or feedback from learners as to how this relates to what you have learned already.

Learner

29. Read: 'Berlo's Model' and 'Judy Baker model'.
Learner
30. Practical: Go over these model with your study partner and relate this information to what you have covered so far. Note any similarities and differences.
Learner Study Partner
31. Read: 'Field of Experience.'
Learner
32. Practical: Facilitator gets a quick discussion going on how this relates to what we know so far.
Note any similarities and differences. Any new idea here?
Learner
33. Read: 'Encoding, Decoding and Copying'.
Learner
34. Practical: Facilitator gets learners to work together on this.
Go over this model with your study partner and relate this information to what you have covered so far. Note any similarities and differences. Any new idea here? Get agreement with your study partner what any new information is, compared to all earlier information covered already.
Learner Study Partner
35. Read: 'Communication Formula in Full', to the end of the Chapter.
Learner
36. Practical: Practice this with your study partner, cover all items in this formula. Make sure you understand why each point has been included in this full formula. Notice the difference to the basic formula. Make a note of the added items. Then get to the point where you can tell them the full formula from memory.
Now go over the drawings of the formula with your study partner and make sure these drawings cover the formula in full.
Learner Study Partner

37. Practical: Facilitator works with the group on this exercise.

Facilitator selects 7 learners to each give their understanding of how each of the 7 pictures show communication.

Get them to cover or mention the main parts of communication, for each picture.

Use the definition below, and see how many of them apply to the pictures.

[Point of origin, encoding, distance along a channel, the channel, sending the communication across, the amount of noise or interference, receipt point, message, intention, attention, duplication, decoding and understanding, within a shared reality]

- a. Baby
- b. Racing
- c. Lady and the dogs
- d. Ladies in the village
- e. Computer lady
- f. Sport
- g. Obama family in South Africa

Learner

38. Read: 'Chapter 4 Interactive Communication' up to just before 'Examples: Banking Client 1'.

Learner

39. Practical: Working with your study partner, make sure you both understand the difference between a communication sequence and two-way communication. Get your study partner to give you at least 2 examples of two-way communication.

Learner

Study Partner

40. Read: 'Chapter 4 Banking Client 1' up to just before 'Banking Client 2'.

Learner

41. Practical: Go over with your study partner how you think this interaction went. Work out one example of your own with a similar outcome.

Learner

Study Partner

42. Practical: The facilitator conducts a workshop with the whole group to cover this example, Banking Client 1. Notice the point of origin, receipt point, & acknowledgment sequence within the series of interactions. The facilitator will work with you to recap the similarities between interactive communication and the communication formula.

Learner

43. Read: 'Chapter 4 Banking Client 2' only.

Learner

44. Practical: Go over with your study partner how you think this interaction went.

Learner

Study Partner

45. Practical: Work out with your study partner each error or mistake that Sipho made in Banking Client 2 example. Get this practical checked out by your facilitator.

Learner

Facilitator

46. Read: 'Chapter 4 Some additional points about communication' only. _____
Learner
47. Practical: Facilitator gets a quick discussion going on this section.
- Go over each point in this list and compare them to what Siphos did in Banking Client 2 example. _____
Learner
48. Read: 'Chapter 4 The Importance of Acknowledgements' only. _____
Learner
49. Practical: Work out with your study partner 3 examples of acknowledgements. Do this drill using a small situation that ends with an appropriate acknowledgement. _____
Learner _____
Study Partner
50. Read: 'Chapter 4 Being Willing to Communicate' to the end of 'Practice' just after 'Situation 4'. _____
Learner
51. Practical: Facilitator breaks academy into groups of 6 or 4.
- Each group works out 3 examples of how you might be not *really* that willing to communicate.
- Review the 4 situations. Make sure you have a clear idea of what 'willing to communicate' is, and what could cause you to be 'unwilling to communicate'.
- One learner from each group gives feedback on what they worked out.
- Facilitator coaches and guides to make sure the subject is fully understood. _____
Learner
52. Read: 'Chapter 4 Being Willing to Communicate,' the section 'Final word: The non-answer'. _____
Learner
53. Practical: Facilitator gets a quick discussion going on this section.
- Get examples from learners of each of 'Comments' and of 'Personal Communications'.
- Make sure the difference is perfectly clear. _____
Facilitator

Soft Skills: Day 10: Interactive Communication: Academy Session

54. Academy Manager or designated person conducts workshop to provide a reality of how the drills to follow, tie up with the communication sequence or formula. _____
Learner
55. Read: Chapter 5 'Communication Drills' in the Communication Course manual. _____
Learner

56. Practical: Facilitator gets feedback from the academy about the purpose of the communication drills. Learners must understand this very well.

Facilitator makes sure the Drills Manual is handed out, if not yet done.

Facilitator explains how they will be able to get more detail about each drill a little later. For now, they must understand the basics of why we are going to be doing the drills.

Facilitator

57. Read: 'Chapter 6 The Role of your Study Partner' in the course manual.

Learner

58. Practical: Facilitator does quick workshop and covers each point.

Get examples of each one from learners.

Give examples of each one to learners.

They have to take care of their Study Partners, completely.

Give an example of how you could apply each of the 11 points of coaching:

1. Taking care of your study partner.
2. Getting assistance.
3. Coaching them through a practical drill.
4. Coaching with understanding.
5. Having the intention and purpose to help your study partner to pass the drill or practical exercise.
6. One at a time.
7. Self-coaching.
8. Just observe.
9. Justifying.
10. Getting upset.
11. Acknowledge good work.

Learner

Facilitator

59. Read: The first 2 pages of the Communications Drills Manual and then read Communication Drill CD 1, 'Confront, Closed Eyes', in this manual (supplied by your facilitator and applicable to all drills following).

Learner

60. Practical: Facilitator gets feedback.

Why the ability to "be there" comfortably in front of another person is a necessary requisite to communication.

Drill: Do Communication Drill CD 1, 'Confront, Closed Eyes', with a partner to a major win. This will be managed by your facilitator.

Learner

Facilitator

61. Read: Communication Drill CD 2, 'Confront, Open Eyes' in this manual.

Learner

62. Practical: Facilitator gets feedback.

Why confront is necessary to communication.

Drill: Do Communication Drill CD 2, 'Confront, Open Eyes' with a partner to a major realization.

Learner

Facilitator

Soft Skills: Day 11: Interactive Communication: Academy Session

63. Read: Communication Drill CD 3, 'Advanced Confront (provoking)', in this manual.

Learner

64. Practical: Facilitator gets feedback.

What is the purpose of Communication Drill CD 3, Advanced Confront (Provoking)? Give examples of how completing this drill could help you improve your communication skills.

Drill: Do Communication Drill CD 3, 'Advanced Confront (provoking)' with a partner to a major realization.

Learner

Facilitator

65. Read: Communication Drill CD 4, 'Getting Your Communication Across', in this manual.

Learner

66. Practical: Facilitator gets feedback.

Give/get examples of a times they have observed someone "talking" without getting his communication across and not being understood by another or others. How could this drill help avoid that situation?

Drill: Do Communication Drill CD 4, 'Getting Your Communication Across', with a partner to a major realization.

Learner

Facilitator

67. Read: Communication Drill CD 5, 'Acknowledgments', in this manual.

Learner

68. Practical: Facilitator gets feedback.

Give/get examples of a time you were not acknowledged and how you felt then. Describe the importance of acknowledgments in communication.

Give/get 5 examples of inappropriate acknowledgements.

Drill: Do Communication Drill CD 5, 'Acknowledgments', with a partner to a major realization.

Learner

Facilitator

69. Read: Communication Drill CD 6, 'Half-Acknowledgments', in this manual.

Learner

70. Practical: Facilitator gets feedback.

You have just asked a friend to describe her recent vacation. She gives you a very brief answer, but you want to know

Learner

Facilitator

more about her trip. What could you do to get her to continue telling about her vacation?

Drill: Do Communication Drill CD 6, 'Half-Acknowledgments', with a partner to a major realization.

71. Read: Communication Drill CD 7, 'Getting your Questions Answered', in this manual.

Learner

72. Practical: Facilitator gets feedback.

Give/get examples of a time you have observed or experienced Circular Communication affecting a cycle of communication and explain what occurred.

Drill: Do Communication Drill CD 7, 'Getting your Questions Answered', with a partner to a major realization

Learner

Facilitator

Soft Skills: Day 13: Interactive Communication: Academy Session

73. Practical: Facilitator gets learners to cycle through CD 1 to 7 once more.

CD 1: 15 mins

CD 2: 30 mins

CD 3: 30 mins

CD 4: 20 mins

CD 5: 15 mins

CD 6: 15 mins

CD 7: 20 mins

Learner

Facilitator

74. Read: Communication Drill CD 8, 'Interactive Communication: Incl Non Answers', in this manual.

Learner

75. Practical: Facilitator gets feedback.

Why is it important to be able to handle originations and comments in a cycle of communication? Give an example of this.

Drill: Do Communication Drill CD 8, 'Interactive Communication: Incl Non Answers', with a partner to a major realization.

Learner

Facilitator

76. Read: Communication Drill CD 9, 'Interactive Communication: Conversational', in this manual.

Learner

77. Practical: Facilitator gets feedback.

Why is it important to be able to manage an interactive conversation? Give an example of this.

Facilitator makes sure the CD 9 drill is well understood.

Learner

Facilitator

78. Drill: Do Communication Drill CD 9, 'Interactive Communication: Conversational', with a partner to a major win. _____
Learner _____
Facilitator
79. Read: 'Chapter 7 Communication in all areas of life' in the course manual. _____
Learner
80. Practical: Give five examples of how communication is central to life. Hand your write-up in to the Facilitator _____
Learner _____
Facilitator

Soft Skills Extra: Interactive Communication: Non-Academy Session

81. Note: Here are exercises relating to communication. Doing these exercises will help increase your understanding of the knowledge contained in this manual. _____

82. Practical: Look around your environment and notice examples of communications which fit into one of these four categories: an object, a written message, a spoken word or an idea. Do this until you can easily spot examples from each category. Write down what you observed. _____
Learner _____
Facilitator
83. Practical: Observe communication sequences in your environment and determine whether each is an interactive communication sequence or not. Do this until you have spotted five examples of interactive communication. Write down what you observed.
[Interactive communication can be a communication sequence: question/answer/acknowledgment, or it can continue and become two-way, with the other person asking a question and getting an answer]. _____
Learner _____
Facilitator
84. Practical: Notice your own communication with another person as it occurs. Does it correctly follow the definition of communication and the communication formula? Repeat this several times with different people. Write up what you observed. _____
Learner _____
Facilitator

Soft Skills: Day 15: Interactive Communication: Academy Session

85. Practical: Facilitator does quick review of practicals in the 3 lines above. Share learners' experiences with the academy. _____
Facilitator
86. Note: Facilitator will work out how much time is available to do these drills and allocate a time limit to each one, before starting.
Do the Communication Drills. Get another person to be your partner while doing these drills again. Use proper coaching and do each drill exactly as stated in the manual to a facilitator pass.
- a) Communication Drill CD 1, 'Confront, Closed Eyes', to a facilitator pass _____
Learner _____
Facilitator

b)	Communication Drill CD 2, 'Confront, Open Eyes', to a facilitator pass	_____	_____
		Learner	Facilitator
c)	Communication Drill CD 3, 'Advanced Confront (provoking)', to a facilitator pass	_____	_____
		Learner	Facilitator
d)	Communication Drill CD 4, 'Getting Your Communication Across', to a facilitator pass	_____	_____
		Learner	Facilitator
e)	Communication Drill CD 5, 'Acknowledgments', to a facilitator pass	_____	_____
		Learner	Facilitator
f)	Communication Drill CD 6, 'Half-Acknowledgments', to a facilitator pass	_____	_____
		Learner	Facilitator
g)	Communication Drill CD 7, 'Getting your Questions Answered', to a facilitator pass	_____	_____
		Learner	Facilitator
h)	Communication Drill CD 8, 'Interactive Communication: Non Answers', to a facilitator pass	_____	_____
		Learner	Facilitator
i)	Communication Drill CD 9, 'Interactive Communication: Conversational', to a facilitator pass	_____	_____
		Learner	Facilitator

Learner Course Completion

Learner Attest:

I attest that I have successfully completed all the requirements of this course and know and can apply what I have learned.

Learner Attest: _____ Date: _____

Facilitator Attest:

I attest that the above learner has completed all of the requirements of this course and can apply the data they have learned.

Facilitator Attest: _____ Date: _____

Success:

Write a Success Story of what you have gained from the Communication Course.

Authorized Signature: _____ Date: _____

Certificate:

The learner is awarded the Communication Course Graduate certificate.

Authorized Signature: _____ Date: _____