

# MODULE 3

# COMMUNICATION AND ONLINE COMMUNICATION



**TRANSVERSAL** **SKILLS**  
IN TIME OF COVID

# WORKSHOP SCENARIO: PERSONAL AND SOCIAL COMPETENCES IN THE ECONOMIC AND ADMINISTRATIVE SECTOR WITH TIPS FOR AN EDUCATOR 4 WORKSHOP HOURS



**FERI**

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EDUCATION & INFORMATION TECHNOLOGY CENTRE



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# 1. INTRODUCTION



**TRANSVERSAL SKILLS**  
IN TIME OF COVID

## **Duration of the workshop:**

4 hours

## **Recipients of the workshop:**

The recipients of the classes are adults, employees of the administration and financial industry.

The workshop plan can be used by all other people from other professional groups interested in the topic of communication, including on-line communication.

## **Number of participants:**

Group of 12 people of both sexes. It is also possible to conduct the workshop in a smaller group of at least 8 people, depending on the premises or the size of the team.

## **Suggested working methods:**

- Brainstorm
- Active methods of teaching: group work
- Active ways of conducting classes: work in pairs
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture

## **Examples of materials needed for the workshop:**

- Worksheets
- Markers
- Crayons
- markers
- Sticky Notes
- flipchart
- A4 sheets
- Pens
- Certificates
- Evaluation questionnaire



## Purpose of the workshop:

The main goal is to strengthen personal and social competences, including communication and online skills, empathy, commitment, initiative and responsibility.

## Mini lecture:

Competences - the scope of someone's knowledge, skills and experience. (PWN Encyclopedia)

A competent person is a person whose attitude proves that they are able to properly use the knowledge they have in order to perform a task or solve a problem.

There are many typologies of competencies. One of them is the popular division into hard and soft skills:

**Hard skills** - knowledge and skills needed to perform a specific job, e.g. knowledge of foreign languages or computer skills.

**Soft skills** - these are psychosocial skills, e.g. communicativeness, creativity, dynamism of action or flexibility.

Currently, however, soft skills are becoming more and more important for employers. Why? Because they are responsible for our attitude to work, the style of cooperation with others, the willingness to acquire new knowledge, or the way of coping with obstacles.

## Personal competences

### 1.2. Empathy

A person with this competence has the ability to capture and share the mood of the interlocutor. They care for the feelings and interests of others as part of the implementation of a common mission.

In what situations can this competence be developed?

### In professional work:

Ability to interact with co-workers, managers, people - with an open mind and establish a good relationship, taking into account the role of each person.

### While volunteering:

Ability to establish an active and personalised relationship with people supported by volunteering.

Ability to understand, communicate and exchange ethical, human and social values related to volunteering - with potential supporters and participants of activities.

## 2. Commitment

A person with this competence is aware of what they know, what they can do and what their strengths are. When they start working on a task, they always try to understand it well first, and then think about how they can use their knowledge, skills and strengths to best perform it.

Cooperation with a person who has this competence is pure pleasure - by entrusting them with a task, you can be sure that this person will treat it as "their own", approach it professionally and analytically, complete it 100% and additionally suggest ideas for improvement of the action in the future.

In what situations can this competence be developed?

### **In professional work:**

When tasks are distributed in the team - choosing those that the person is best able to perform thanks to their knowledge and skills they perform the task with great commitment.

### **While volunteering:**

Cooperation with organisations whose mission and values are in line with the person's beliefs, thanks to which they have a sense of purpose as a volunteer.

### **In everyday life:**

Taking care of the family.  
Pursuing a passion/hobby.

These are just a few examples - remember that you can show "commitment" in many different situations, while performing various tasks. So if you feel you gave 100% on a task, that task has most likely increased your commitment!

## 3. Initiative

A person with this competence has the ability to take advantage of emerging opportunities and possibilities, and to turn ideas into actions. They willingly take up challenges. They are active and volunteer to perform various tasks. This activity drives them to action. They are an inventive and active person.

In what situations can this competence be developed?

### **In professional work:**

Actively looking for ideas for new solutions.  
Ability to set the direction of work and work on your own initiative.



**While volunteering:**

Involvement in fundraising activities for the organisation - identifying new sources of funding.

Coming up with ideas for new projects and introducing new activities to meet new social needs.

**4. Responsibility**

A person with this competence has the ability to take responsibility for entrusted duties, perceive the assigned task as one's own, understand the limits of independence and recognise when it is necessary to ask for help from others. They can communicate their own behaviour and results of their work.

In what situations can this competence be developed?

**In professional work:**

Ability to report to your immediate supervisor the results of completed activities.

The ability to recognise your own mistakes.

Ability to identify solutions in crisis situations and avoid putting yourself and colleagues at risk.

**While volunteering:**

Focus on the goal and mission of the organisation.

Demonstrating the consistency of one's own behavior with the values professed in the organisation.

# 3. MERITS

## Ice breaker- introduction of the workshop participants (15 min)

### Talent chain

#### Finish the sentence:

- My name is
- I like
- My talents are...
- I feel strong in
- My strengths are
- Communication for me is
- My favorite color is

### Task 1 (10 mins)

Participants of the classes construct a definition of a concept during a brainstorming session

#### "COMMUNICATION".

The educator writes down the definition given by the participants on the flipchart. They also read out at least 2 definitions of communication: direct communication and on-line communication.

### Task 2 (15 mins)

Initiating a conversation in pairs, according to the topic imposed by the leader:

**start a conversation on an overloaded train / in a coffee shop / in a queue to see a doctor / while waiting to talk to the-manager**

Discussion of topics, what was conducive to communication and what was not.

### Task 3 (20 mins)

#### Communicating problems.

Good communication makes life easier. Have a conversation on the following topics:

As a boss with an employee who often goes out while working privately (Person A is the boss, Person B is the employee),

As a rule following employee with an employee who breaks the rules of work (Person B is a one who follows the rules and person A breaks the rules).



Then conduct the conversation according to FFCE rules  
FFCE is an abbreviation of four words:

- **F for facts**

First, recall the facts and specific behaviour of the other person. Avoid generalities and give arguments and examples of the situation that you did not like. It is very important to judge the behavior, not the person. For example, I noticed that you answered the phone again during dinner together.

- **F for feelings**

In the next step, talk about your feelings and emotions. Describe the effect this behaviour has had on you. E.g. I'm sad that a phone call is more important to you than talking to me.

- **C for consequences**

Then, focus on the consequences and come up with a vision of what might happen if the other person doesn't change their behaviour. Thanks to this, the other party will know what reaction they may encounter in the future if they maintain their negative behaviour. For example, by behaving in this way, you make me move away from you.

- **E for expectations**

Be clear about your expectations of what might have happened otherwise. It is very important to end the conversation with information about what you really expect from the other person. E.g. Next time I expect you to silence your phone before and call me back.

Discussion of the task, the well-being of the participants.

### **Task 4 (20 mins)**

The educator introduces participants to skills important for active listening. Then they practice each skill in pairs.

#### **Essential skills for active listening:**

##### **Paraphrasing**

A technique that allows us to check whether we really understood what the interlocutor said. It consists of saying in your own words the statements of the other party. When paraphrasing, the main threads, theses and information contained in the interlocutor's statement are repeated. Conjectures, interpretations and suggestions are avoided.

## Expressing interest

It consists of confirming that you are interested in what the interlocutor is saying and that you are listening carefully.

## Reflection

It consists of giving the interlocutor information about how they are perceived by us. The purpose of the reflection is to convey to the interlocutor that we understand their experience.

## Clarification

It helps when the interlocutor's speech is confusing or very complex. Then we ask for clarification or repetition of the statement. Its purpose is to guide the interlocutor to the main threads of the speech.

**Examples:** - That's interesting... - I'd love to hear more about...

**Examples:** - It seems to me that you are dissatisfied. - I see that you are satisfied with

**Examples:** - It's not clear to me, could you repeat? - Did I understand correctly that...

**Examples:** - From what you say I understood... - As far as I understand...

## Directing

It is a method of determining the topic of conversation in more detail, especially when the interlocutor errs or returns to the same thread several times. Open-ended questions suggest to the interlocutor an extended statement on a specific topic. They are a way to gain additional information, and at the same time a signal of interest and understanding.

## Summary

It consists of combining many threads into one statement at the end of a fragment of a conversation or in general at the end of a meeting. The main goal is to highlight the main thoughts, threads and topics discussed during the conversation.

**Examples:** - Tell me more about ... - I would like us to concentrate on ...

**Examples:** - Could you tell me more about... - What do you think about...

**Examples:** - Then let's sum up... - Today the subject was raised because...



## Task 5 (20 minutes)

The educator presents the factors that hinder communication., then divides the group into 2 teams:

Team 1 gives examples of good communication. The team replaces the examples given below with the correct ones.

Team 2 gives other forms of messages that make communication difficult, following the example below.

### Factors that hinder good communication.

During a conversation, both the sender and receiver can use various communication barriers. These are messages and accompanying behaviours that prevent or hinder constructive contact.

### Examples of communication barriers:

#### Criticising, judging, condemning

- You're acting ridiculously
- You're talking nonsense

#### Commanding, directing

- You have to do this
- You should change your behaviour

#### Naming, ridiculing, shaming

- But you're an idiot
- You did indeed act foolishly

#### Making diagnoses, interpreting, analysing

- You want to make a good impression
- You underestimate me
- You tease Janek because you are aggressive

#### Praise combined with evaluation, flattery

- You have so many opportunities and you don't use them
- You've made great progress.

#### Moralising

- This problem should have been solved earlier.
- Advising, suggesting, proposing solutions
- Why don't you approach it differently.
- If I were you, I'd do it differently.

#### A distraction

- You think something terrible happened to you, listen to what happened to my friend.

Teams read their suggestions and draw conclusions together with the educator.

## Task 6 (20 minutes)

The educator divides the team into the roles below.  
Gives a problem to solve (invents it themselves depending on the structure of the group and their professional tasks)

Each of them has minutes to prepare, rethink their strategy. Role-playing is done on the group forum with the participation of each of the below described people. The other participants have the role of observer.

### Roles in problem solving

By trying to unravel the factors and processes that make up the very complex activity of problem solving, you can focus on the work steps and related competencies. Continuing this line of reasoning, we come closer to an even more analytical approach - "roleplaying" the problem solving process. Imagine a hypothetical team where everyone specialises in just one of the following functions:

**Curious Charlie** asks a lot of questions trying to determine what the problem is and what could be useful for solving it.

**Analytical Anthony** focuses on breaking down complex problems into smaller, more easily solvable ones; sees hidden dependencies in data and pays attention to details.

**Hypothetical Hugo** generates many hypotheses and alternative solutions that go beyond the usual operating patterns.

**Experimenting Eric** tests hypotheses, confronting them with empirical data and practical application. Considers alternative explanations, pointing to the best fit to the data.

**Model Mary** integrates dispersed, detailed and confusing information and conclusions into a comprehensive model that organises a given issue. Skips details to see the big picture.

**Critical Charlotte** sees errors and shortcomings in Mary's proposals and in the work of the entire team. She does not blindly attach herself to proven schemes, but checks whether they are still effective.

**To ensure smooth cooperation, two more people were added to the team:**

**Task-oriented Tamara** helps team members organise their work - she encourages effort and makes sure that everyone is focused on productive work.

**Group Gary** makes sure that the members of the group feel good working together and that communication between them runs smoothly.

It is not difficult to guess that the people listed above represent roles and even particular tasks in the problem solving process: formulating questions, analysing available data, creating models and generalisations, posing and testing hypotheses, and critically analysing the quality of the model.

In turn, two additional people point to the "non-substantive" aspects of working on a problem, which are particularly important in the context of teamwork.

The educator asks the participants about the conclusions of the task and asks the same for observers.

They summarise the exercise together.

### Mini lecture (20 min)

**Factors allowing good communication:**

1. **Consistency of communication** in both channels of information transfer - verbal and non-verbal.

2. **Openness in communication.**

Two factors determine authentic communication: openness and empathy. They allow you to constantly get to know the other person and develop such behaviours that allow you to communicate with them better.

3. **Direct feedback**

4. **Eye contact**

This is one of the basic elements of proper interpersonal communication. Avoiding looking at the other person can signal distrust or disrespect. Persistent staring, on the other hand, suggests aggressiveness, waiting to stumble, or listening from a controlling position, creates the impression of a threat. Eye contact, which does not evoke difficult emotions, should be maintained by periodically stopping the gaze on the speaker's or listener's face. It allows you to receive facial or gesture signals.

5. **Body position**

The body position can be open or closed.

**The open position** (signifying openness, kindness, trust) is, for example: appropriate clothing, slightly leaning towards the interlocutor, putting the hands forward

**Closed position** (signaling closing, covering, defending against attack) is e.g.: legs and/or arms crossed

6. **Active listening**

It is an active process of responding to all the messages coming from the interlocutor. It is a basic skill necessary to establish good contact.





## Active listening rules:

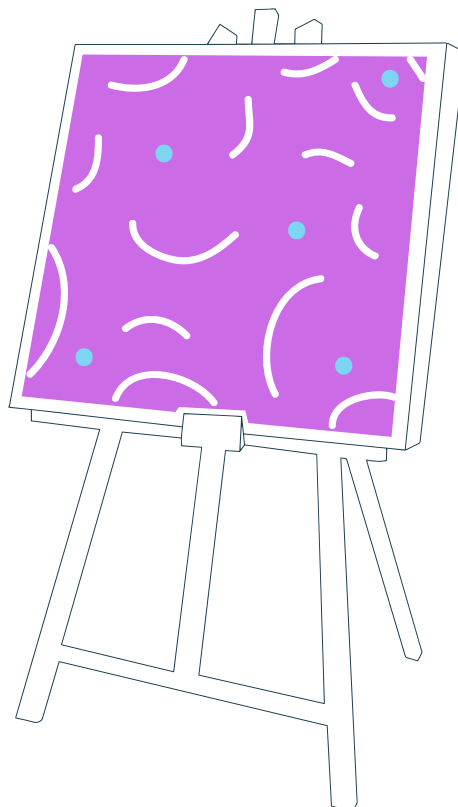
- Focus on the interlocutor and what they have to say
- Maintaining eye contact
- Expressing readiness to talk through body posture and facial expressions
- Openness
- Empathy
- Confirming listening to the interlocutor by asking questions, expressing surprise, etc.
- Checking the correct understanding of the content of the message, e.g. by paraphrasing
- No use of communication barriers
- Allowing yourself and your interlocutor a moment of silence

## Conclusion - (10 min.)

The educator asks the participants to sit in a circle and each answer the question:

- What did you like the most?
- What will you take away for yourself?
- What are you leaving with?

At the end of the speech of the participants, the educator thanks them for their participation in the workshop.





# **EVALUATION QUESTIONNAIRE**

## **WORKSHOP TITLED:**

### **COMMUNICATION AND ONLINE COMMUNICATION**



**DEAR PARTICIPANT,**

**WE HOPE THAT TODAY'S WORKSHOP WAS INTERESTING FOR YOU AND YOU COULD LEARN A LOT OF INTERESTING THINGS. WE ARE COMMITTED TO RECEIVING FEEDBACK FROM YOU.. WE WOULD BE VERY GRATEFUL IF YOU TAKE THE TIME TO COMPLETE THE BELOW QUESTIONNAIRE.**

**THE QUESTIONNAIRE IS ANONYMOUS.**

**1. DID THE WORKSHOP ALLOW YOU TO GET ANSWERS TO QUESTIONS THAT HAVE ARISEN IN YOUR PRIVATE AND PROFESSIONAL LIFE?**

**DEFINITELY YES**

**YES**

**NO**

**DEFINITELY NOT**

**2. DID THE WORKSHOP PROVIDE YOU WITH USEFUL TIPS AND TECHNIQUES ON HOW TO COMMUNICATE IN VARIOUS PROFESSIONAL SITUATIONS AND IN EVERYDAY LIFE, ESPECIALLY WHEN IT COMES TO STRENGTHENING YOUR COMPETENCES RELATED TO PERSONAL COMPETENCES, IN PARTICULAR COMMUNICATION, EMPATHY, RESPONSIBILITY.**

**DEFINITELY YES**

**YES**

**NO**

**DEFINITELY NOT**

**3. DID THE WORKSHOP PROVIDE YOU WITH USEFUL TIPS THAT MAY BE HELPFUL IN OVERCOMING COMMUNICATION BARRIERS?**

**DEFINITELY YES**

**YES**

**NO**

**DEFINITELY NOT**

**4. WHICH PART DID YOU LIKE THE MOST AND WHY?**



**5. WOULD YOU LIKE TO TAKE PART IN OTHER THEMATIC WORKSHOPS?**

**YES NO**

**6. IF YES, WHAT TOPICS WOULD INTEREST YOU?**



**7. ADDITIONAL COMMENTS**



**THANK YOU FOR COMPLETING THE QUESTIONNAIRE!**

# CERTIFICATE

**THIS IS TO CERTIFY THAT**

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**TOOK PART IN THE WORKSHOPS TITLED:  
"COMMUNICATION, INCLUDING ON-LINE COMMUNICATION IN THE  
ECONOMIC AND ADMINISTRATIVE INDUSTRY"**

**PROJECT NO.: 2020-1-PL01-KA226-VET-095699**

**INSTITUTION/ COMPANY:**

**EDUCATOR:**

**DATE:**

**PLACE:**