



ICAO SAFETY OVERSIGHT

**Effective Communication
Techniques**



Lesson objective

At the end of this session, and with practice to be acquired during the course, the participants will be able to demonstrate effective communication techniques and deliver effective oral presentations.



Outline

- ❑ Communication and perception
- ❑ The communication process
- ❑ Methods of communication
- ❑ The art of listening
- ❑ Public speaking – preparing and delivering an effective presentation



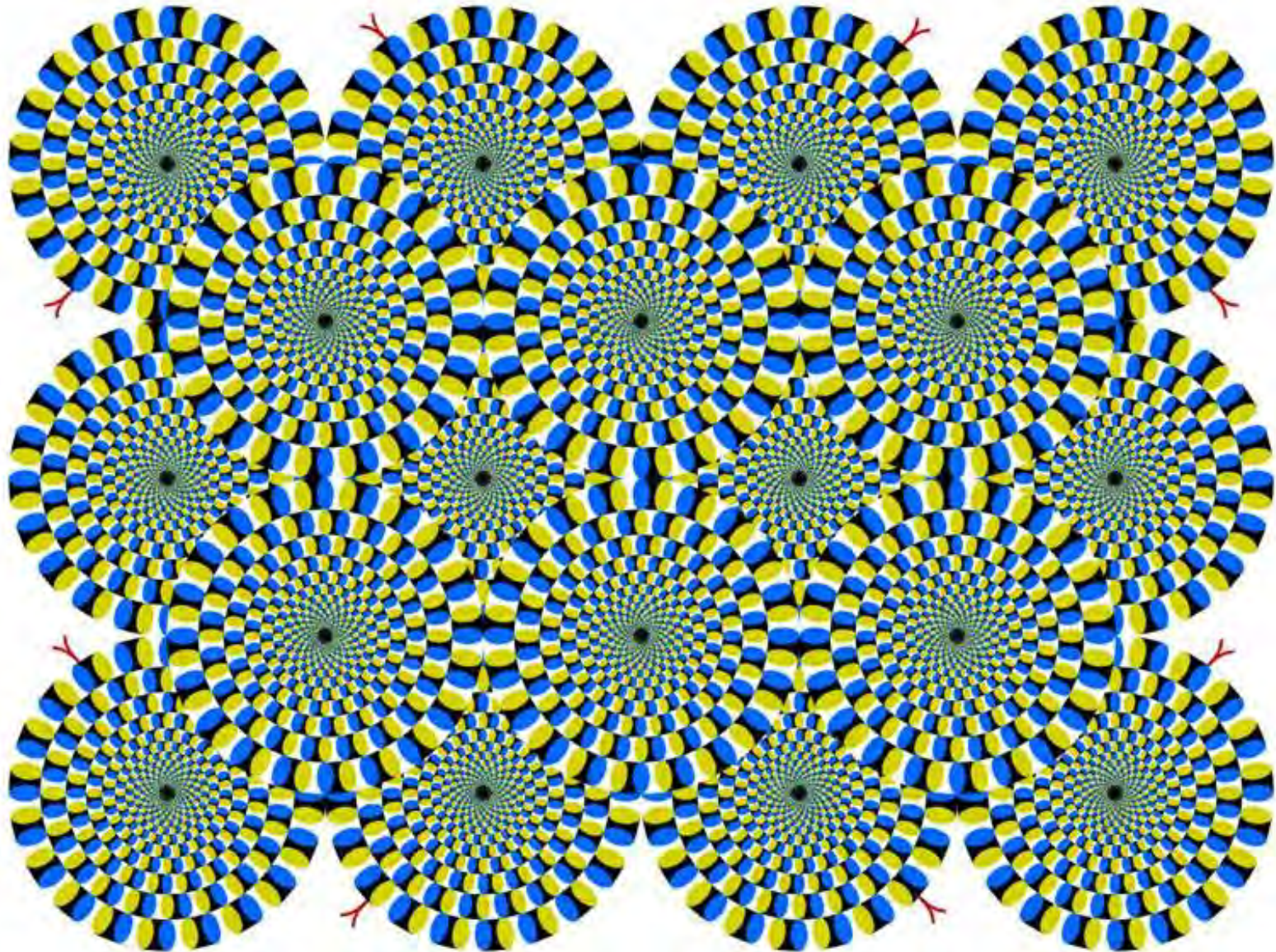
What do you see here?



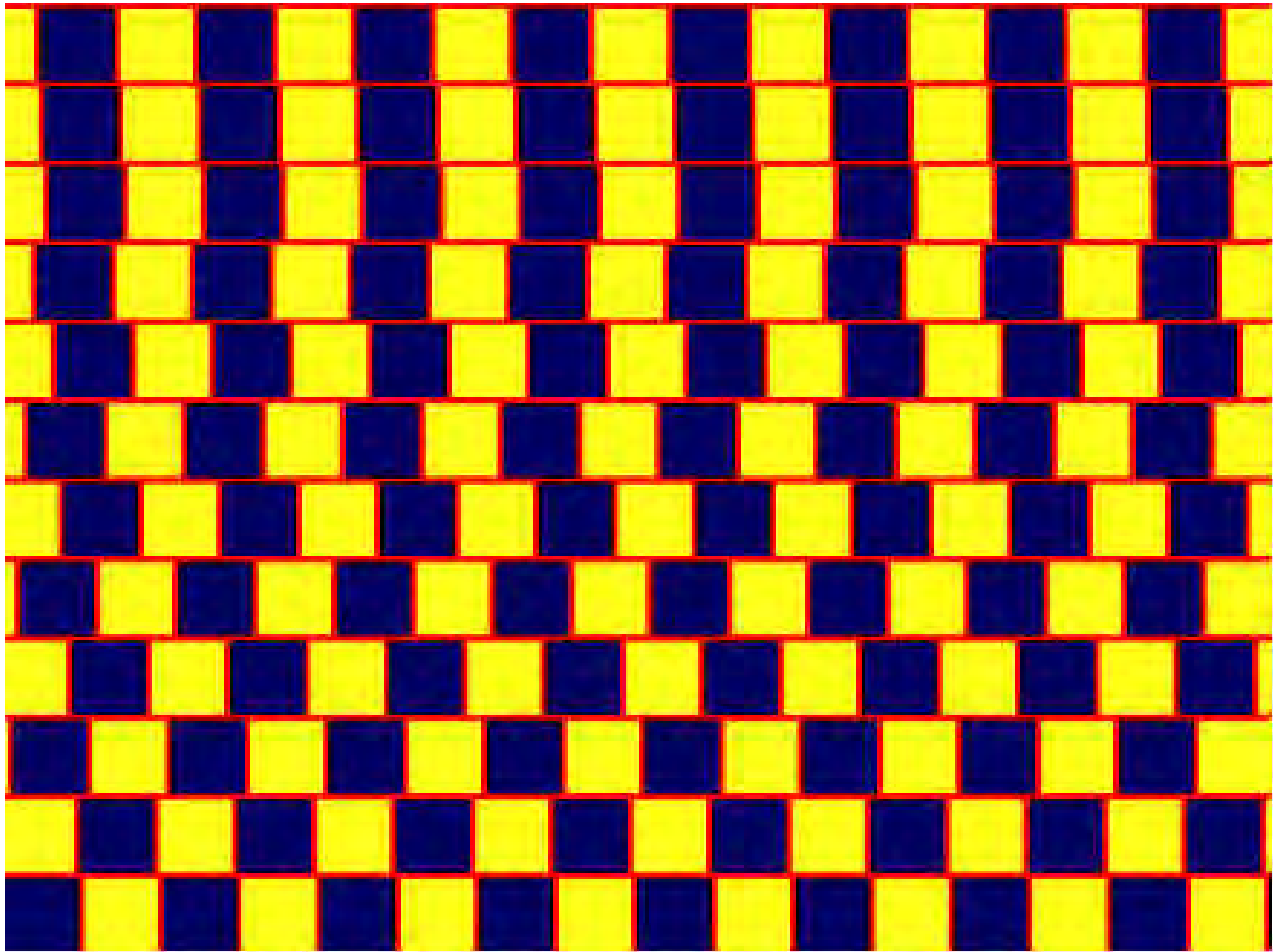
What else do you see here?



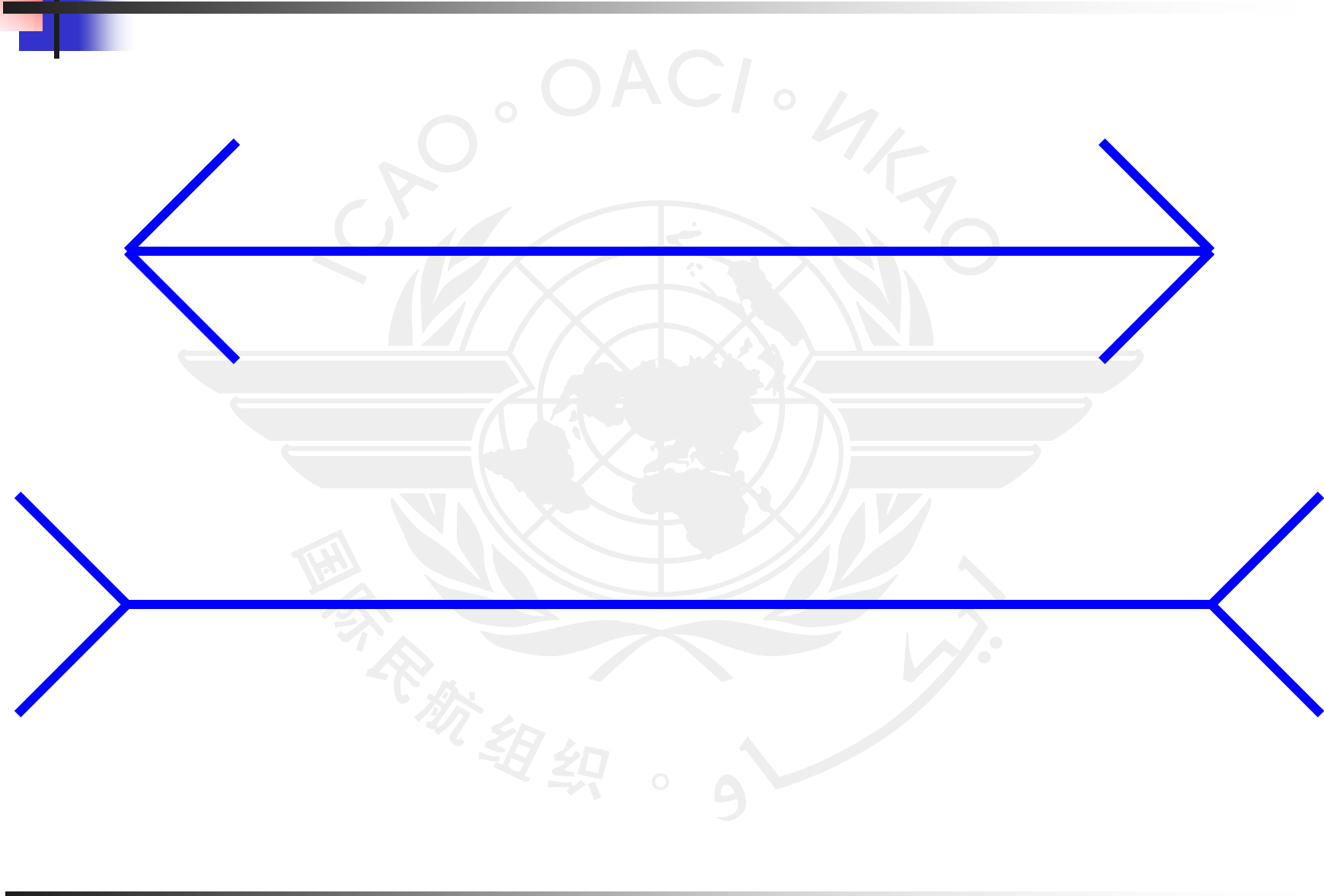
If something's rotating – go home,
you need a break!



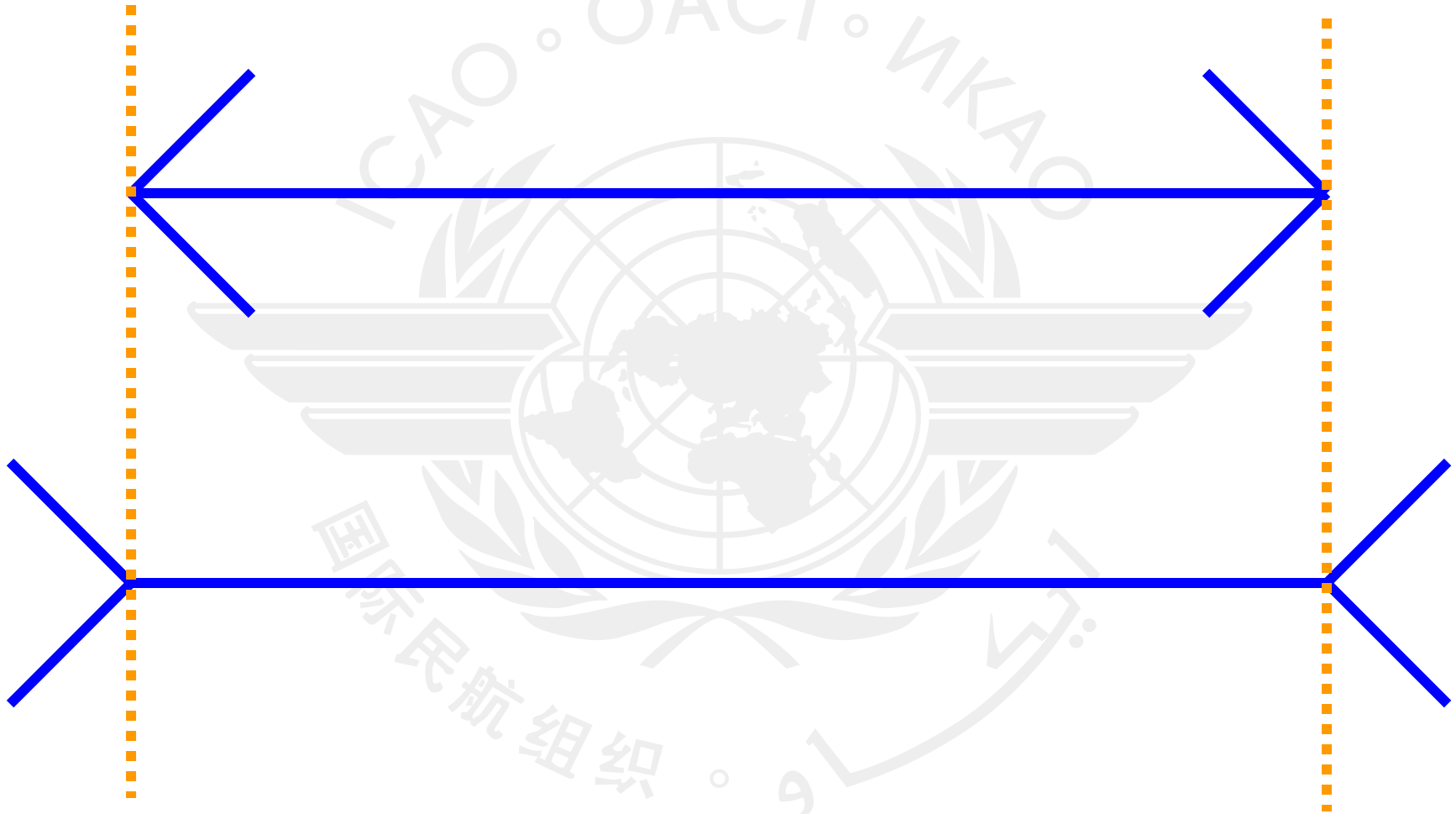
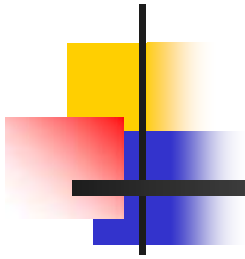
...parallel or not?



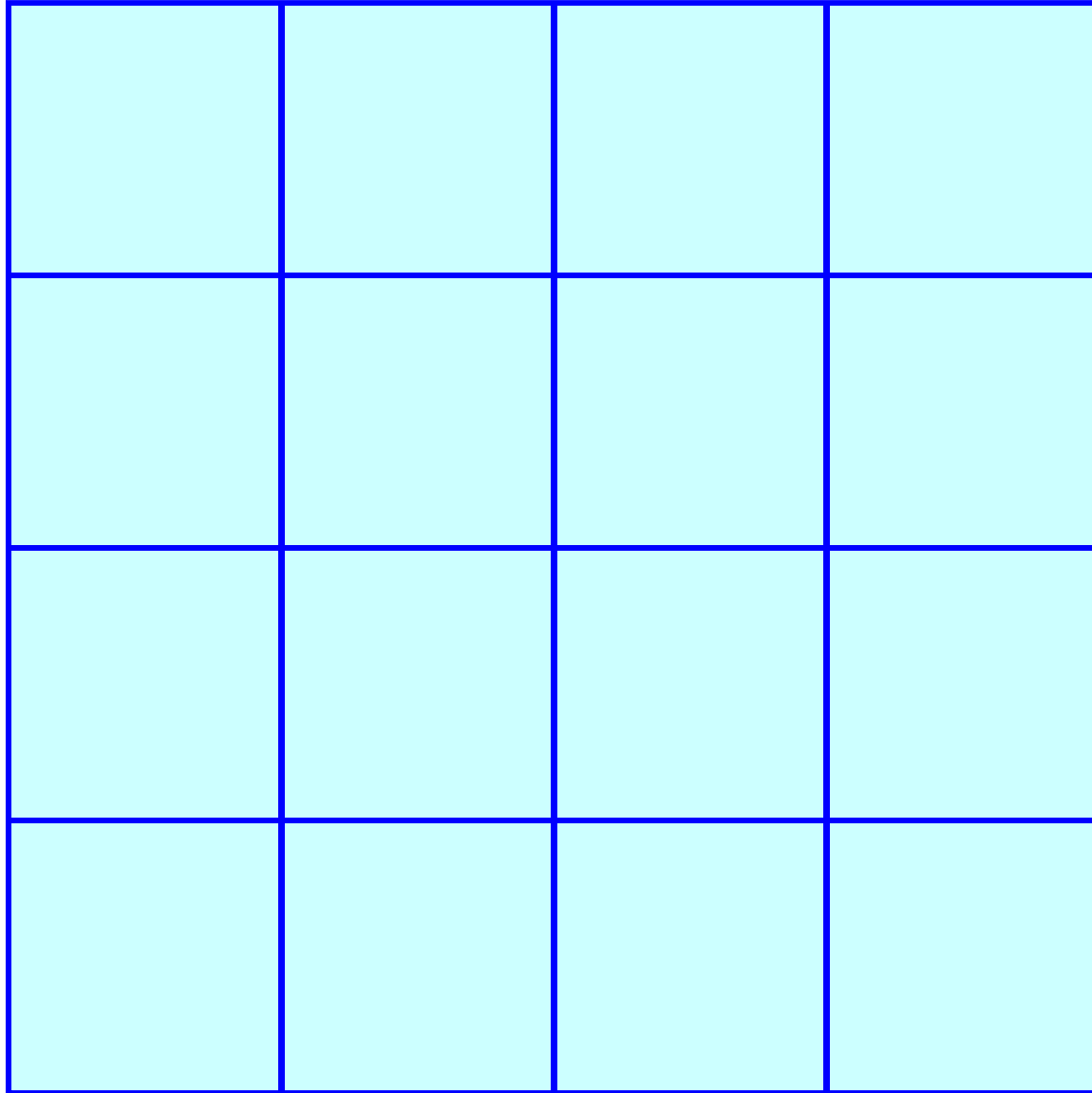
Which line is longer?



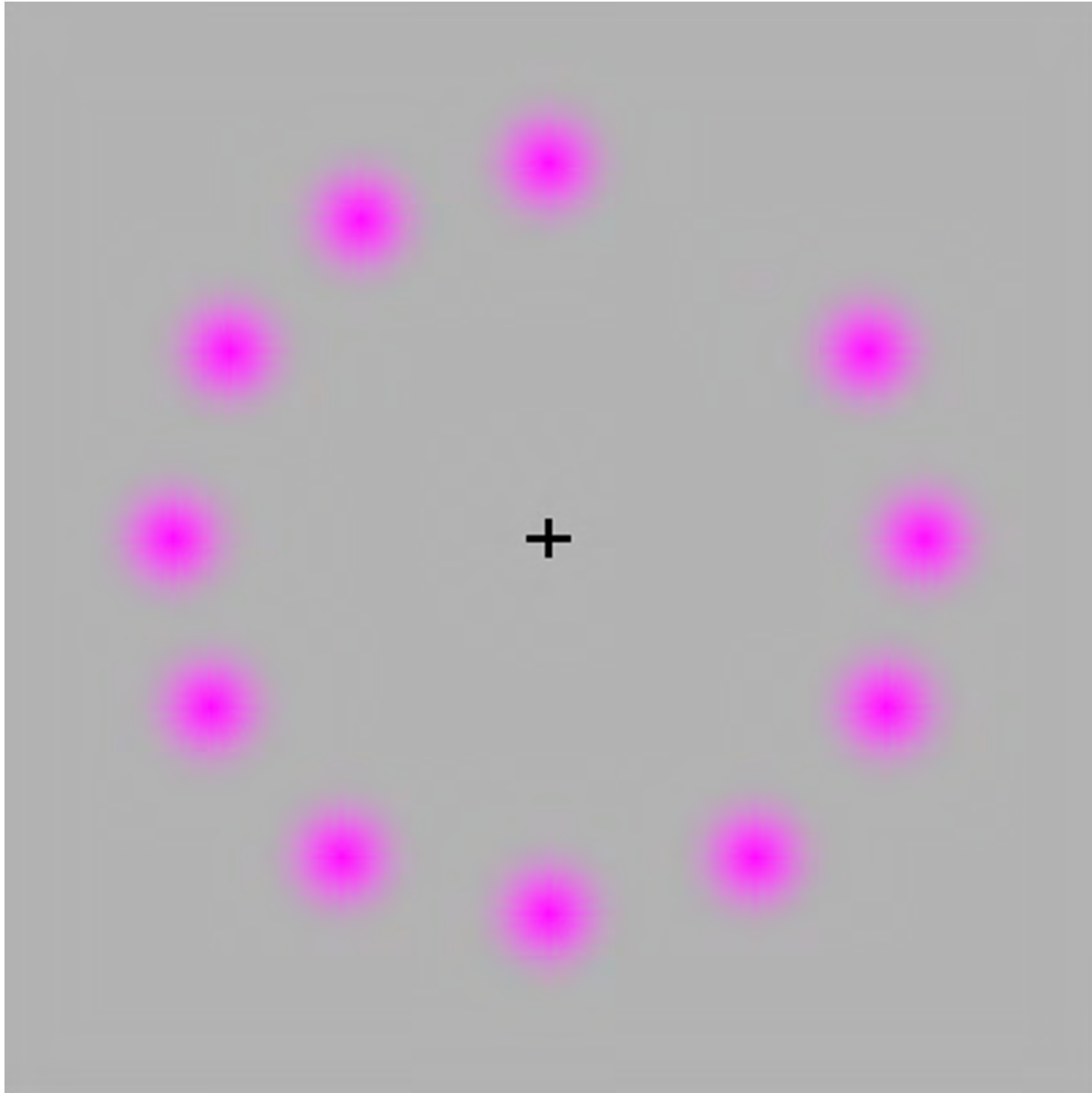
Is it?



How many squares are there?



Now you see it, now you don't!



Concentrate on the cross in the middle. After a while you will notice that the purple moving dot will turn green!

Look at the cross a bit longer and you'll notice that all dots, except the green one, will disappear.



The phenomenal power of the human mind

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid! Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttae inwaht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? Yaeh, and I awlyas thought slpeling was ipmorantt.

Communication - a definition

**“To be able to communicate
your thoughts, ideas or
suggestions,
in such a way
that the other person shares
the same meaning that
you are trying to transmit”**





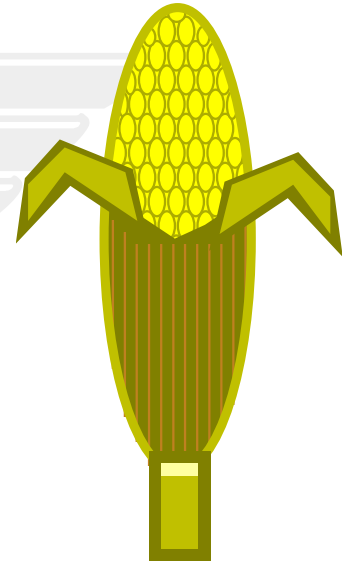
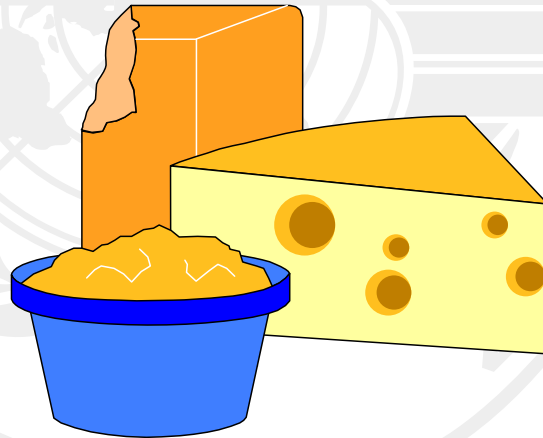
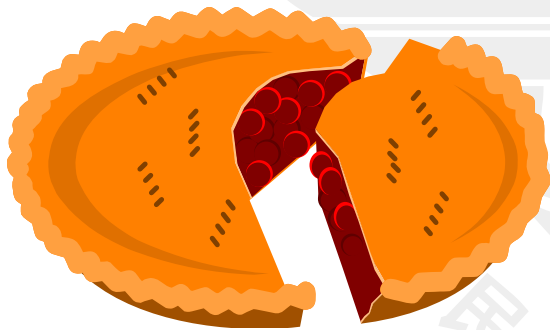
Example

“We respectfully petition that an adequate provision be made this day, and the date hereinafter subscribed, for the satisfying of these petitioners’ nutritional requirements, and for organizing of such methods of allocation and distribution, as may be deemed necessary and proper, to ensure the reception by and for said petitioners, of such quantities of baked cereal products as shall, in the judgement of the aforesaid petitioners, constitute a sufficient supply thereof.”

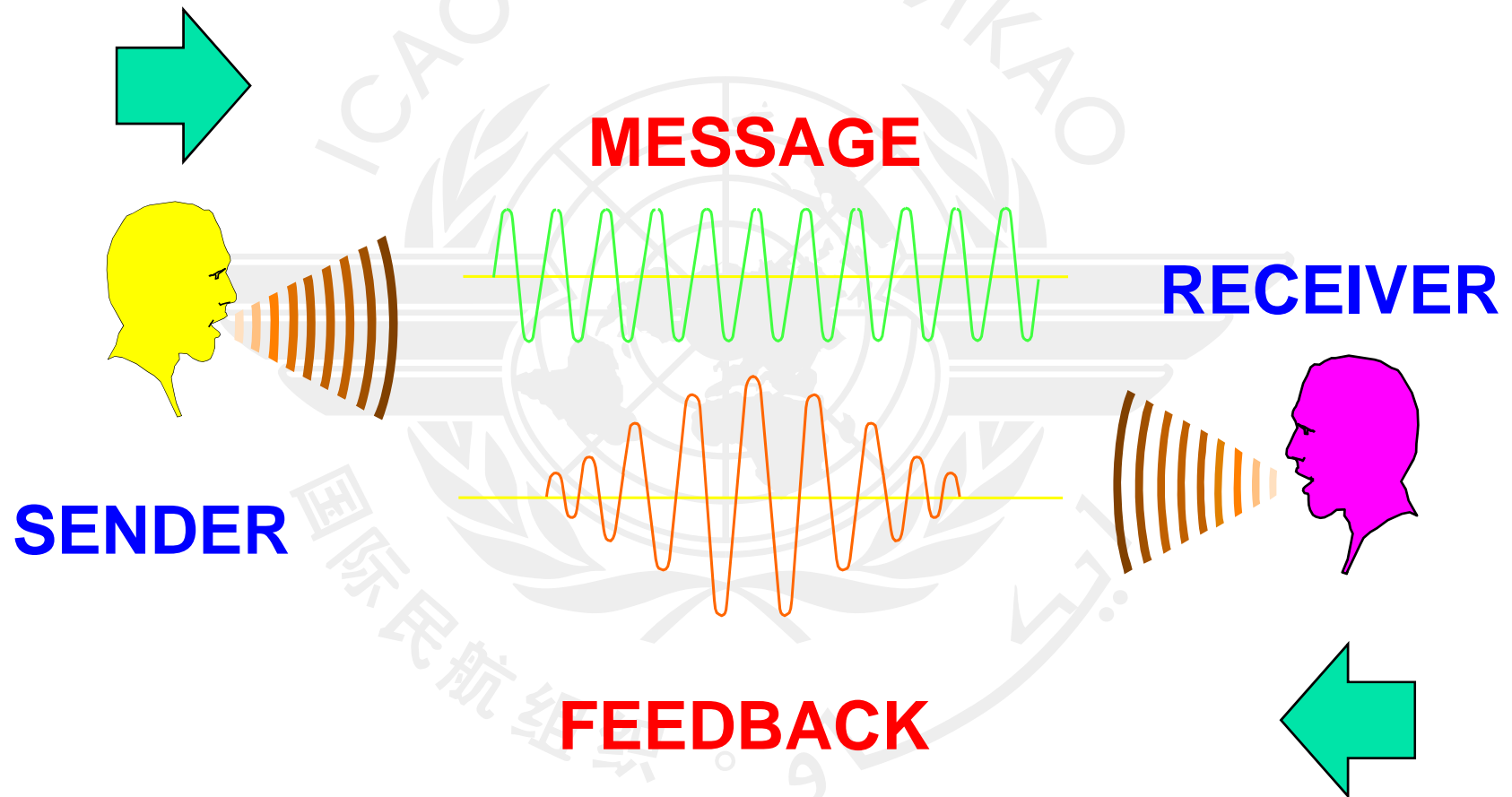


Meaning:

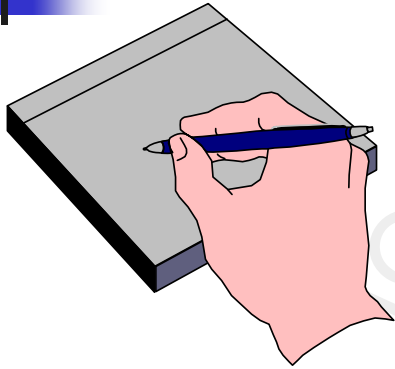
**“GIVE US THIS DAY OUR DAILY
BREAD!”**



Communication process



Methods of communication



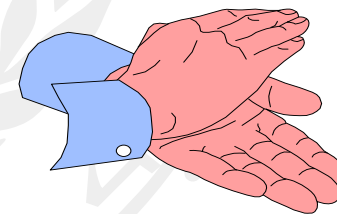
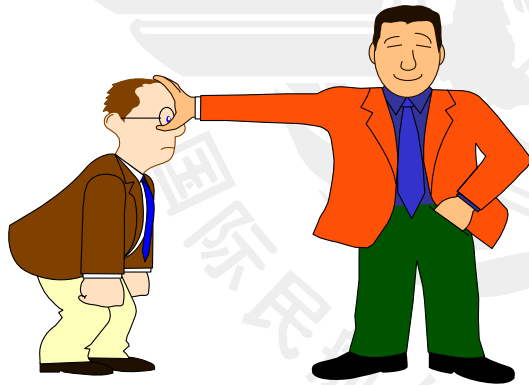
WRITING



READING

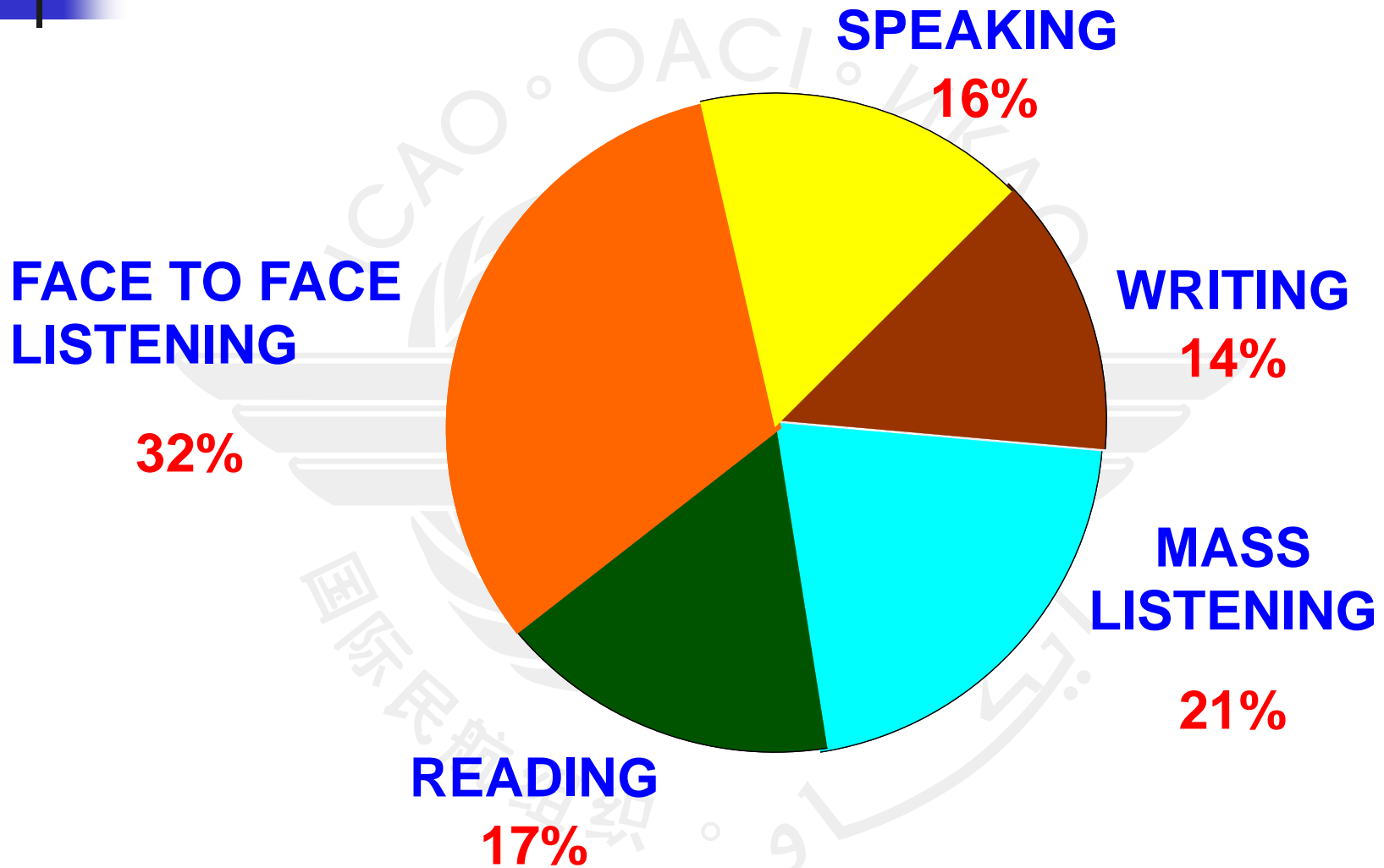


**SPEAKING &
LISTENING**



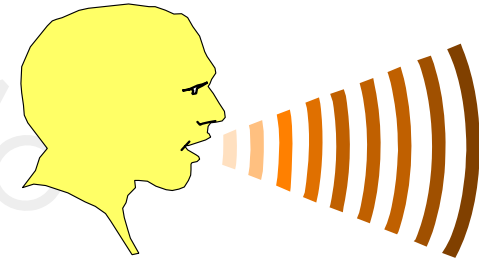
NON-VERBAL COMMUNICATION AND BODY LANGUAGE

Time spent communicating

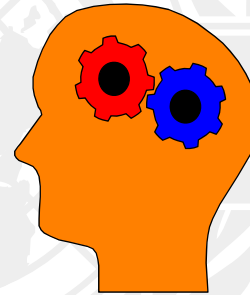


Listening: a forgotten art

Everybody wants to talk



Few want to think

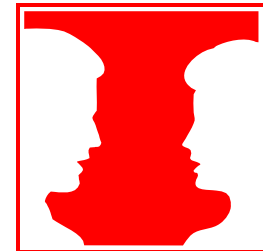


Nobody wants to listen!



Components of listening

- ❑ Hearing – the physiological aspect of listening
- ❑ Attending – paying attention, showing interest
- ❑ Understanding – making sense of the message
- ❑ Responding – giving observable feedback
- ❑ Remembering – recalling the message



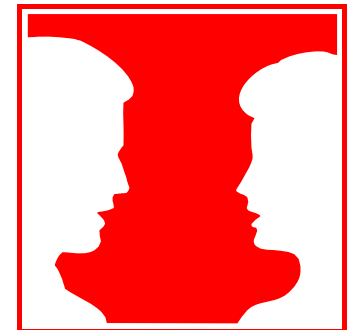
Why is listening so hard?

- ❑ **LACK OF TRAINING** - it is a skill rarely taught.
- ❑ **FILTERING** - we perceive the world in ways which reflect our own needs.
- ❑ **SELF-ABSORPTION** – we are preoccupied with our own agenda.
- ❑ **DISTRACTIONS** - both internal and external.



Listening with empathy

- ❑ Be open and receptive, show interest.
- ❑ Hear all that the other person has to say before responding. Postpone all evaluation.
- ❑ Don't interrupt or finish sentences for the other person. Wait during pauses.
- ❑ Interpret the other person's message by listening for feelings as well as facts.
- ❑ Pay attention to body language.
- ❑ Ask for clarification if needed.
- ❑ Be aware of enhancers and inhibitors





Enhancers and inhibitors

ENHANCERS

INCREASE THE
STRENGTH OF
THE
COMMUNICATION

INHIBITORS

PREVENT THE
COMMUNICATION
FROM TAKING
PLACE

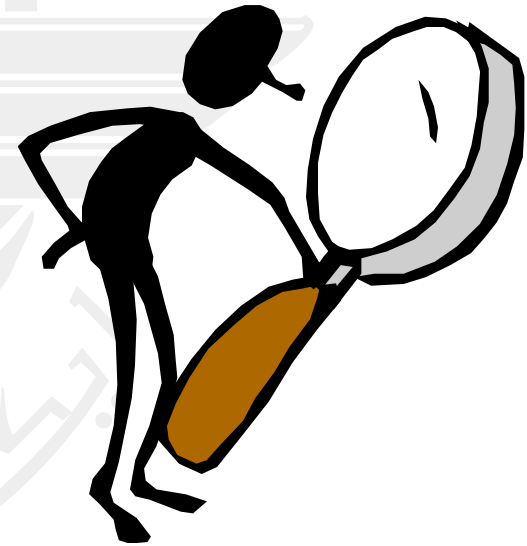
Do ask questions

- ❑ To gain information.
- ❑ To stimulate and encourage conversation.
- ❑ To learn the other person's views.
- ❑ To check for agreement.
- ❑ To build rapport and trust.
- ❑ To verify information.



If you disagree with a point of view:

- ❑ Find out what has led the other person to that view.
- ❑ Make sure you truly understand the view.
- ❑ Explore, listen and offer your own views in an open way.
- ❑ Raise your concerns and state what is leading you to have them.



When things go wrong...

- ❑ Do not force your point of view
- ❑ Be honest
- ❑ Stay calm
- ❑ Take a break



Public speaking



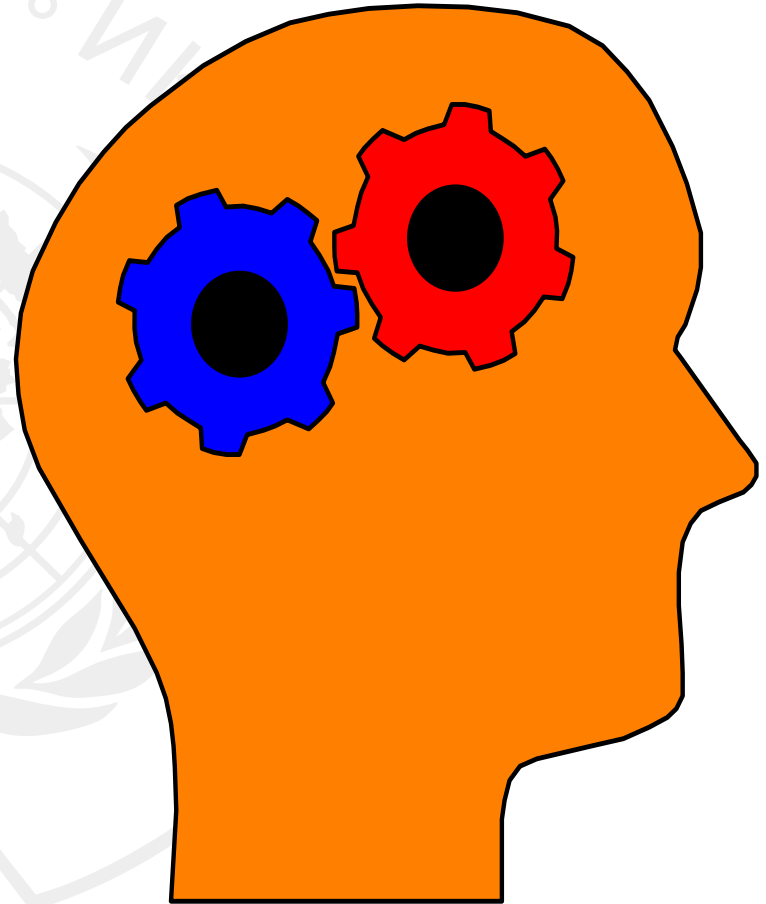
The moment of truth

“The mind is a wonderful thing:

It starts working the minute you are born

and never stops...

until you get up to speak in public!!”



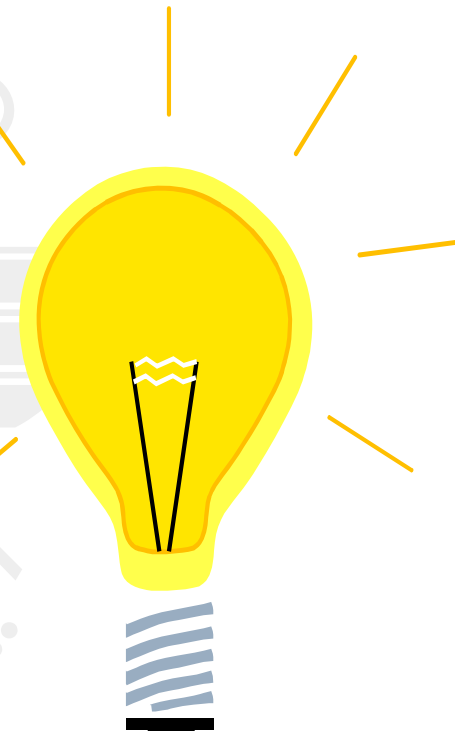
Why do we fear speaking to groups?

- ❑ We feel naked and exposed
- ❑ We know mistakes are likely
- ❑ We lack good experience
- ❑ We are untrained
- ❑ We have no systematic approach
- ❑ We face “the ghost of speeches past”



Three basic truths

- ❑ Good speakers are made, not born. Speaking to groups is a **learnable skill**.
- ❑ By focusing on the right things and using effective techniques, **anyone** can be a successful speaker.
- ❑ **Practice makes perfect**: the more presentations we make, the better we become.





The three keys



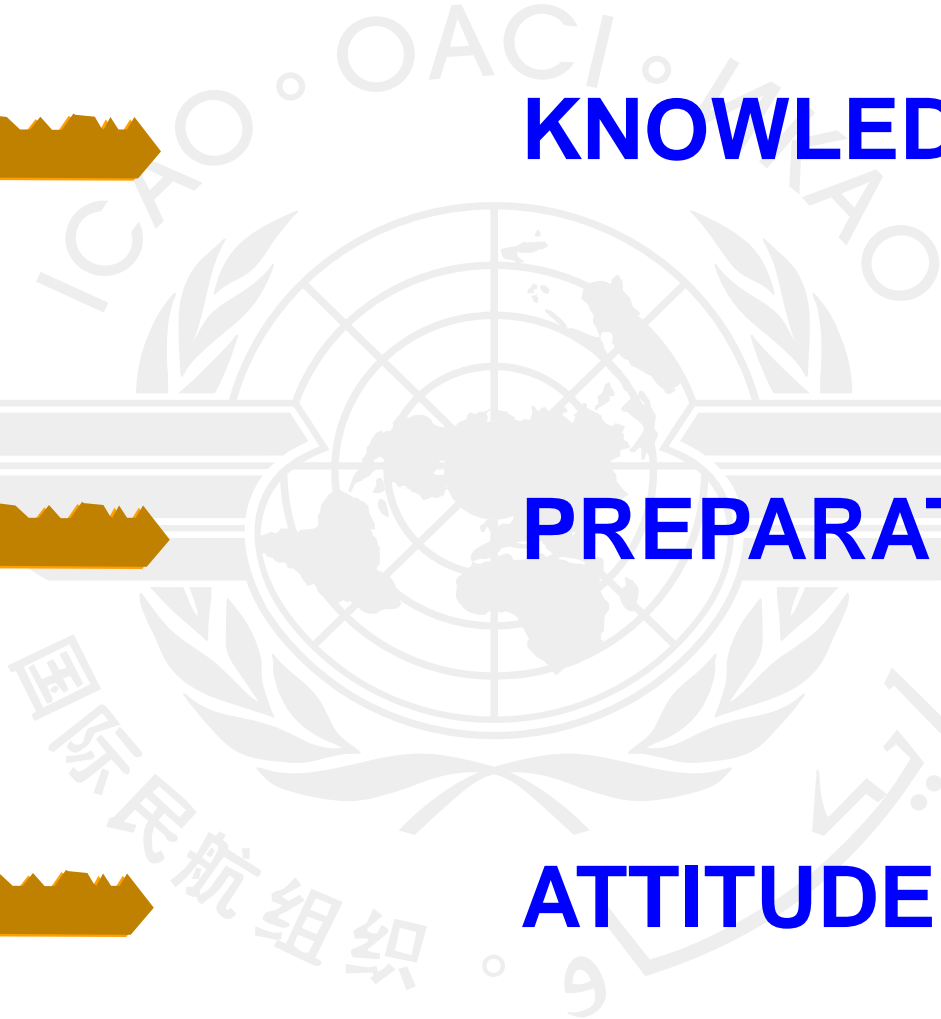
KNOWLEDGE



PREPARATION



ATTITUDE





Knowledge

- ❑ Subject mastery comes from research, study and good preparation. The better your preparation and research, the more obvious it will be that you have the required knowledge and expertise for the task at hand.
- ❑ Subject mastery also means being able to answer questions, or dealing with the unforeseen.



Preparation and organization

- ❑ List the activities to be completed in order to achieve your objectives;
- ❑ Then organize these activities in sequence;
- ❑ Finally list them as a checklist.
- ❑ By following this sequence, you will be able to monitor your progress and confirm that each activity was carried out.

Attitude

- ❑ A glass with water can be seen as either **half-empty** or **half-full**.
- ❑ If you start on a positive, optimistic (half-full) attitude, you will likely succeed.
- ❑ If you start on a negative (half-empty) attitude, chances are that you will fail.



George Bernard Shaw's formula

**“I first tell them what I
am going to tell them;
then, I tell them;
and finally,
I tell them what I told
them”.**



The three parts of a presentation

INTRODUCTION

(why, for whom, what)

BODY

(the main message)

CONCLUSION

(key points)





Introduction

- ❑ The introduction should clearly state the purpose, scope and specific objective of the presentation.
- ❑ An audience usually wants to know **why** they should listen, **what** they will gain from the presentation and **how** the information will help them (e.g., solve problems, etc.).

**IN THE INTRODUCTION YOU TELL THEM
WHAT YOU ARE GOING TO TELL THEM**



Body

- ❑ The body should follow a clear sequence, organized from simple to complex, known to unknown, general to specific or in a chronological order.
- ❑ Your sequence should also ensure that the information is presented in pieces that can be easily understood. Use questions and short reviews at the end of each main point to check understanding.

**IN THE BODY YOU TELL THEM
WHAT YOU HAVE TO TELL THEM**



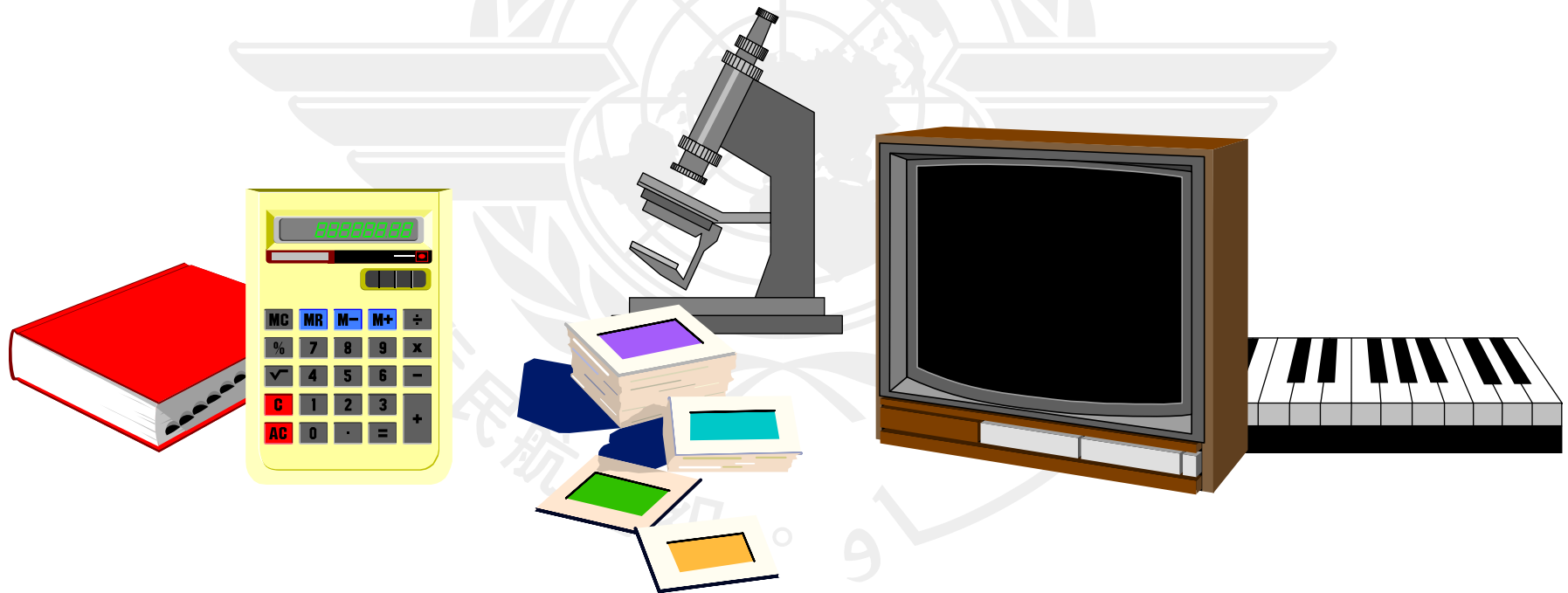
Conclusion

- ❑ The purpose of the conclusion is to review and emphasize the main points of the presentation.
- ❑ It should clearly identify what is worth remembering.
- ❑ It must not include any new information.
- ❑ If your audience leaves with a clear picture of what has been presented and how it will help them, then you probably have succeeded.

**IN THE CONCLUSION YOU TELL THEM
WHAT YOU TOLD THEM**

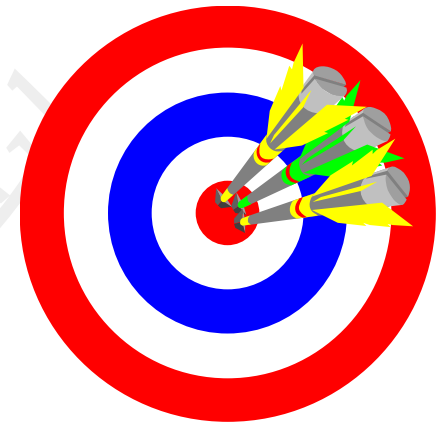
Using visual and training aids

Any device, equipment, machine, mock-up, illustration, simulator, etc. used to improve or facilitate the presentation process



Role of visual and training aids

- ❑ Focus attention
- ❑ Reinforce the message
- ❑ Stimulate interest
- ❑ Illustrate concepts
- ❑ Improve retention
- ❑ Provide practice



Retention of information

METHOD USED	RECALL 3 HOURS LATER	RECALL 3 DAYS LATER
TELLING ONLY	70%	10%
SHOWING ONLY	72%	20%
A BLEND OF TELLING & SHOWING	85%	65%



Verbal aids

- ❑ These are essentially techniques that help support your presentation.
- ❑ They are verbal in that they are spoken. They can be quite effective to strengthen the discussion, increase interest and understanding, clarify points, etc.
- ❑ They can also generate motivation and increase retention. These verbal aids include the following:

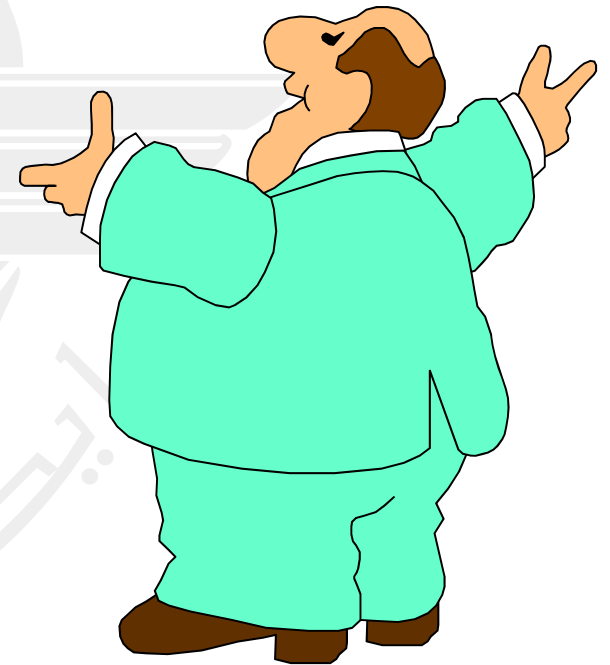


Verbal aids

- ❑ Making comparisons
 - ❑ Giving reasons
 - ❑ Providing examples
 - ❑ Using statistics, charts
 - ❑ Giving testimonials
- 

During the presentation

- ❑ Maintain good posture
- ❑ Modulate your voice
- ❑ Control your gestures
- ❑ Be clear
- ❑ Invite questions
- ❑ Use visual and verbal aids



Dealing with anxiety

- Plan
- Practice
- Breathe
- Relax
- Move
- Maintain eye contact



When things go wrong...

- ❑ Do not force your point of view
- ❑ Be honest
- ❑ Stay calm
- ❑ Take a break



4 steps (Ps) to a successful presentation

1. **P**LAN
2. **P**REPARE
3. **P**RACTICE,
PRACTICE,
PRACTICE
4. **P**RESENT





Review

- ❑ Communication and perception
- ❑ The communication process
- ❑ Methods of communication
- ❑ The art of listening
- ❑ Public speaking – preparing and delivering an effective presentation.



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Thank you !