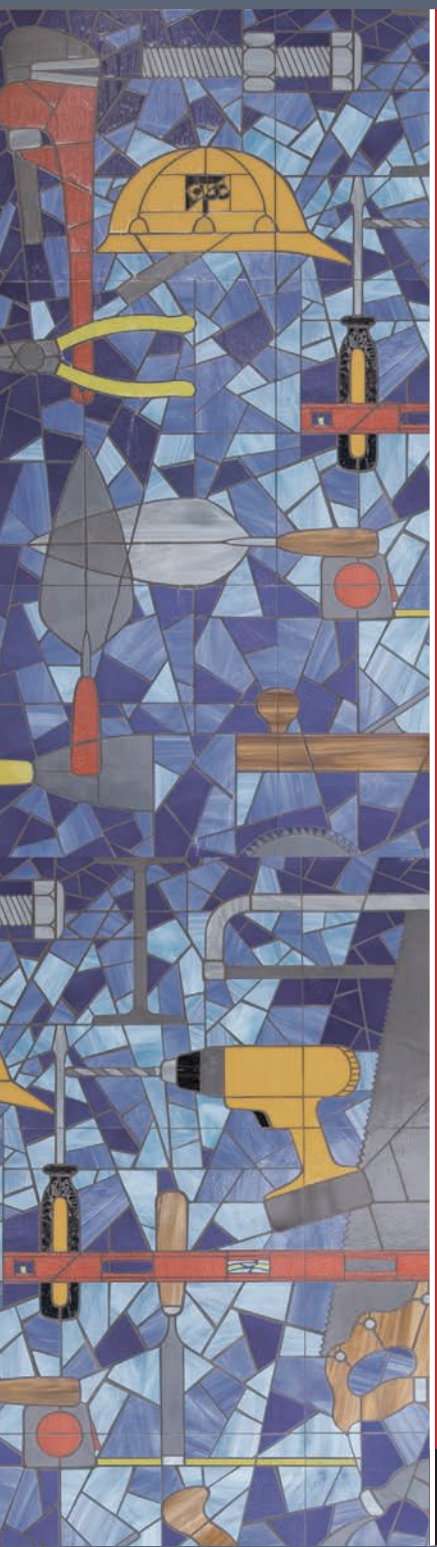
00107-15

Basic Communication Skills



Core Curriculum

Lesson Plans for Instructors

Module Seven

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Lesson Plans for Module 00107-15
Basic Communication Skills

Module Seven (00107-15) provides trainees with the information and skills needed to communicate effectively and clearly. Developing good communications skills enables the construction professional to become a confident, reliable asset to their craft.

Objectives

Learning Objective 1

- Describe the communication, listening, and speaking processes and their relationship to job performance.
  a. Describe the communication process and the importance of listening and speaking skills.
  b. Describe the listening process and identify good listening skills.
  c. Describe the speaking process and identify good speaking skills.

Learning Objective 2

- Describe good reading and writing skills and their relationship to job performance.
  a. Describe the importance of good reading and writing skills.
  b. Describe job-related reading requirements and identify good reading skills.
  c. Describe job-related writing requirements and identify good writing skills.

Performance Tasks

Performance Task 1

(Learning Objective 1)

- Perform a given task after listening to oral instructions.

Performance Task 2

(Learning Objective 2)

- Fill out a work-related form provided by your instructor.

Performance Task 3

(Learning Objectives 1 and 2)

- Read and interpret a set of instructions for properly donning a safety harness and then orally instruct another person on how to don the harness.

Teaching Time: 7.5 hours

(Three 2.5-Hour Classroom Sessions)

Session time may be adjusted to accommodate your class size, schedule, and teaching style.

Prerequisites

Core Curriculum Module 00101-15; Module 00102-15; Module 00103-15; Module 00104-15; and Module 00105-15.

Before You Begin

As you prepare for each session, allow sufficient time to review the course objectives, content, visual aids (including the PowerPoint® presentation), and these lesson plans, and to gather the required equipment and materials. Consider time required for demonstrations, laboratories, field trips, and testing.

Using your access code, download the written examinations and performance profile sheets from **www.nccerirc.com**. The passing score for submission into NCCER Registry is 70% or above for the written examination; performance testing is graded pass or fail.

Safety Considerations

During the course of this module, trainees may be in the vicinity of electrical energy sources and potentially hazardous tools, equipment, and materials. In those instances, trainees should be carefully observed to ensure that they wear the proper PPE, follow safe practices, and give due respect to the hazards associated with the energy sources, tools, equipment, and materials.

Classroom Equipment and Materials

Whiteboard/chalkboard

Markers/chalk

Pencils and paper

Core Curriculum PowerPoint® Presentations

DVD player

LCD projector and screen

Computer

Internet access during class (*optional*)

Copies of the Module Examination and Performance Profile Sheets

Equipment and Materials for Laboratories and Performance Testing

Copies of Figure 3: Are You A Good Listener?

Copies of Figure 4: Are You A Good Speaker?

Several prepared scripts of instructions to be read by one trainee and executed by another

One or more fall-arrest harnesses

One or more copies of the manufacturer's donning instructions for the harness in use

Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.

How to Win Friends and Influence People, Dale Carnegie. 2013. New York, NY: Simon and Shuster.

Listen Up: How to Improve Relationships, Reduce Stress, and Be More Productive by Using the Power of Listening, Larry Barker; Kittie Watson. 2000. New York, NY: St. Martin's Press.

Successful Writing, Maxine Hairston; Michael Keene. 2003. New York, NY: W. W. Norton & Company.

The College Writer's Reference, Alan R. Hayakawa; Toby Fulwiler. 1998. Upper Saddle River, NJ: Prentice Hall.

The Elements of Style, William Strunk Jr. 2015. Grammar, Inc.

Tools for Success: Critical Skills for the Construction Industry, NCCER. 2009. Upper Saddle River, NJ: Pearson Education.

There are a number of on-line resources available for trainees who would like more information on communication skills. A search for additional information may be assigned as homework to interested trainees.

Instructors should view any videos that may be identified in the lesson plan before using them to ensure their suitability. The videos can provide teachable moments in workplace communication and behavior. Be prepared to stop the videos at appropriate times to point out and discuss both proper and improper conduct or communication techniques.

Instructors are encouraged to locate additional audiovisual aids available on the Internet, make personal videos, and take still pictures related to the subject matter and add them to the PowerPoint® presentations throughout the program.

Session Outline for 00107-15

Basic Communication Skills

The Lesson Plan for this module is divided into three 2.5-hour sessions.
This time includes 10 minutes for administrative tasks and a 10-minute break per session.

Session One

Session One describes the communication, listening, and speaking processes and their relationship to job performance. This session also includes Performance Task 1 in which trainees demonstrate their listening skills.

1. Show the Session One PowerPoint® presentation.
2. Use the Kickoff Activity for trainees to evaluate their own listening and speaking skills.
3. Review the communication process and emphasize the importance of good listening and speaking skills.
4. Discuss active listening and present good listening skills.
5. Describe effective speaking and review good speaking skills.
6. Have trainees practice and/or complete the tasks associated with Performance Task 1.

Session Two

Session Two reviews good reading and writing skills and their relationship to job performance. This session also includes Performance Task 2 in which trainees practice their writing skills.

1. Show the Session Two PowerPoint® presentation.
2. Emphasize the importance of good reading and writing skills.
3. Explain the importance of job-related reading requirements and review good reading skills.
4. Discuss job-related writing requirements and identify the good writing habits that support them.
5. Have trainees practice and/or complete the tasks associated with Performance Task 2.

Session Three

Session Three is primarily a review and testing session. Trainees will also complete the final Performance Task.

1. Note that there is no PowerPoint® presentation associated with this session.
2. Have trainees practice and/or complete the tasks associated with Performance Task 3.
3. Have trainees complete the Module Review and Trade Terms Quiz. Review the correct answers to both in class prior to the exam and answer any questions that the trainees may have.
4. Have trainees complete the written examination. Any outstanding performance testing must be completed during this session as well.
5. Record the testing results on the Registration of Training Modules Form, and submit the report to your Training Program Sponsor.

Materials Checklist for Module 00107-15, Basic Communication Skills

Equipment and Materials					
Personal protective equipment:		Copies of Figure 3: Are You A Good Listener?			
None					
Whiteboard/chalkboard		Copies of Figure 4: Are You A Good Speaker?			
Markers/chalk					
Core Curriculum PowerPoint® Presentation Slides		One or more fall-arrest harnesses			
Pencils and paper		One or more copies of the manufacturer's donning instructions for the harness in use			
DVD player					
LCD projector and screen					
Computer		Several prepared scripts of instructions to be read by one trainee and executed by another			
Internet access in class (*optional*)					
Copies of the Module Examination and Performance Profile sheets					

To the extent possible, and as required for performance testing, provide a selection of the tools listed for each session; alternatively, photos may be used to teach tool identification.

Safety Considerations

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Safety Equipment

The use of specific safety equipment is not anticipated for this session.

Classroom and/or Lab Equipment

Copies of Figure 3: Are You A Good Listener? (Two for each trainee)
Copies of Figure 4: Are You A Good Speaker? (Two for each trainee)
Several prepared scripts of instructions to be read by one trainee and executed by another

Resources

No specific resources are required for this session.

Kickoff Activity

Hand out two copies of *Figure 3* and two copies of *Figure 4* to each trainee. The survey in *Figure 3* is related to listening skills; the survey in *Figure 4* is related to speaking skills. Have the trainees complete the two surveys for themselves. Once they have completed these, assign a partner to each trainee and have them complete the two surveys for their partner. If there are an odd number of trainees, have one trainee complete the two surveys rating *your* listening and speaking skills.

When all surveys are complete, have each trainee score all four surveys in hand. The following information can be written on the whiteboard:

Each "Always" check box marked is worth three points.
Each "Sometimes" check box marked is worth two points.
Each "Rarely" check box marked is worth one point.

Have the trainees total the score at the bottom of each survey. Then offer the following assessments based on the scores:

25-30 points:	You already have excellent listening (speaking) skills. This section will help you review and practice your listening (speaking) skills.
18-24 points:	You have developed some good listening (speaking) skills, but can benefit from the advice presented in this section.
10-17 points:	You have developed some undesirable listening (speaking) habits. The goal of this section is to help you speak more effectively.

Session Objective

When trainees have completed this session, they should be able to do the following:

1. Describe the communication, listening, and speaking processes and their relationship to job performance.
   a. Describe the communication process and the importance of listening and speaking skills.
   b. Describe the listening process and identify good listening skills.
   c. Describe the speaking process and identify good speaking skills.

Session Performance Requirements

By the end of this session, trainees should have completed, or be able to complete, the following Performance Task under the supervision of the instructor:

Perform a given task after listening to oral instructions.

Instructors are reminded that trainee performance during practice and laboratory sessions can be used for verification of Performance Task completion.

Instructional Outline

Research has shown that varying instructional methods periodically throughout class sessions helps to engage and hold trainees' attention. The *Core Curriculum* PowerPoint® presentation that you received with this lesson plan is keyed to the sections of the Trainee Guide indicated below and has been designed for use with this lesson plan.

Classroom: Sections 1.0.0–1.1.0

Explain how communication skills can be considered important tools for the workplace. Point out that, as they enter a new craft, trainees are also learning the language of the trade. Identify the four primary communication skills the module will discuss. Stress that good communication skills can help advance anyone's career.

Use the figure to describe the steps in a communication process. Define communication channels. Review the bulleted list of factors that can interfere with communication.

Teaching Tip

Ask the trainees what communication noise they may have experienced. Have one or more trainees share their experience(s) with the class.

Classroom: Section 1.1.1

Define *non-verbal communication*. Open a discussion about non-verbal actions that have given trainees a negative impression of someone, regardless of the words that were spoken. Review the bulleted list of non-verbal communication categories and discuss each one. Ask trainees to offer examples of any personal experiences within each category.

Classroom: Section 1.1.2

Explain that speaking and listening are common ways to teach and learn. Review the list of how these skills are used in the workplace. Emphasize that people learn far more by listening than by speaking.

Classroom: Section 1.2.0

Discuss active listening and how it is accomplished. Describe the consequences of not listening actively. Review the methods that help improve listening skills and how some distractions can be eliminated. Stress the importance of allowing the speaker to finish, and of not being critical. Define *paraphrasing* and explain how it is used to confirm understanding of what was spoken.

Classroom: Section 1.2.1

Explain that there are personal barriers to active listening. Review the bulleted list of possible barriers and the tips to overcome them.

Classroom: Section 1.3.0

Explain how effective listening and speaking are related. Discuss the example provided and ask trainees for additional examples. Point out that watching an effective speaker in action is a good way to learn. Review the bulleted list of effective speaking tips.

Classroom: Sections 1.3.1–1.3.2

Discuss when to place calls and how doing so at other times can pose a safety hazard. Review the list of factors to consider in telephone use. Emphasize the concern many companies have in protecting intellectual property and maintaining a secure environment. Review the tips for making calls and leaving voice messages.

Review the list of tips related to receiving telephone calls.

Laboratory/Performance Task

Prepare several sets of task instructions that will be read by one trainee and executed by another. Have one trainee read one set of scripted instructions aloud. Once the reading is complete, another trainee must then execute the instructions. Note that they should not begin the task until all of the instructions have been read. Some trainees will take notes during the reading, usually leading to a more accurate result. The trainee who did the reading will then have a chance to follow a set of instructions read aloud. Continue until each trainee has completed a set of instructions. This activity corresponds to Performance Task 1.

Wrap Up

Return the listening and speaking surveys completed during the Kickoff Activity. Each trainee should now have their own completed survey as well as the survey completed by another trainee. Ask what skills they feel they can and should improve upon after completing this session.

Homework

Have trainees read Section 2.0.0 to prepare for the next session. Trainees should also complete the 1.0.0 and 2.0.0 Section Reviews.

Safety Considerations

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Safety Equipment

The use of specific safety equipment is not anticipated for this session.

Classroom and/or Lab Equipment

The use of specific items is not anticipated for this session.

Resources

No specific resources are required for this session.

Session Objective

When trainees have completed this session, they should be able to do the following:

2. Describe good reading and writing skills and their relationship to job performance.
   a. Describe the importance of good reading and writing skills.
   b. Describe job-related reading requirements and identify good reading skills.
   c. Describe job-related writing requirements and identify good writing skills.

Session Performance Requirements

By the end of this session, trainees should have completed, or be able to complete, the following Performance Task under the supervision of the instructor:

Fill out a work-related form provided by your instructor.

Instructors are reminded that trainee performance during practice and laboratory sessions can be used for verification of Performance Task completion.

Instructional Outline

Research has shown that varying instructional methods periodically throughout class sessions helps to engage and hold trainees' attention. The *Core Curriculum* PowerPoint® presentation that you received with this lesson plan is keyed to the sections of the Trainee Guide indicated below and has been designed for use with this lesson plan.

Review

Review the answers to the 1.0.0 and 2.0.0 Section Reviews.

Classroom: Sections 2.0.0–2.1.0

Discuss the implications of a world without writing of any kind. Present the ways that written materials may be used on the job. Review the use and importance of textbooks and code books.

Classroom: Section 2.2.0

Explain why reading comprehension is essential in order to properly perform a task. Review the examples of items that construction industry workers need to read. Discuss why it is helpful to have a purpose in mind when reading a document. Review the list of elements found in many non-fiction books and how each one can be helpful. Review the tips to reading effectively and how information of interest can be noted. Explain that using their imagination often helps readers understand instructions. Emphasize that reading material twice is often recommended to ensure it is understood. Review the different type styles used to write documents, and discuss how they can be used most effectively.

Classroom: Section 2.3.0

Point out that writing skills become more critical with career advancement. Discuss the purpose of prewriting to begin a writing task. Review the creation of an outline, the research process, and the rough draft. Discuss the revision process and the need to proofread all documents. Explain how a review by another reader can uncover errors. Review the bulleted list of tips for effective writing.

Classroom: Section 2.3.1

Discuss the advantages and disadvantages of email. Stress that emails must be considered permanent documents, and can represent a contract in some cases. Emphasize the importance of the tone in which it is written, since all non-verbal communication and tone-of-voice is absent. Show the email examples, and compare the information in each. Review the bulleted list of general rules for writing good emails.

Classroom: Section 2.3.2

Discuss the differences between email and texting. Talk about the best uses of texting and when it may not be appropriate. Stress the importance of proofreading a text message. Explain that abbreviations and acronyms are often inappropriate for the workplace. Stress the danger of text messaging while driving and during other tasks that require any level of concentration.

Laboratory/Performance Task

Have trainees write a cover letter for a resume to a company where they hope to gain employment. Ask them to use what they have learned to create a well-written letter. Alternatively, provide a form related to the workplace that requires essay-style answers. This activity corresponds to Performance Task 2.

Wrap Up

Time permitting, review the Trade Terms associated with this module.

Homework

Assign a review of the complete module to prepare for the upcoming module exam. It is further suggested that trainees be assigned the Module Review and Trade Terms Quiz as homework.

This session includes a brief review of the module, administering the module examination, and any incomplete performance testing.

Safety Considerations

The following safety consideration should be emphasized when introducing trainees to the construction environment:

Remind trainees that some forms of PPE may be required any time they are in the shop or on a job site.

Safety Equipment

The use of specific safety equipment is not anticipated during this session.

Classroom and/or Lab Equipment

One or more fall-arrest harnesses

One or more copies of the manufacturer's donning instructions for the harness in use

Copies of the Performance Profile sheets and Module Examination

Have the Module Review and Trade Terms Quiz answer keys available for review prior to administering the module exam.

Resources

No specific resources are required for this session.

Instructional Outline

This laboratory is devoted to the practice and completion of Performance Tasks required for this module. As a result, no PowerPoint® slides have been developed for this session. Throughout these activities, ensure that trainees wear the proper PPE and exhibit safe working habits.

Laboratory/Performance Task

Provide a set of manufacturer's instructions on how to don the available fall-arrest safety harnesses. It is suggested that only one set of instructions be used at a time to prevent trainees from being able to study more before their opportunity to perform arrives. Breaking trainees into pairs or small groups may also be beneficial. Under your direct supervision, each trainee should first read the instructions and then explain to another trainee how to don the harness without referring to the instructions again. This activity corresponds to Performance Task 3.

Review

Ask the trainees if they wish to review any particular information from the module. Have the trainees complete the Module Review and Trade Terms Quiz. Alternatively, if the Module Review and Trade Terms Quiz were assigned as homework, have them retrieve their answers. Review the answers to the Module Review and Trade Terms Quiz prior to administering the module exam. Ask again if the trainees need clarification on any particular knowledge areas.

Examination and Performance Testing

Administer the Module Exam. As they begin, remind trainees that they must answer at least 70 percent of the questions correctly to pass the module exam.

Administer any outstanding performance tasks and complete the Performance Profile Sheet for each trainee.

Wrap Up

Ask the trainees if there were any trouble areas on the exam and to identify a favorite and least favorite part of this module. As an alternate or if time allows, briefly introduce the next topic in your planned teaching sequence.

Homework

Assign the reading of the next module in the teaching sequence.

Instructor

Record the testing results on the Registration of Training Modules Form, and submit the report to your Training Program Sponsor

ANSWER KEYS

SECTION REVIEW ANSWER KEY

SECTION 1.0.0

	Answer	Section Reference	Objective
1.	b	1.1.1	1a
2.	a	1.2.0	1b
3.	a	1.3.0	1c
4.	d	1.3.1	1c
5.	c	1.3.1	1c

SECTION 2.0.0

	Answer	Section Reference	Objective
1.	b	2.1.0	2a
2.	a	2.2.0	2b
3.	c	2.2.0	2b
4.	d	2.3.0	2c
5.	a	2.3.1	2c

ANSWERS TO REVIEW QUESTIONS

	Answer	Section Reference
1.	a	1.0.0
2.	a	1.1.1
3.	a	1.1.1
4.	b	1.1.2
5.	b	1.2.0
6.	c	1.2.0
7.	d	1.3.0
8.	b	1.3.2
9.	b	2.1.0
10.	d	2.2.0
11.	c	2.2.0
12.	a	2.2.0
13.	d	2.3.1
14.	a	2.3.1
15.	d	2.3.2

ANSWERS TO TRADE TERMS QUIZ

1. Appendix
2. Bullet
3. Fonts
4. Glossary
5. Graph
6. Index
7. Italics
8. Punch lists
9. Memo
10. Table of contents
11. Table
12. Electronic signature
13. Active listening
14. Body language
15. Jargon
16. Permit
17. Change order
18. Paraphrase
19. Non-verbal communication

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NCCER Product Development and Revision
13614 Progress Blvd., Alachua, FL 32615

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❑ Trainee Guide ❑ Lesson Plans ❑ Exam ❑ PowerPoints Other _____

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Section Number(s):

Description:

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