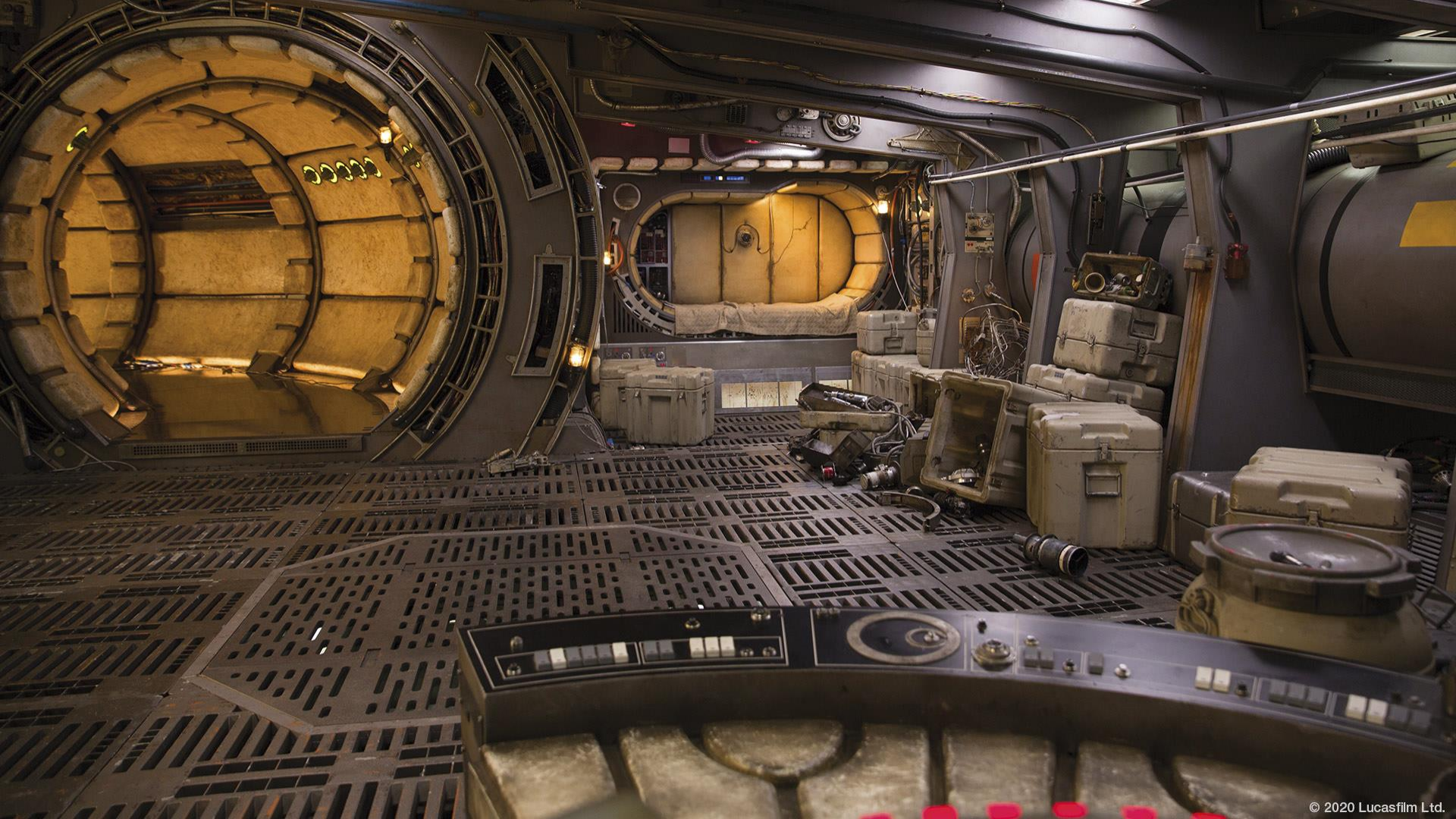# Soft skills, Communicative skills for European teachers and coaching

Porto, Portugal

Marco Lamas
marcoribeirolamas@gmail.com
September, 2021

Soft skills, Communicative skills and coaching

1 Framework

2 Learning outcomes

3 Syllabus

4 Competencies

5 Training methodologies

9 Who we are?

10 Let´s work

Soft skills, Communicative skills and coaching

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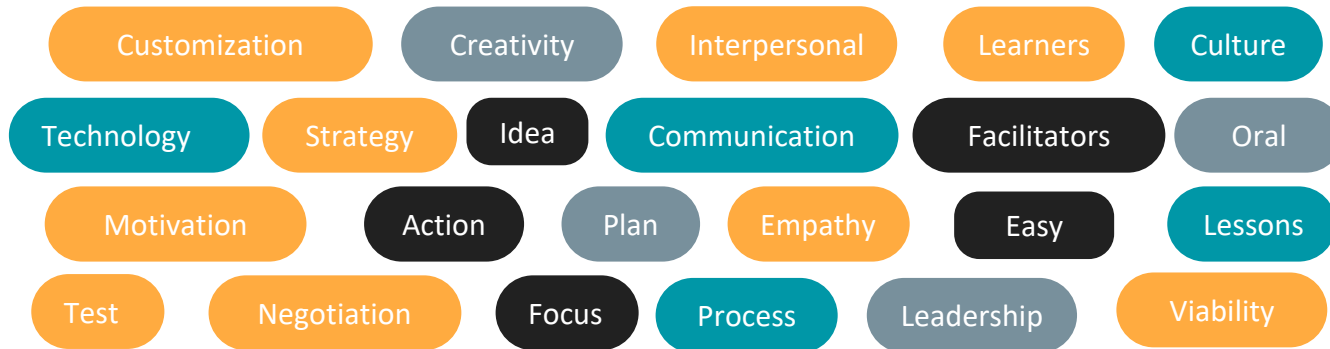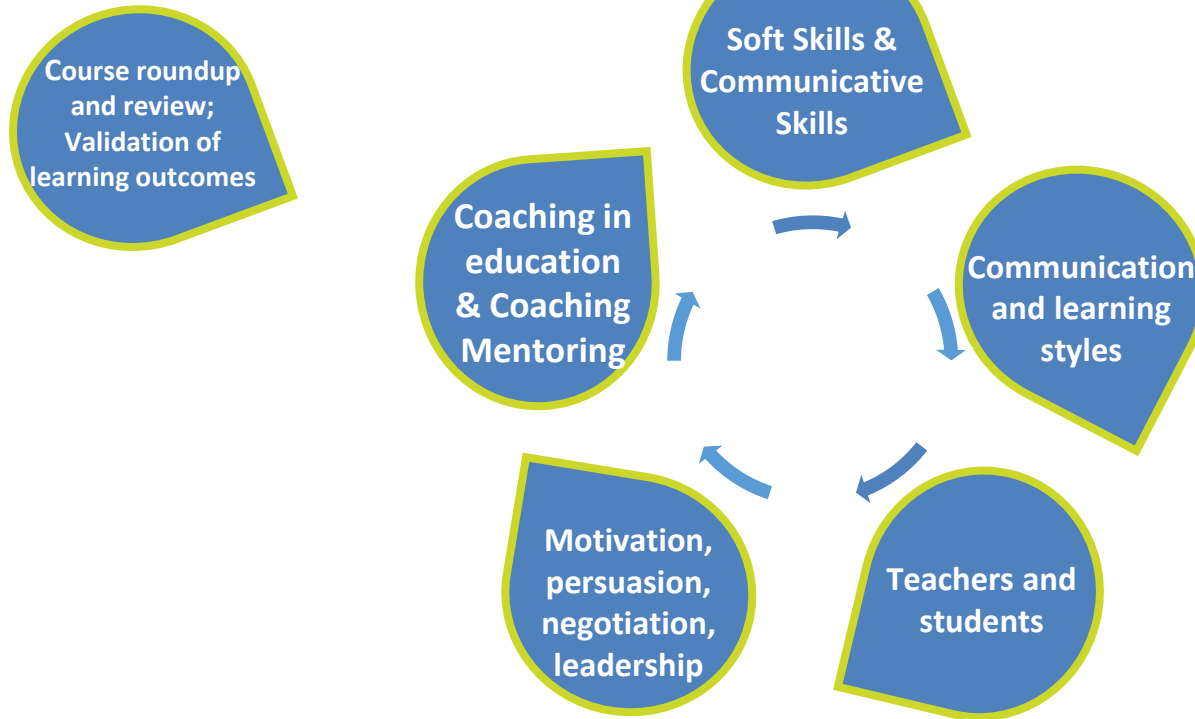
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Soft skills, Communicative skills and coaching

Syllabus

Course roundup and review; Validation of learning outcomes

Soft Skills & Communicative Skills

Coaching in education & Coaching Mentoring

Communication and learning styles

Motivation, persuasion, negotiation, leadership

Teachers and students

Main goal of the course

Develop effective communication and soft skills, create trust, motivate and empower people and teams. The course focuses on:

a) bettering the classroom techniques and practical activities that teachers can use, whilst expanding their ideas so that they can teach engaging and informative lessons; helping teachers of all subjects and clarify their roles in encouraging students to become confident users of language in reading, writing and talking.

b) while empowering the positive values in the system even if the conditions are not ideal, even if we have to deal with cultural diversity and different understanding of values. It's about managing techniques and how to use them for you and your organization's benefit. By the end of the course participants will have a substantial understanding of coaching framework and coaching models. They will develop core coaching skills, including observation process, feedback, questioning, listening, raising awareness, establishing and maintaining an authentic relationship.

Learning outcomes

- Develop communication and soft skills in order to overcome communication´s barriers and to support their managing role;
- Provide tools for a more effectively communication and motivating people of various personality types;
- Understand group dynamics;
- Enable the participants to understand learners and colleagues' needs;
- Acquire knowledge and concrete tips related to delivering effective public speeches (how to structure and plan effectively a speech), communication skills and learning styles;
- Provide practical tools for identifying and changing unsupportive behaviors;
- To identify and share good practices that can be implemented at local level;

Learning outcomes

- Enhance communicative competence and performance in English;
- Solve and reduce stress levels and develop the necessary abilities to manage emotions;
- Overcome anxiety within the classroom;
- Create strategies on how to deal with and eliminate violent or aggressive behavior;
- Understand the causes of physical and mental health issues within the teaching profession;
- Improve interpersonal relationships within the education environment;
- Identify limiting and negative beliefs and transform them into positive and supporting ones;
- Analyze bullying, aggressive behaviour and violence, physical and verbal;

Learning outcomes

- Introducing new tools and resources to apply in the classroom to create well-being - Reduce early school leaving

Training Methodology

● The training-learning process will be based on lecturing of practical classes;
● Expositive, interrogative and active methods;
● Student-centered learning pedagogies;
● Practical activities, both individual and in group, will be produced as well as other different activities;
● Experiential learning and learning through reflection on doing will be used.

Training Methodology

It is advisable to bring laptop, tablet or smartphone for research and practical works.

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Portugal
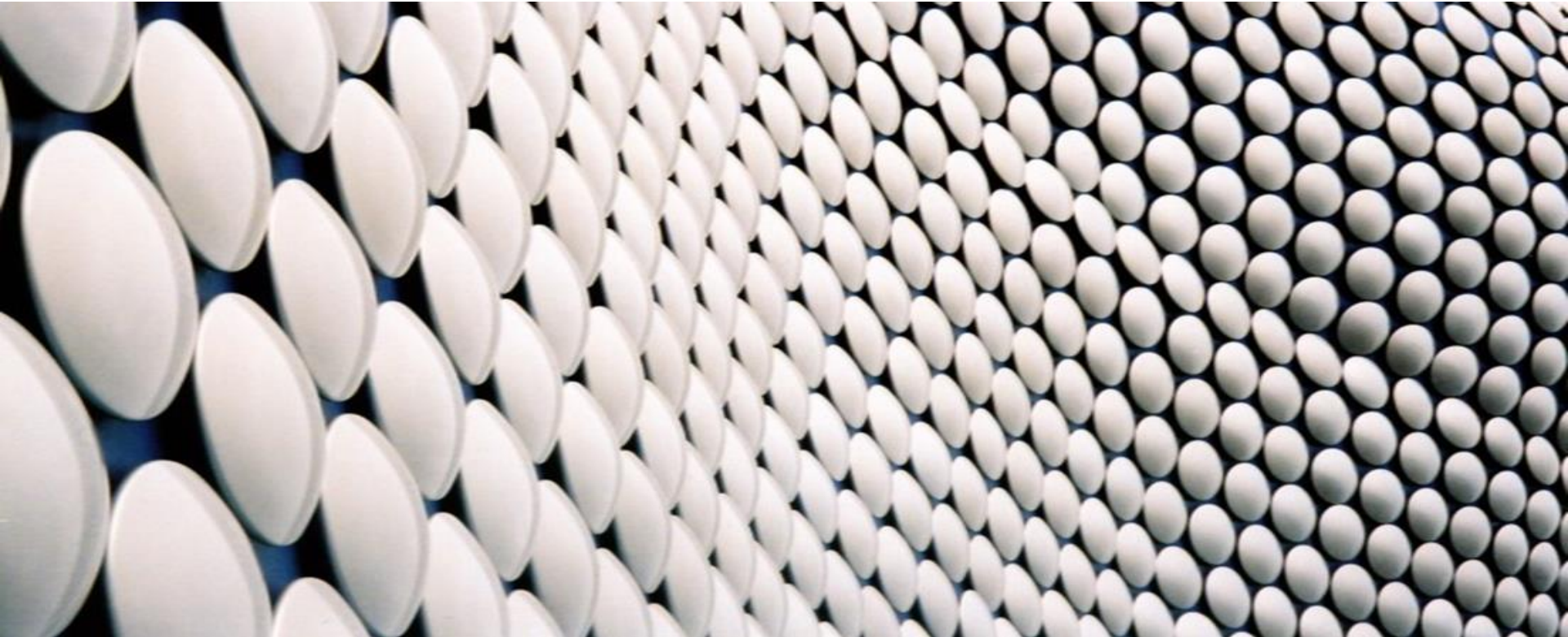
Portugal

Europe's Leading Destination 2018 (Portugal); Europe's Leading City Destination 2018 (Lisbon); And other 36 awards...
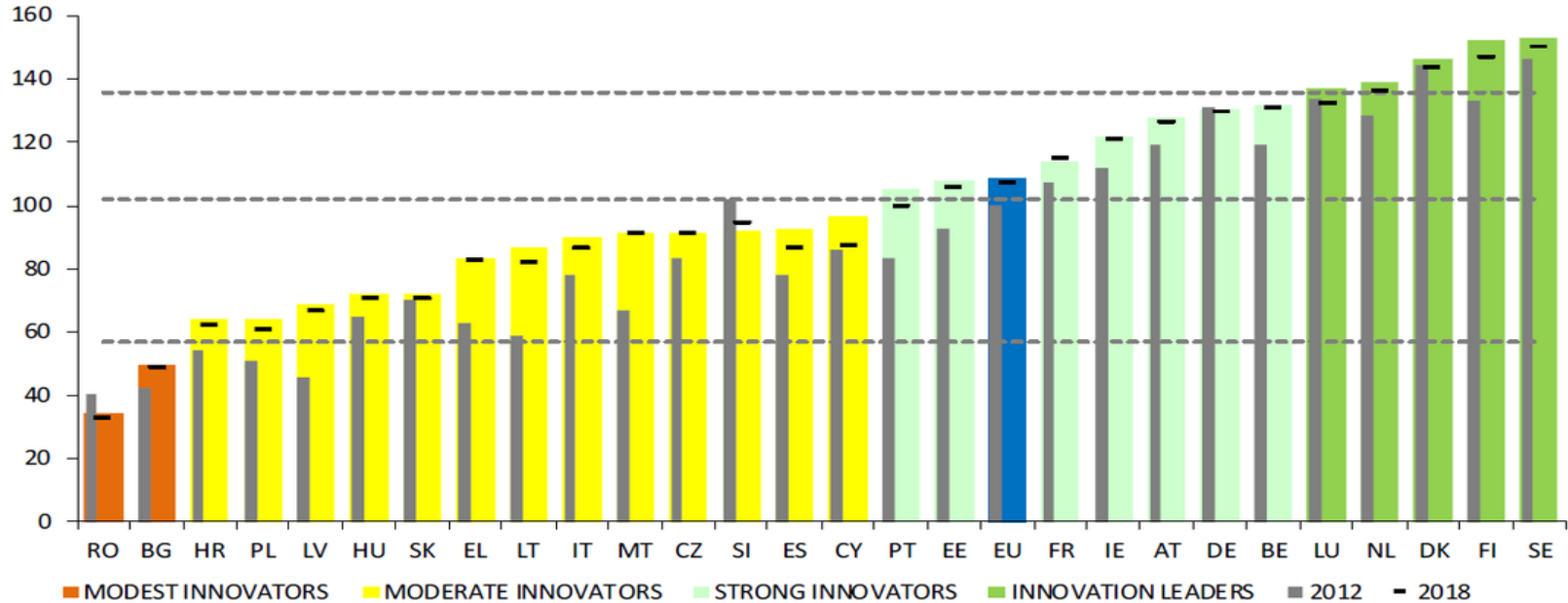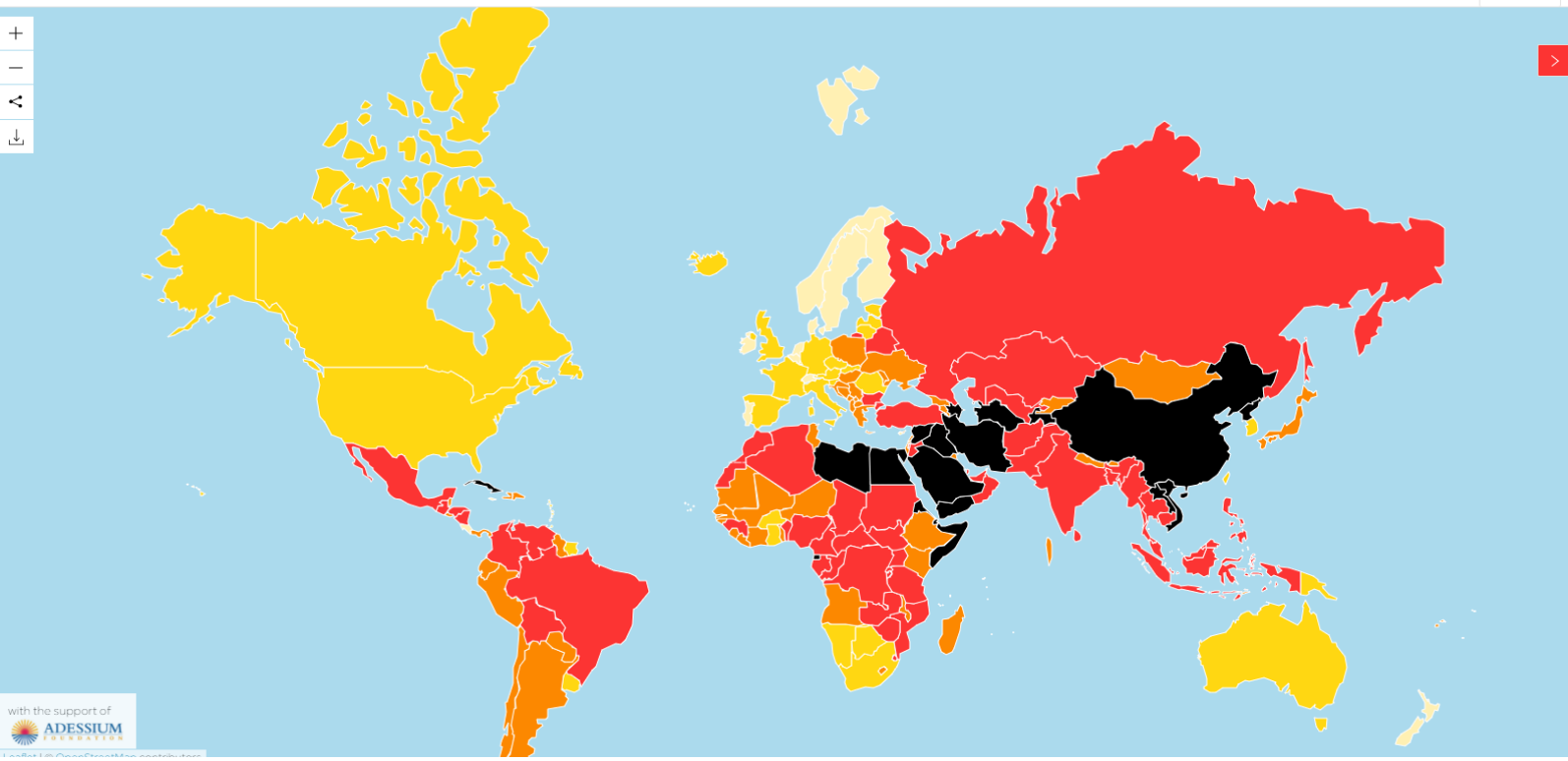
Porto

RANK	COUNTRY	SCORE	CHANGE	RANK	COUNTRY	SCORE	CHANGE	RANK	COUNTRY	SCORE	CHANGE
1	Iceland	1.078	←→	29	Poland	1.657	↓1	=57	Greece	1.877	↑8
2	New Zealand	1.198	←→	30	Estonia	1.68	↑3	=57	Liberia	1.877	↓1
3	Portugal	1.247	←→	31	Italy	1.69	↑6	59	Malawi	1.885	↓14
4	Austria	1.275	←→	32	Costa Rica	1.691	↑2	=60	Equatorial Guinea	1.891	↑10
5	Denmark	1.283	←→	33	Botswana	1.693	↓2	=60	The Gambia	1.891	←→
6	Canada	1.298	←→	34	Latvia	1.7	↓2	62	North Macedonia	1.9	↑2
7	Singapore	1.321	←→	35	Uruguay	1.704	←→	63	Madagascar	1.905	↓8
8	Czech Republic	1.337	↓1	36	Lithuania	1.705	←→	=64	Cyprus	1.92	↓2
9	Japan	1.36	↑2	37	Taiwan	1.707	←→	=64	Vietnam	1.92	↓5
10	Switzerland	1.366	←→	38	Spain	1.712	↑1	66	France	1.93	↓3
11	Slovenia	1.369	↓2	=39	Kuwait	1.723	↑5	67	Eswatini	1.934	↑9
12	Ireland	1.375	←→	=39	Mongolia	1.723	↑7	68	Oman	1.941	↑1
13	Australia	1.386	←→	41	United Arab Emirates	1.752	↑6	69	Montenegro	1.944	↓2
14	Finland	1.404	←→	42	United Kingdom	1.77	↓2	70	Kazakhstan	1.948	↓4
15	Sweden	1.479	↑3	43	Ghana	1.776	↓2	71	Moldova	1.95	↓3
16	Germany	1.494	↑6	44	Zambia	1.794	↑5	72	Jordan	1.958	↑3
=17	Belgium	1.496	↑6	45	Chile	1.804	↓17	73	Nepal	1.974	↓1
=17	Norway	1.496	←→	46	Sierra Leone	1.82	↓4	74	Argentina	1.978	↑3
19	Bhutan	1.501	↓4	47	Senegal	1.824	↑7	75	Paraguay	1.991	↑11
20	Malaysia	1.525	←→	48	South Korea	1.829	↑9	76	Dominican Republic	1.992	↑6
21	Netherlands	1.528	↓5	49	Indonesia	1.831	↓6	77	Sri Lanka	2.003	↓4
22	Romania	1.541	↑3	50	Laos	1.843	↓2	78	Cambodia	2.011	↑3
23	Mauritius	1.544	↑1	51	Serbia	1.846	↑1	79	Bosnia and Herzegovina	2.04	↓1
24	Hungary	1.559	↓5	52	Tanzania	1.85	↑6	80	Jamaica	2.041	←→
25	Slovakia	1.568	↓4	53	Namibia	1.861	↑8	81	Rwanda	2.049	↑4
26	Croatia	1.615	↑1	54	Timor-Leste	1.863	↓3	82	Guyana	2.05	↑8
27	Qatar	1.616	↑3	55	Albania	1.872	↓2	83	Morocco	2.057	↑1
28	Bulgaria	1.628	↓2	56	Panama	1.875	↓6				

Source: https://www.visionofhumanity.org/wp-content/uploads/2020/10/GPI_2020_web.pdf

Figure 2: Performance of EU Member States' innovation systems

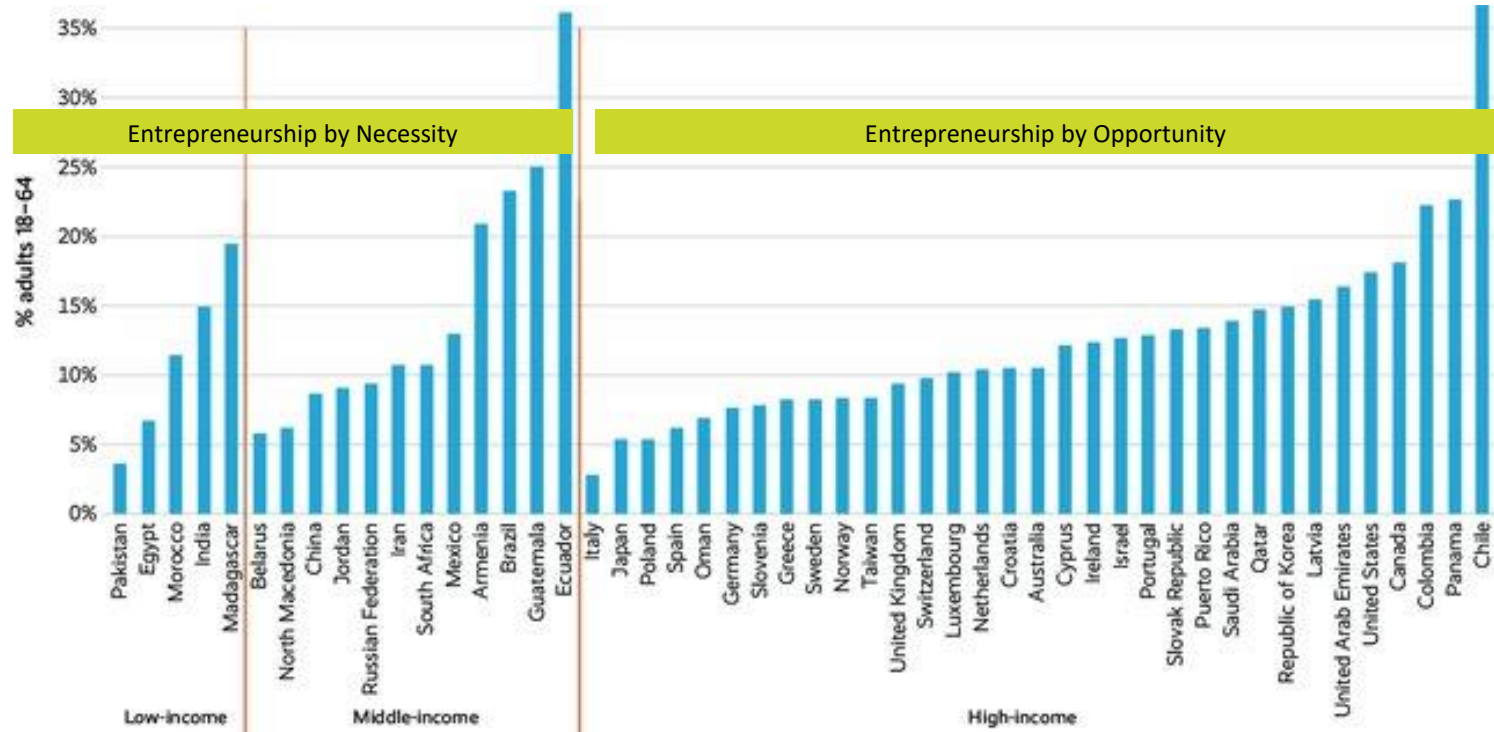Source: https://www.adcoesao.pt/sites/default/files/noticias/imagemportugal_12lugar.png

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Source: https://rsf.org/en/ranking

Total early-stage Entrepreneurial Activity (% adults 18-64), grouped by income level
Source: GEM Global Report, 2019/20. https://www.gemconsortium.org/report/gem-2019-2020-global-report

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Portugal

Portugal

COVID-19
CORONAVIRUS DISEASE 2019

Presentation

Who we are?

Why are we here?

Biographical note

Post-doc in Entrepreneurship Education at the Universidade do Porto, PhD in Education and Entrepreneurship at Universidade Santiago de Compostela, Graduated in International Relations at Universidade Fernando Pessoa. Currently working on a PHD on Economics and Business at Universidade Santiago de Compostela.

He is Invited Senior Lecturer, teaching Entrepreneurship, Strategy and Education Courses at Instituto Politécnico do Porto (P.Porto), Universidade Lusófona do Porto and in other institutions. He is also teacher of Entrepreneurship and Management and a Installing Committee member of Universidade Metodista Unida de Moçambique (UMUM). He advises Master dissertations and is often a member of Master dissertations and PhD theses juries. He participates assiduously in international conferences, as member of the scientific committee, and as a speaker, presenting papers and posters.

Biographical note

He is a researcher working in several research centers, namely: 1) Centro de Estudos Interculturais (CEI); 2) Centro de Estudos Organizacionais e Sociais do Politécnico do Porto (CEOS.PP), both from Instituto Superior de Contabilidade e Administração do Porto (ISCAP) of P.Porto; 3) Instituto de Estudos de Literatura e Tradição (IELT) from Faculdade de Ciências Sociais e Humanas (FCSH/NOVA) of Universidade Nova; 4) Unidade de Investigação e Internacionalização do ISVOUGA (U3Is); Centro de Estudos Africanos from Universidade do Porto (CEAUP).

He contributes regularly in business environment and university environment at national and international level. He is a business coach certified by the European Coaching Association (ECA), a business consultant and trainer (certified by the Employment and Vocational Training Institute (IEFP) and by the Educational Scientific Council of Continuing Education (CCPFC) in the areas of Entrepreneurship, Management and Strategy. He is a teachers' trainer certified (Entrepreneurship). He regularly writes opinion articles to various magazines, newspapers and portals. He is a regular speaker at seminars and conferences as well as a jury member in competitions for ideas.
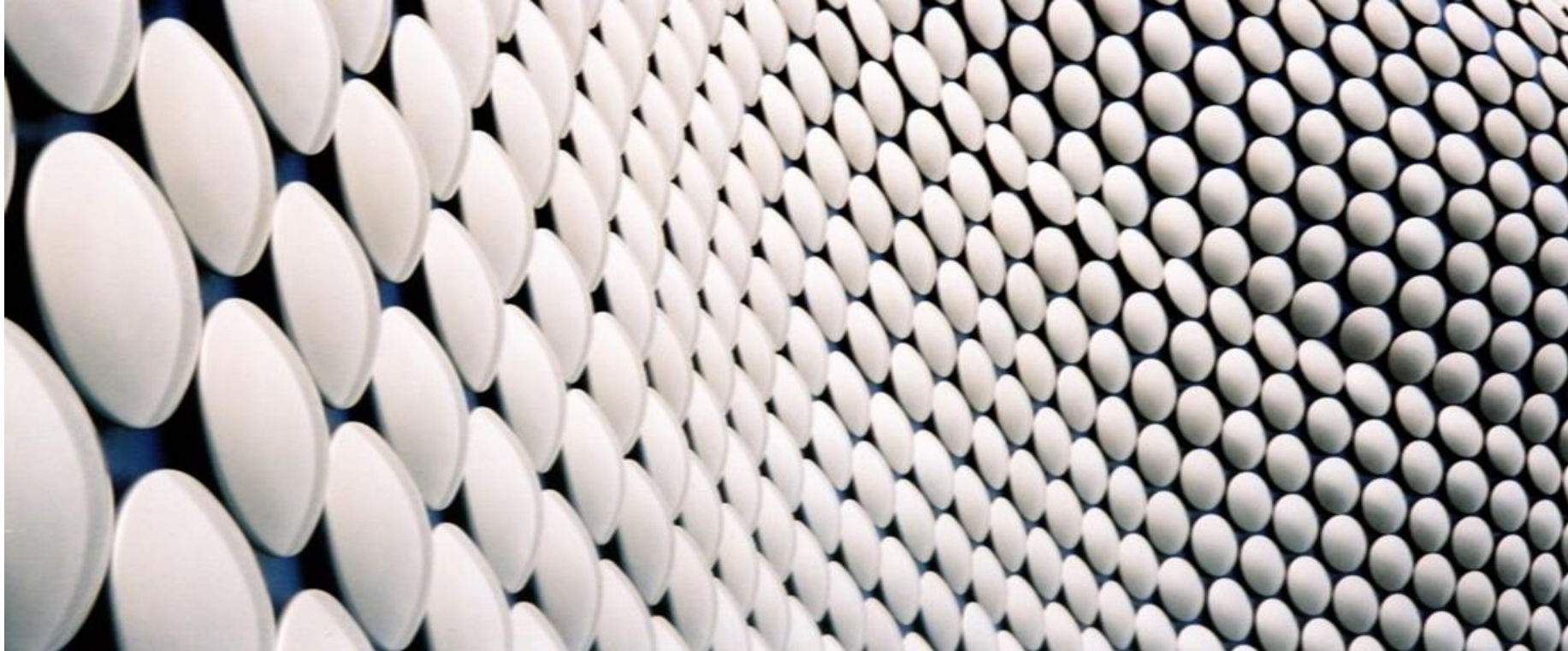
Activity 1

Group discovery

1. Reacting against the rules. What happened?	2. Having created something new. What was it?	3. Having read comics. Which one?	4. Having eaten in a restaurant without paying. What happened ?
5. Taken a risk nobody expected. Which one?	6. A business idea that you would like to carry out. Which one?	7. Being volunteer worker for a charitable cause. Which one ?	8. Having travelled between continents. Which ones ?
9. Having worked as a salesman. Where did you work and what did you sell?	10. Having realized a dream How did it happen ?	11. Having played in a theatre event Which one ? And what role did you play?	12. Winning a prize ? Which one and why?
13. Saving money for something you really wanted? Aiming at what ?	14. Succeeding in something you firstly failed What ?	15. Having an original ideal and trying to put in action Which one?	16. Having your own business at present or in the past What is it / What was it ?

Soft skills, Communicative skills and coaching

- Problem solving
- Critical thinking
- Innovation
- Communication
- Ability to deal with complexity
- Ability to deal with ambiguity
- Negotiation
- Reading body language

- Emotional intelligence
- Collaboration
- Persuasion
- Active listening
- Teamwork
- Work ethic
- Non-verbal communication
- Public speaking
- Storytelling

First boxless supermarket in Europe

Four Industrial Revolutions
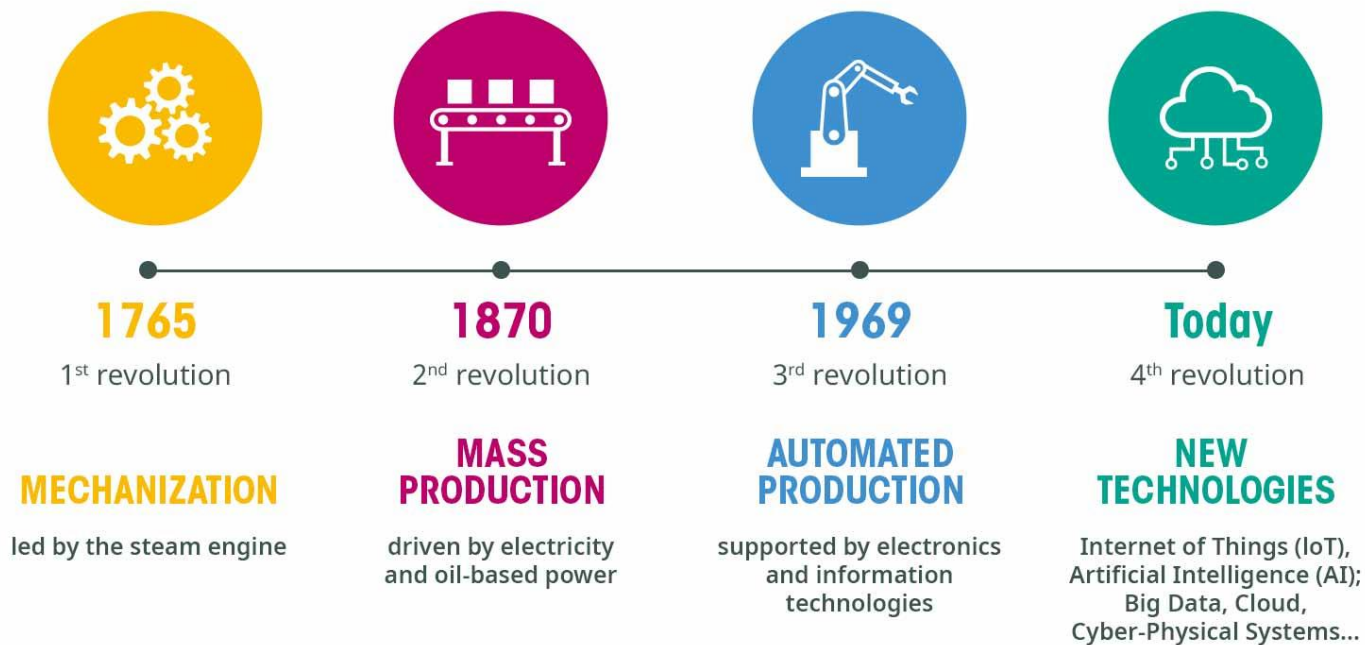
1765
1st revolution

1870
2nd revolution

1969
3rd revolution

Today
4th revolution

MECHANIZATION
led by the steam engine

MASS PRODUCTION
driven by electricity and oil-based power

AUTOMATED PRODUCTION
supported by electronics and information technologies

NEW TECHNOLOGIES
Internet of Things (IoT), Artificial Intelligence (AI); Big Data, Cloud, Cyber-Physical Systems...

Sources: https://www.visiativ-industry.ch/industrie-4-0/

Four Industrial Revolutions

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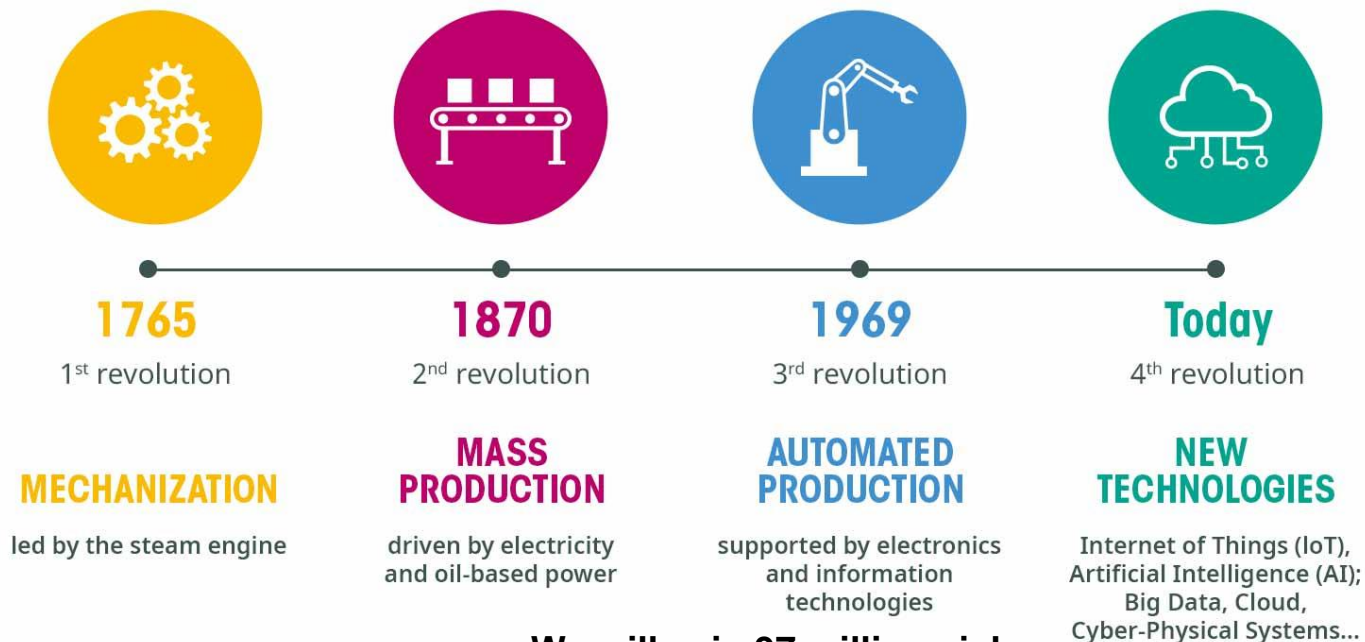
Today
4th revolution

NEW TECHNOLOGIES
Internet of Things (IoT), Artificial Intelligence (AI); Big Data, Cloud, Cyber-Physical Systems...

We will loose 85 millions jobs

Sources: https://www.visiativ-industry.ch/industrie-4-0/

Four Industrial Revolutions

1765
1st revolution

MECHANIZATION

led by the steam engine

1870
2nd revolution

MASS PRODUCTION

driven by electricity and oil-based power

1969
3rd revolution

AUTOMATED PRODUCTION

supported by electronics and information technologies

Today
4th revolution

NEW TECHNOLOGIES

Internet of Things (IoT), Artificial Intelligence (AI); Big Data, Cloud, Cyber-Physical Systems...

We will gain 97 millions jobs

Sources: https://www.visiativ-industry.ch/industrie-4-0/

linkedin.com/in/marcolamas/pt

when i grow up...

I don´t have a clue...

- Problem solving
- Critical thinking
- Innovation
- Communication
- Ability to deal with complexity
- Ability to deal with complexity
- Negotiation
- Reading body language

- Emotional intelligence
- Collaboration
- Persuasion
- Active listening
- Teamwork
- Work ethic
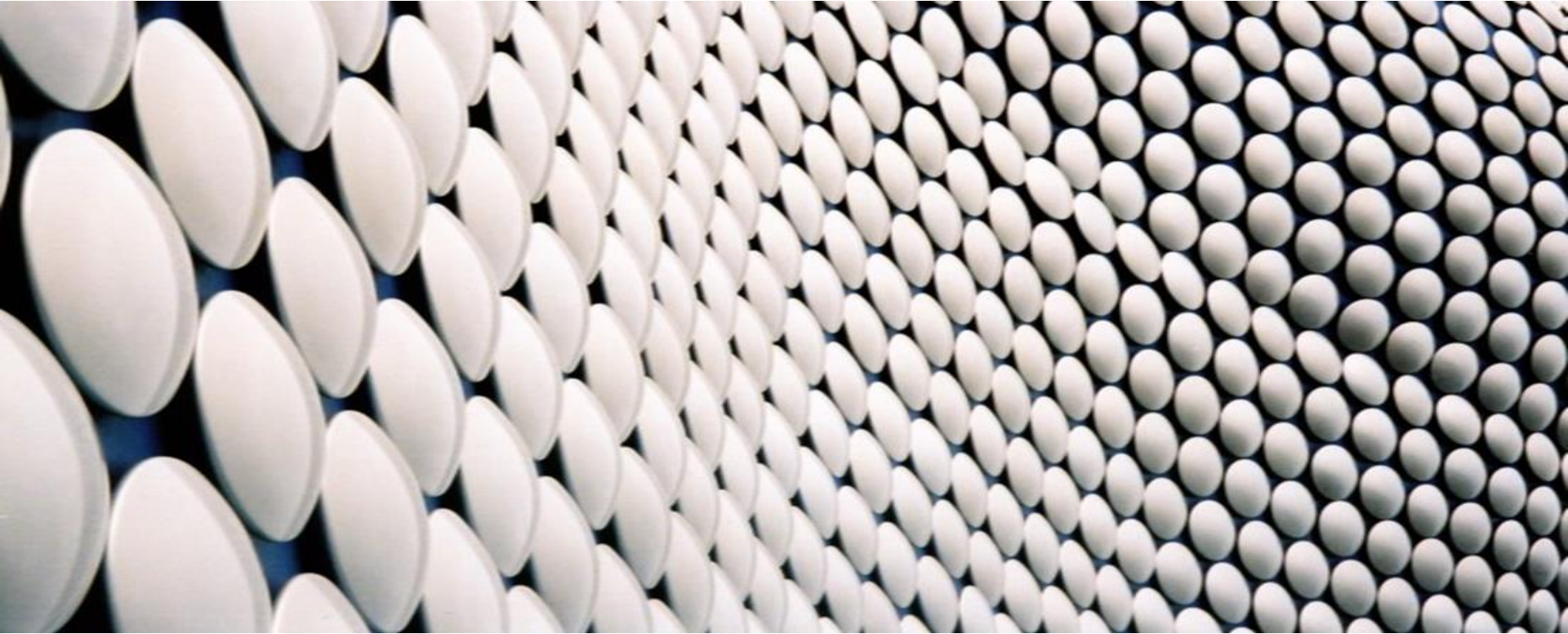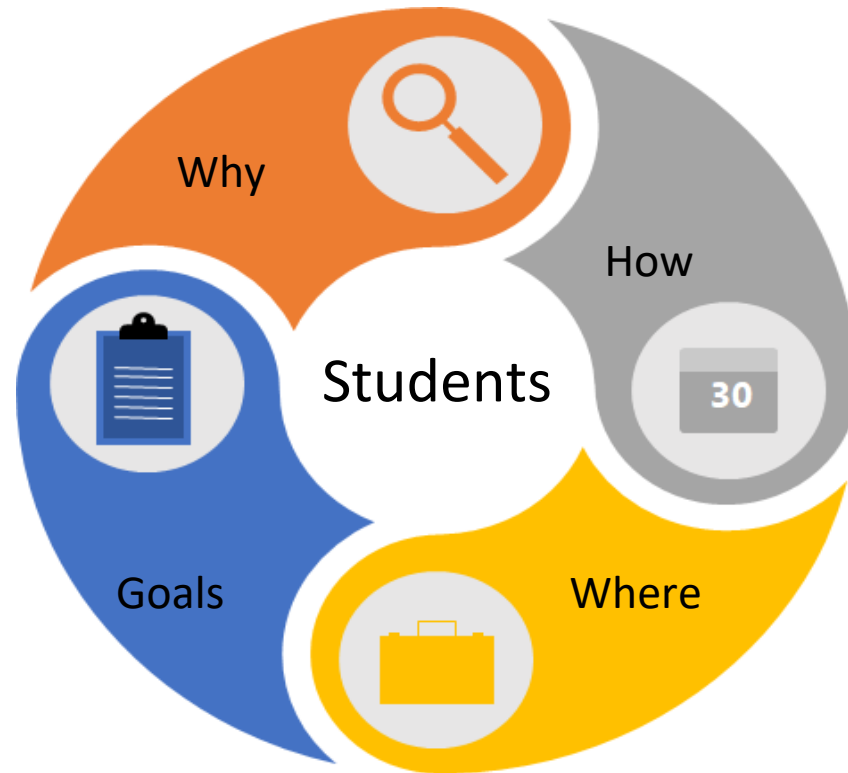- Non-verbal communication
- Public speaking
- Storytelling

Soft skills, Communicative skills and coaching

Soft skills, Communicative skills and coaching

Communication

"NOUN"
1 (mass noun)The imparting or exchanging of information by speaking, writing, or using some other medium.
1.1 (count noun) A letter or message containing information or news
1.2 The successful conveying or sharing of ideas and feelings.
1.3 Social contact.
https://en.oxforddictionaries.com/definition/communication

How the customer explained it

How the Project Leader understood it

How the Analyst designed it

How the Programmer wrote it

How the Business Consultant described it
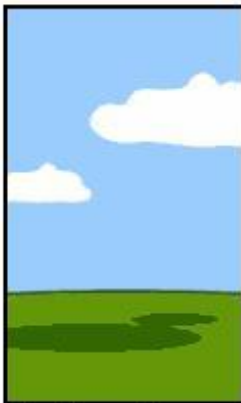
How the project was documented
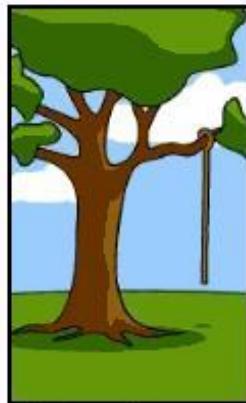
What operations installed

How the customer was billed
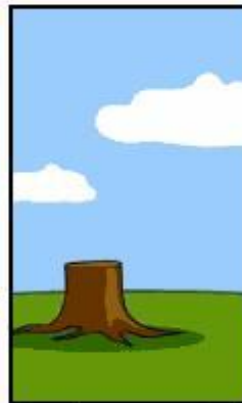
How it was supported

What the customer really needed

The Telephone Game

Beginning Message
=
"The Sky is Blue"

Ending Message
=
"Disguises Boo"
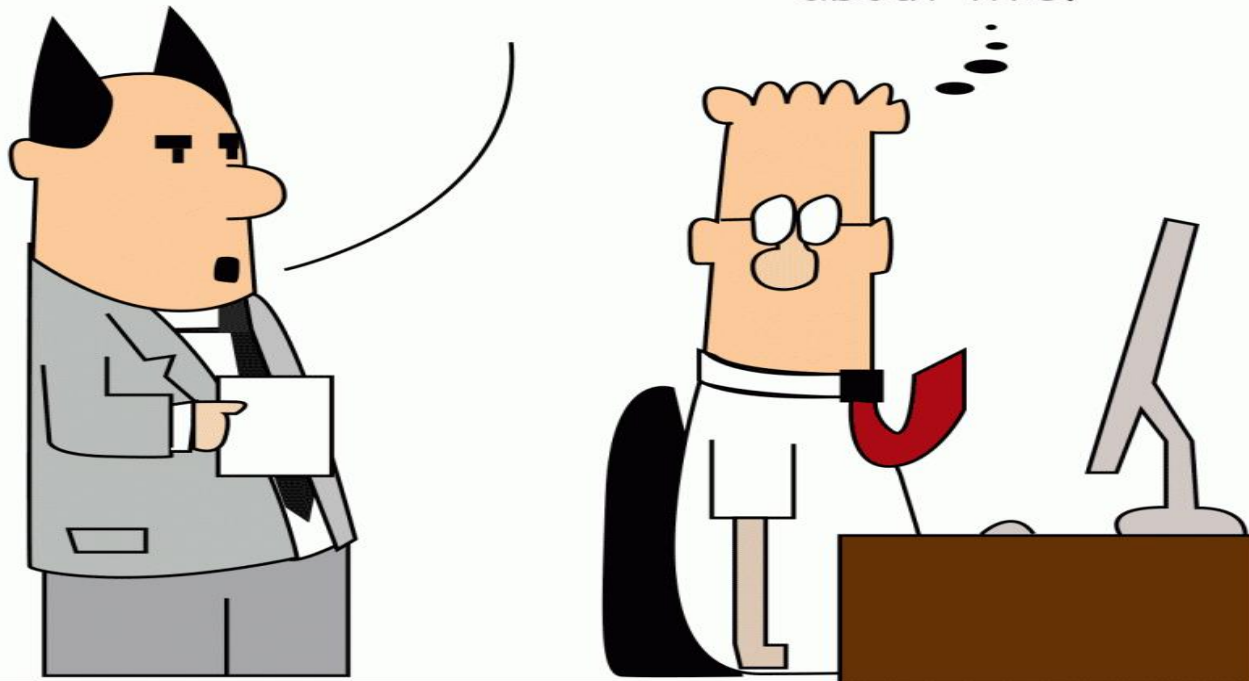
Communication Path of Message
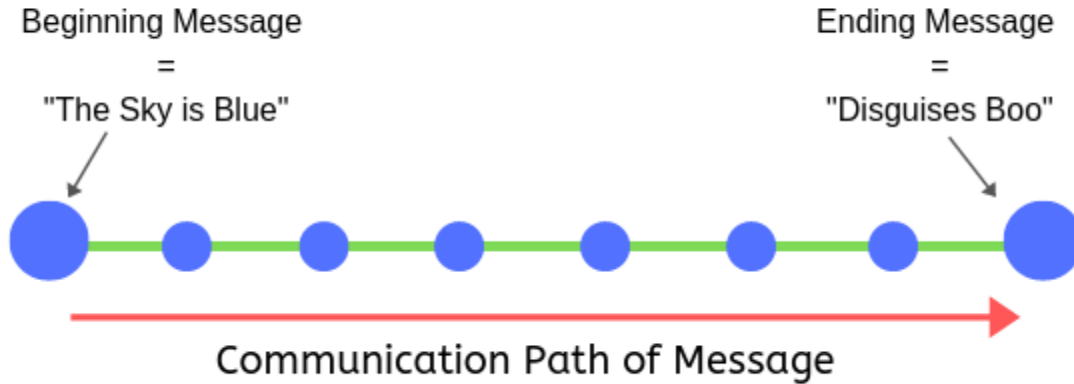
Activity 2

The nonverbal communication game

XXI Century

- Uncertainty;
- More local and global competition;
- Developed world with low birth rate;
- Aging population;
- Environment changes;
- Employment for life……career for life.

World is flat
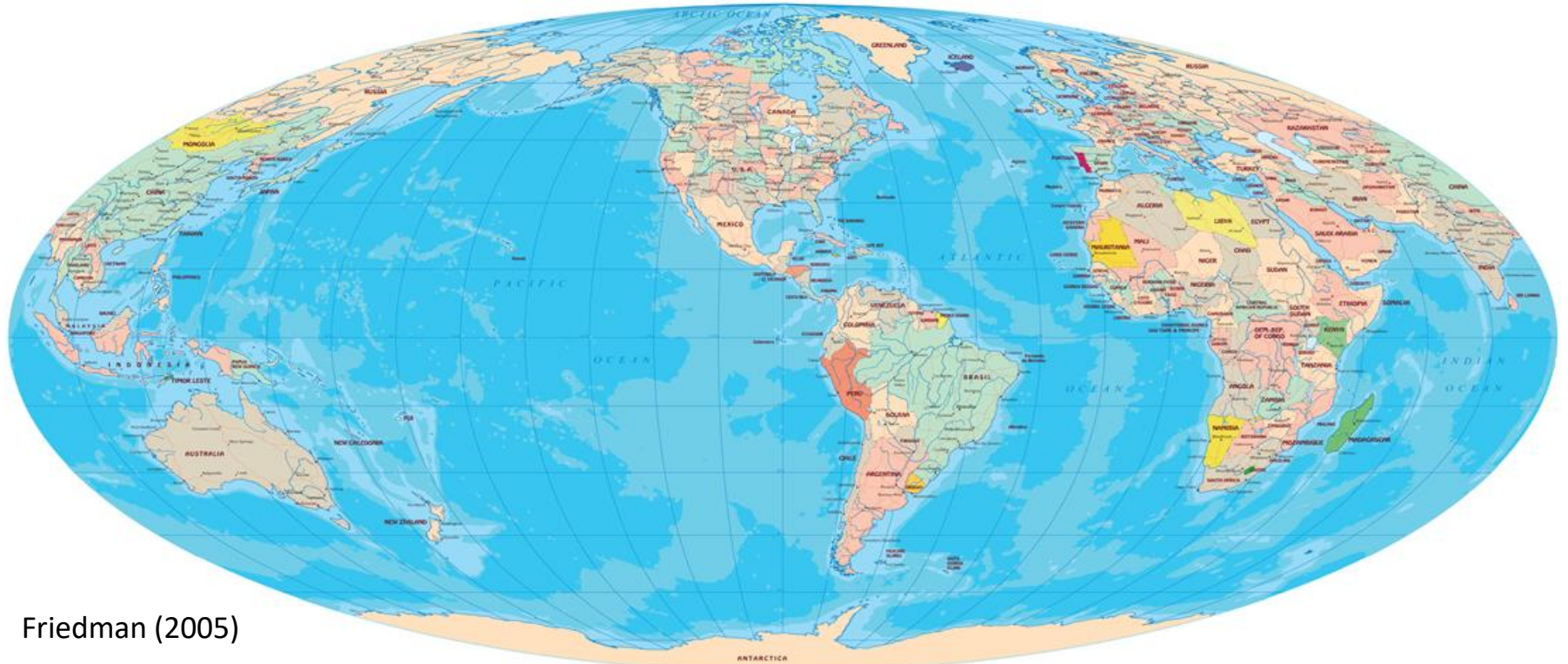
Friedman (2005)

What we need?

Practical and tailored tools to the reality of each organization, each student...

New approaches Teaching, learning and communicating

Communicating

Activity 3

Who are XXI Century students?

Empathy Map Canvas

① WHO are we empathizing with?

Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

GOAL

② What do they need to DO?

What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?

⑦ What do they THINK and FEEL?

PAINS
What are their fears,
frustrations, and anxieties?

GAINS
What are their wants,
needs, hopes and dreams?

③ What do they SEE?

What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

⑥ What do they HEAR?

What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

What other thoughts and feelings might motivate their behavior?

④ What do they SAY?

What have we heard them say?
What can we imagine them saying?

⑤ What do they DO?

What do they do today?
What behavior have we observed?
What can we imagine them doing?

Activity 4

Which skills better describes me?

Activity 4

Which skills better describes my colleagues?

GENERATION Z

The generation after Millennials

Useful links

https://www.huffingtonpost.com/george-beall/8-key-differences-between_b_128142

https://www.irishtimes.com/life-and-style/people/move-over-millennials-for-savvier-healthier-generation-z-1.3459700

http://socialmarketing.org/archives/generations-xy-z-and-the-others/

https://www.forbes.com/forbes/welcome/?toURL=https://www.forbes.com/sites/theyec/2018/04/09/how-to-adapt-to-working-with-the-gen-z-talent-pool/&refURL=https://www.google.pt/&referrer=https://www.google.pt/

https://www.forbes.com/forbes/welcome/?toURL=https://www.forbes.com/sites/falonfatemi/2018/03/31/whats-your-strategy-for-attracting-generation-z/&refURL=https://www.google.pt/&referrer=https://www.google.pt/

Learners and Teachers

- Now we have
  - Our students' profile
  - Our teacher´s skills
- And the relation between learners and teachers, and with education?

Source: https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?referrer=playlist-the_most_popular_talks_of_all

Activity 5

Ken Robinson's Talk on Ted

In group:

- Identify 3 to 5 Keywords
- Write a summary
- State your opinion on Ken Robinsons' position

Why do you think this is the most watched TED Talk?

Focus on the speaker!

What I have been doing…

- Creativity

Creativity

Activity 6
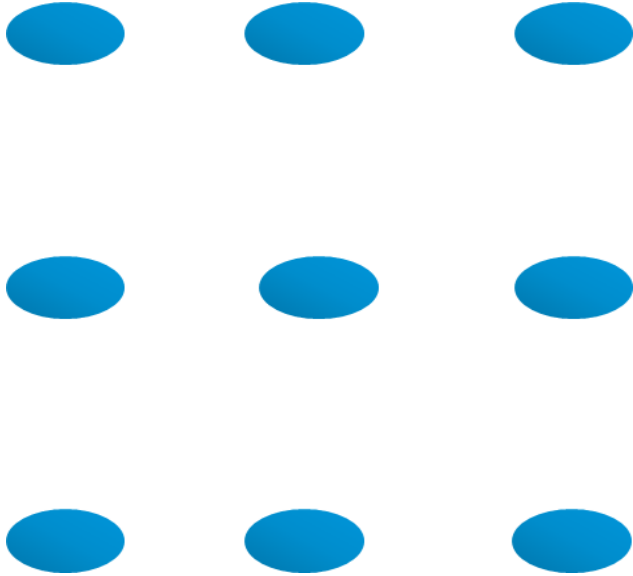
Connect all the dots with just four straight lines, without lifting your pen from the paper!

Activity 6
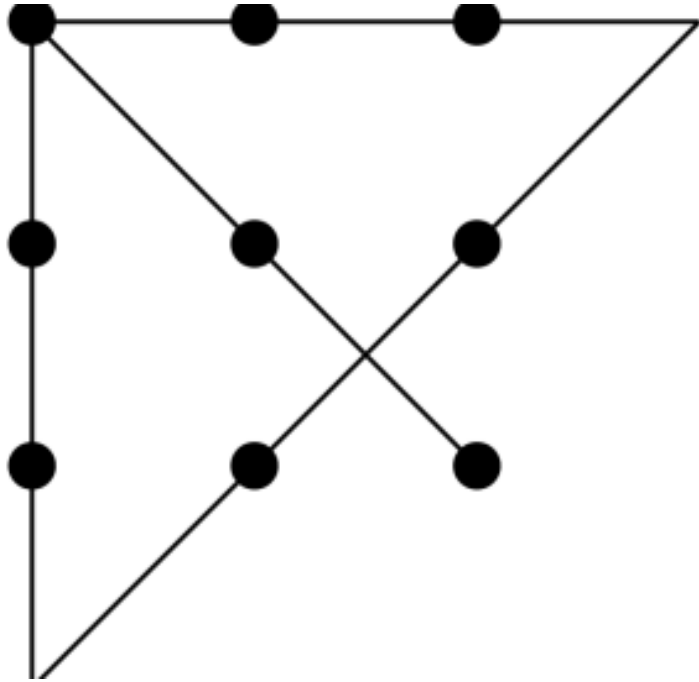
Creativity

Creativity

Creative Thinking Scores
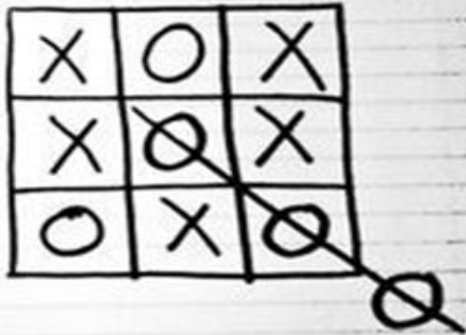
Lego Foundation
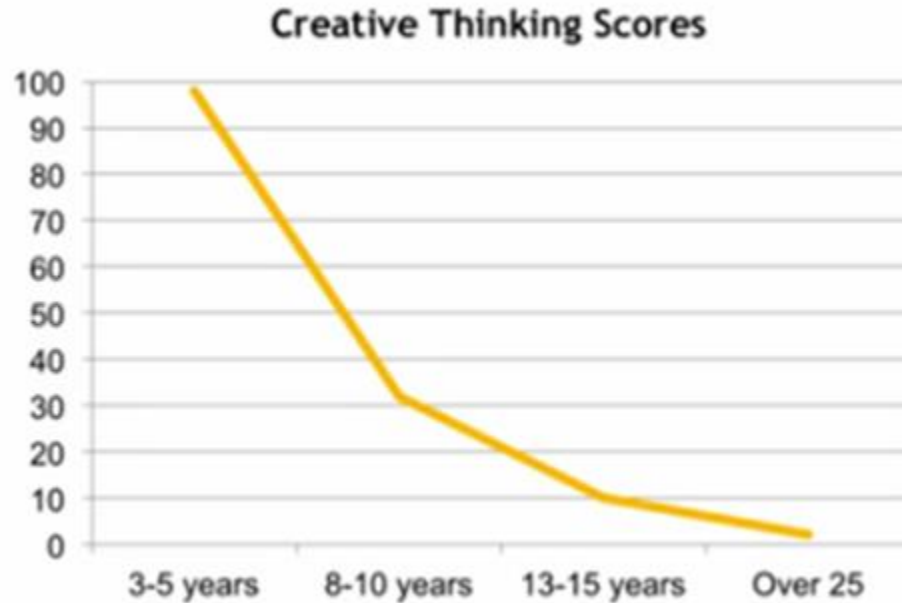
"Creativity denotes a person's capacity to produce new or original ideas, insights, inventions, or artistic products, which are accepted by experts as being of scientific, aesthetic, social or technical value"

Vernon

Creativity

Noun

1.   the state or quality of being creative.

2.   the ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination:

    the need for creativity in modern industry; creativity in the performing arts.

1.   the process by which one utilizes creative ability:

    Extensive reading stimulating his creativity.

"creativity", in http://www.dictionary.com/browse/creativity

Creativity

*"Creativity is **not a talent** It is a **way of operating"***

(John Cleese)

Creativity

John Cleese's 5 Factors to Make Your Life More Creative from his 1991 Seminal lecture:

- **Space** ("You can't become playful, and therefore creative, if you're under your usual pressures.")
- **Time** ("It's not enough to create space; you have to create your space for a specific period of time.")
- **Time** ("Giving your mind as long as possible to come up with something original," and learning to tolerate the discomfort of pondering time and indecision.)
- **Confidence** ("Nothing will stop you being creative so effectively as the fear of making a mistake.")
- **Humor** ("The main evolutionary significance of humor is that it gets us from the closed mode to the open mode quicker than anything else.")

Creativity

What´s the dominant side of your brain?

Test it in

http://braintest.sommer-sommer.com/en/

SOMMER SOMMER

Other tests

60 Questions: http://similarminds.com/test.html

36 Questions: http://www.enneagramtest.net/

Creativity

"If you give a good idea to a mediocre team, they will screw it up. If you give a mediocre idea to a brilliant team, they will either fix it or throw it away and come up with something better."

Catmull (2015)
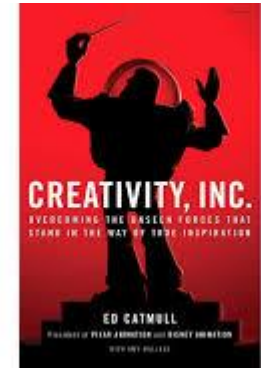
Creativity
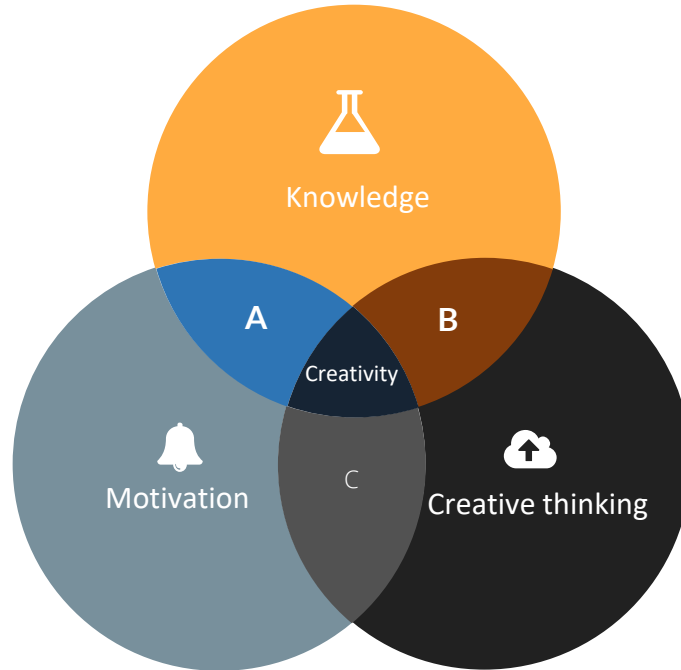
Creativity

| Clips | Toilet paper | Post-its | Good ideas change the world |

Innovation
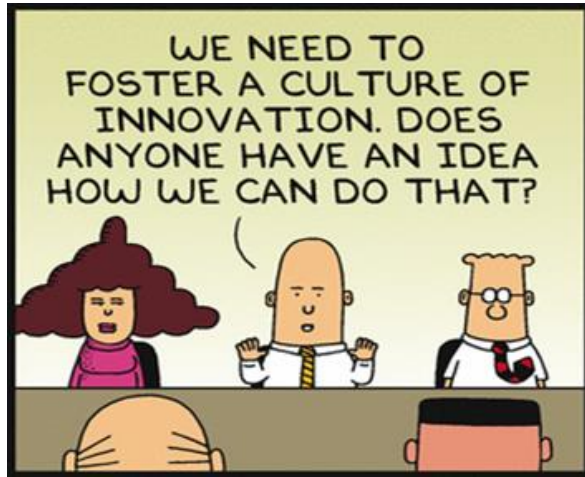
Innovation

The hand axe is a prehistoric stone tool with two faces.
It is the longest-used tool in human history.

Internet of all things

Activity 7

Walt Disney Process
- Dreamer
- Realistic
- Critic

Go through the process

Activity 7

1. Prepare and present your "idea";

Activity 7

1. Score from 0 (hum...) to 10 (UAU) other groups presentation.
   a) Idea;
   b) Support material ;
   c) verbal communication;
   d) Body language.

And:

Best: What you liked most?

To improve: What do you think should be improved/reviewed/changed?

Any additional comment or suggestion?

Think like a kid

https://www.youtube.com/watch?v=0CiI1mpVgcU

Types of communication

Types of communication

- Verbal Communication
  - Oral communication
  - Written communication
- Non-verbal communication
  - Appearance
    - Speaker: clothing, hairstyle, neatness, use of cosmetics
      Surrounding: room size, lighting, decorations, furnishings
  - Body Language
    - facial expressions, gestures, postures
  - Sounds
    - Voice Tone, Volume, Speech rate
  - Silence

Types of communication
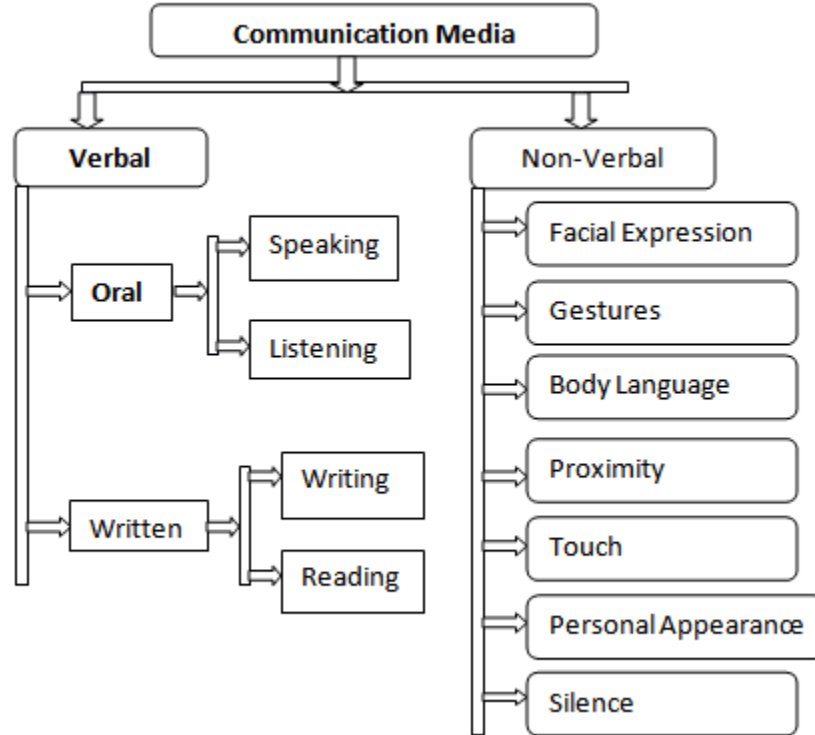
Silence as a Communication skill

The benefits of respectful silence

The benefits of respectful silence are far-reaching. When we allow students time to attend to their own thoughts, students can develop a better understanding of themselves and their work.

- Silence in the classroom can often be undervalued during teacher observations because silence is seen as lacking educational value.

- Silence at the beginning of student work time allows them to invest their focus into the task they are invited to get engaged in …
  - "time to turn your voice off and focus your attention on what you are making"

The role of Silence in Learning

What relation silence / learning

- Silence is a strategy that can serve productive purposes in the learning process.

- Silence is considered the best vehicle for learning because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment.

- Silence can provide a fruitful basis for a deeper understanding of classroom practice and an aid to the professional development of teachers.

Use of silence is a neglected aspect of teaching.

Silence educational benefits

- Add dramatic effect to a lesson.

- Allow students to think at their own pace (not that of the teacher or their peers).

- Promote focused and improved motor control.

- Increase relaxation and calm.

- Give space for creative, intuitive, or reflective thinking.

- Promote access to the creative and non-verbal right brain.

- Promote equality among non-verbal, introverted, or LEP/ELL students and their peers/teachers.

- Create intimacy in large communal groups, like that seen in a yoga class or vigil.

Teacher's role choosing silent way

- The teacher's role is one of neutral observer.

- The teacher is silent.

- The teacher's presence in the classroom is limited to providing a model of work that the students are going to follow on.

- The teacher's tasks:
  - presenting of an item once, typically using nonverbal clues to get across meanings
  - testing … shaping of student production is done in as silent a way as possible.
  - getting out of the way: the teacher silently monitors learners interactions with each other and may even leave the room while learners struggle with their new linguistic tools

How can the role of silence be a change in the classroom?

Talking can impart information for those who are listening to the teacher's words.

On the other hand, silence can

- be inclusive for different profile students;
- show respect to introverted students.

Considerations

- Centring yourself through silence can help you determine the right path for what you are considering and need to plan for.

- Using silence to focus on performing your best on an immediate task to the level of your preparation, and perhaps beyond.

- Specifically, it is not concentrating on the task itself, but rather clearing your mind in preparation to concentrating on the task and gathering your energies to maximize performance.

- Alternatives that may arise out of this silence, can play a role in the problem solving process.

Communication models

Communication models
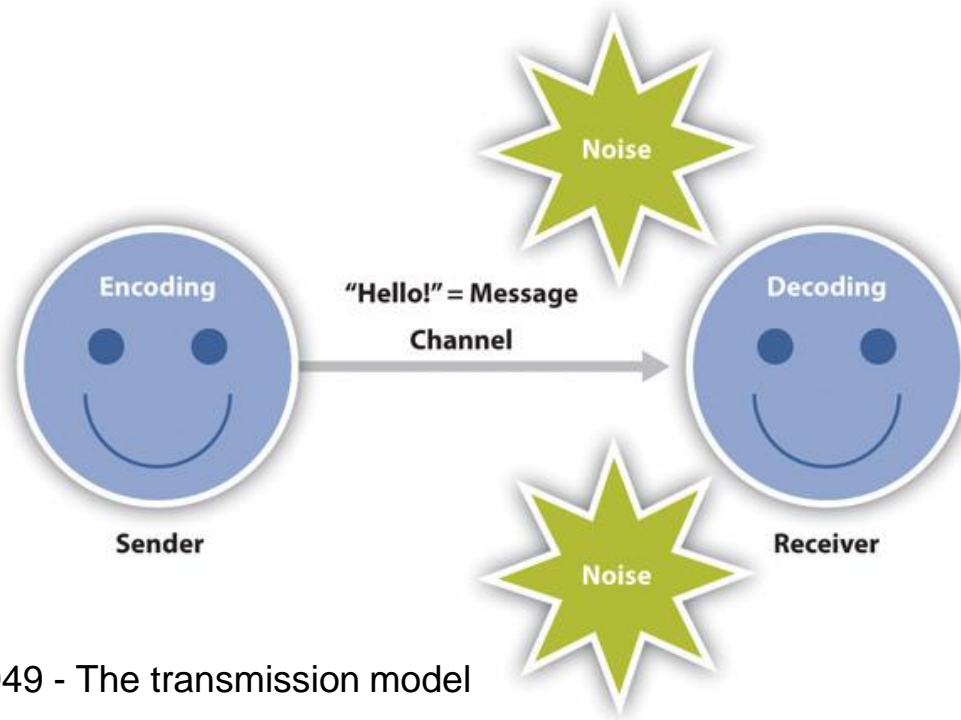
Shannon & Weaver, 1949 - The transmission model

Communication models
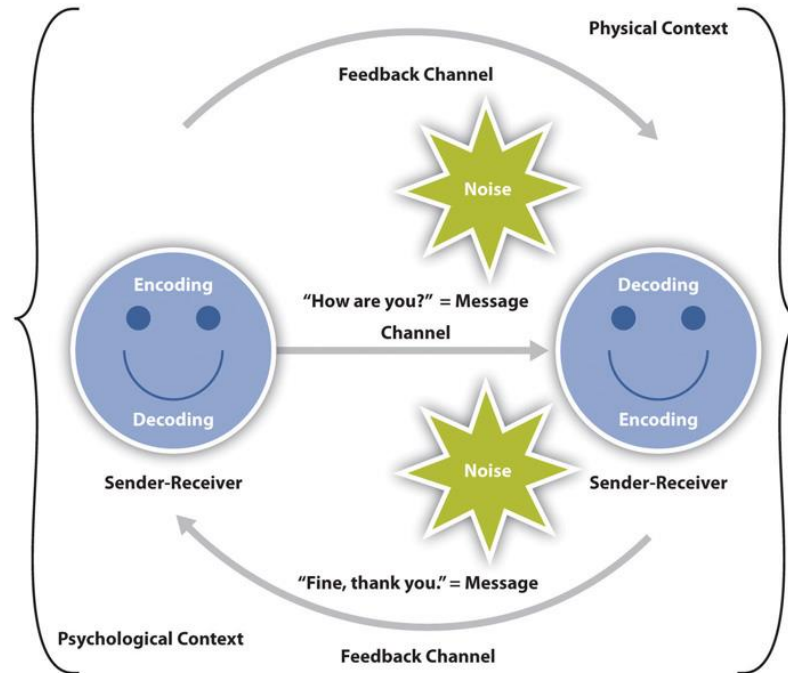
Schramm, 1997
Interaction model

Communication models
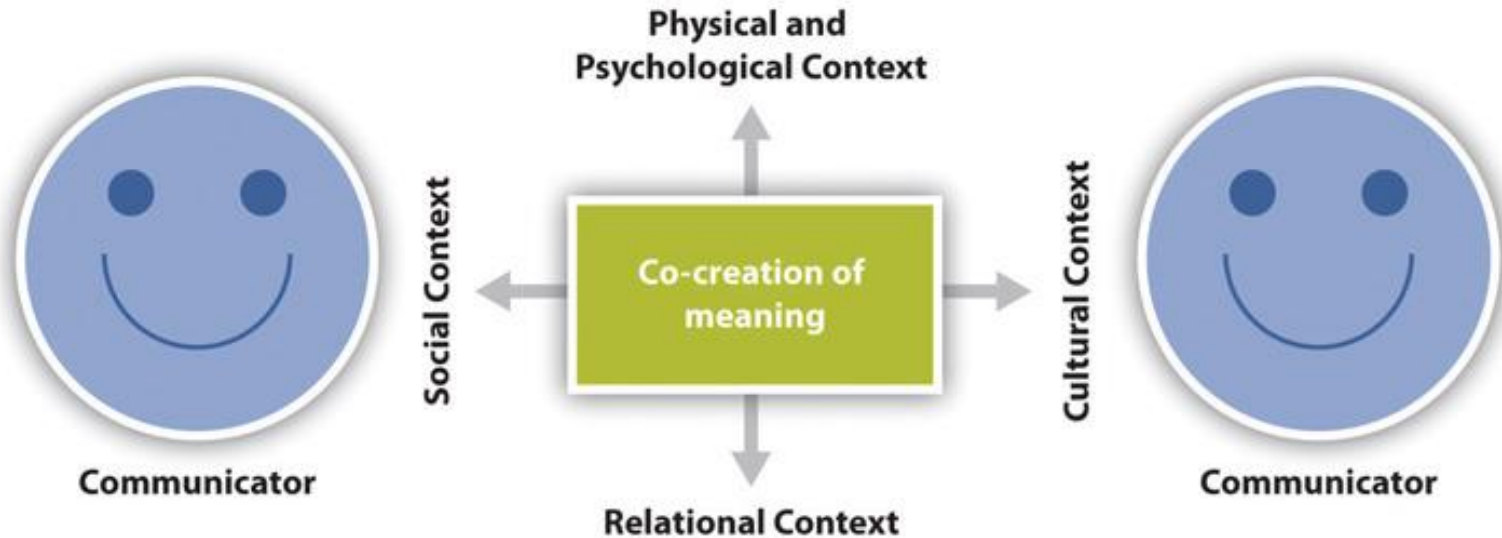
Barnlund, 1970
Transaction model

Communication skills

Communication skills

- Active listening
- Empathy
- Storytelling
- Simple language
- One main idea (message)

Develop all kinds of communication types!!!

Communication skills

7 (seven) c´s of communication

1. Completeness - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly.
2. Conciseness - Conciseness means wordiness, i.e, communicating what you want to convey in least possible words.
3. Consideration (Empathy) - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's viewpoints, background, mind-set, education level, etc. Try to envisage your audience, their requirements, emotions as well as problems.

Communication skills

7 (seven) c´s of communication

4. Clarity - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once.
5. Concreteness - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence.
6. Courtesy - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic.
7. Correctness - Correctness in communication implies that there are no grammatical errors in communication.

Melissa Marshall
Talk nerdy to me

Active listening

Active listening

- Paraphrasing and summarizing
- Reflecting
- Encouragement
- Echoing
- Probing

Barriers to Communication

Barriers to communication

- The use of jargon. Over-complicated, unfamiliar and/or technical terms.
- Emotional barriers and taboos. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.
- Lack of attention, interest, distractions, or irrelevance to the receiver.
- Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.

Barriers to communication

- Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed.

The art of persuasion

The art of persuasion

Persuading
Developing a line of reasoned argument

Backing up points with logic. Using positive language.

Emphasising the positive aspects of your argument

Getting your points across in a calm, but assertive manner

Tactfully challenging the views expressed by others you disagree with

INFLUENCING
Being able to persuade others & negotiate to reach agreement

Handling objections to your arguments. Identifying common ground

Negotiating
Listening to the needs of the other party

Getting an agreement acceptable to both sides: win-win. Establishing trust

Knowing when to compromise: making concessions for agreement

Using open, encouraging body language

Bruce Woodcock, bw@kent.ac.uk
University of Kent Careers Service

The art of persuasion

- Focus on the needs of the other party. It will make it easier for you to outline the benefits of your proposal in terms they understand.
- Argue your case with logic.
- The more hesitant language you use such as "isn't it", "you know", "um mm" and "I mean" the less people are likely to believe your argument. (Journal of Applied Psychology)
- Use positive rather than negative language
- Mirroring the other person's mannerisms (e.g. hand and body movements). A study at INSEAD Business School found that 67% of sellers who used mirroring achieved a sale compared to 12% who did not.

The art of persuasion

And

keeping promises, being reliable and taking responsibility, being sincere, genuine, and honest, knowing their subject, and believing in it, building rapport, and being entertaining, as well as not arguing and providing solutions that work.

Negotiating

- Negotiating jointly
- This involves coming to an agreement where everyone gets what they want, reaching a mutually satisfactory agreement: win-win
- You need to establish mutual trust, so it requires honesty and integrity from both parties.
- Both sides work together to come up with a compromise solution to suit everyone's best interests.
- Each party tries to see things from the other's perspective.
  Assertiveness is the best way here: being passive or aggressive doesn't help.

Self-motivation

Daniel Goleman, identified four elements that make up motivation:

- Personal drive to achieve, the desire to improve or to meet certain standards;
- Commitment to personal or organisational goals;
- Initiative, which he defined as 'readiness to act on opportunities';
- Optimism, the ability to keep going and pursue goals in the face of setbacks

Self-motivation

- Learn and Acquire Knowledge - Read, study and talk to people – knowledge and information are key for feeding your mind and keeping you curious and motivated.
- Keep the Company of Enthusiastic People - It is a lot easier to be motivated if the people around you are.
- Keep Positive - Keep a positive attitude, see problems and setbacks as learning opportunities.
- Know Your Strengths and Weaknesses - Work on ironing out your weaknesses and building on your strengths.
- Do It - Try not to procrastinate, assess the risks but keep working towards your goals.
- Get Help and Help Others - Don't be afraid to ask other for help and don't hold back
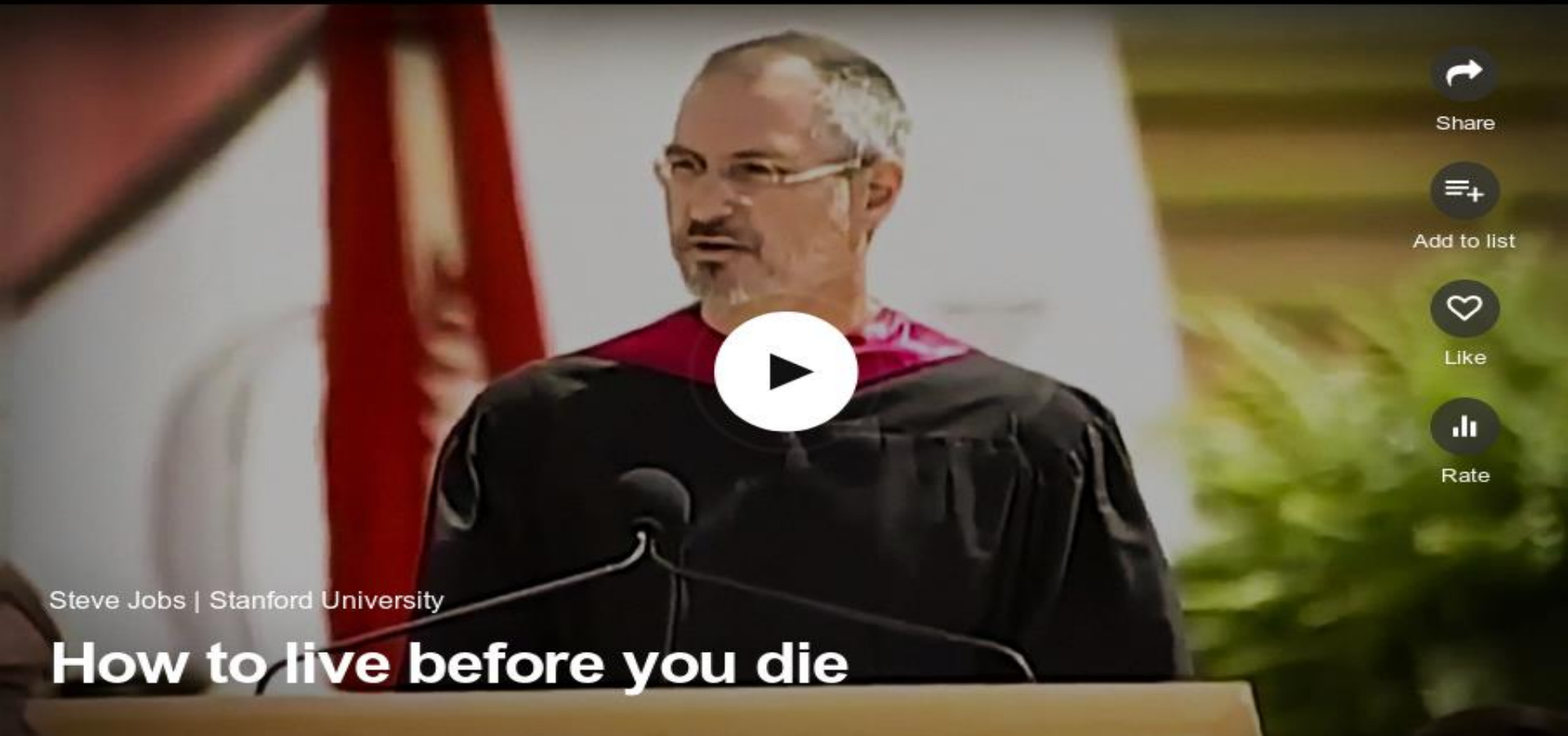
Activity 8

Steve Jobs´s speech at Stanford
University

- Identify 3 to 5 Keywords
- Write a summary
- Identify 5 essential communication skills

Communication plan

5 essential steps for an effective communication:

- Clearly define segmentation
- Identify goals
- Draw/write the message
- Select communication channels
- Measure communication process results

Kotler et all (2003)

Activity 9

1. Write a speech (that takes 5 minutes to present to your audience). It's a free theme.
Try to use and implement all that we've been discussing and practicing along the week.

2. Present your speech

Your pitch (what really matters)

- **Active listening**
- **Appropriate posture and body language**
- **Friendly/appropriate tone**
- **Eye contact**
- **Speaking clearly and concisely**
- **Confidence and friendliness**
- **Empathy and respect**
- **knowing which medium of communication to use for each situation**

(Doyle, 2017)
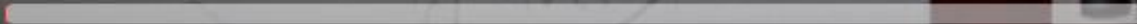
Your pitch (what really matters)

- **Start well!!!**
- **Pick one message**
- **The 2 first minutes are essential (if the audience still didn't get it....)**
- **KISS – Use a language everyone understand**
- **Focus on benefits to learners and not on too much technicalities**
- **Storytelling**
- **Paused speech**

Leadership, motivation and communication

Simon Sinek | TEDxPuget Sound

How great leaders inspire action

17:58

WHO

WHY

HOW

WHAT
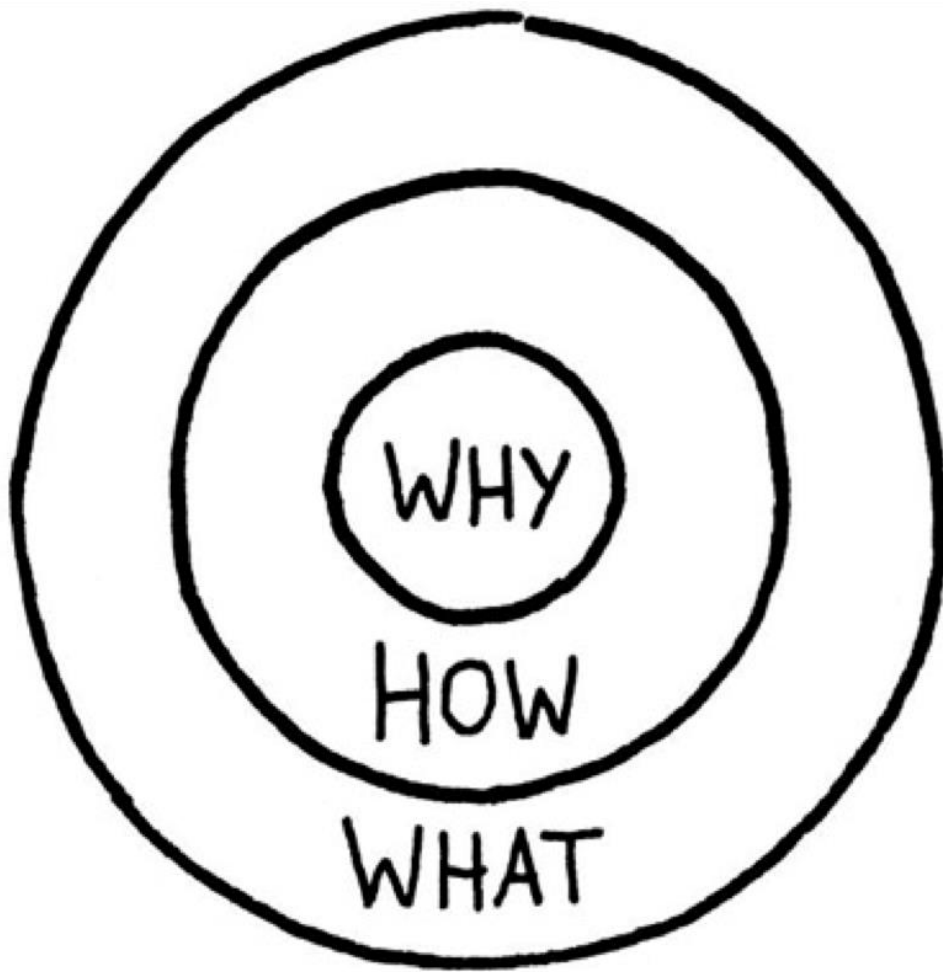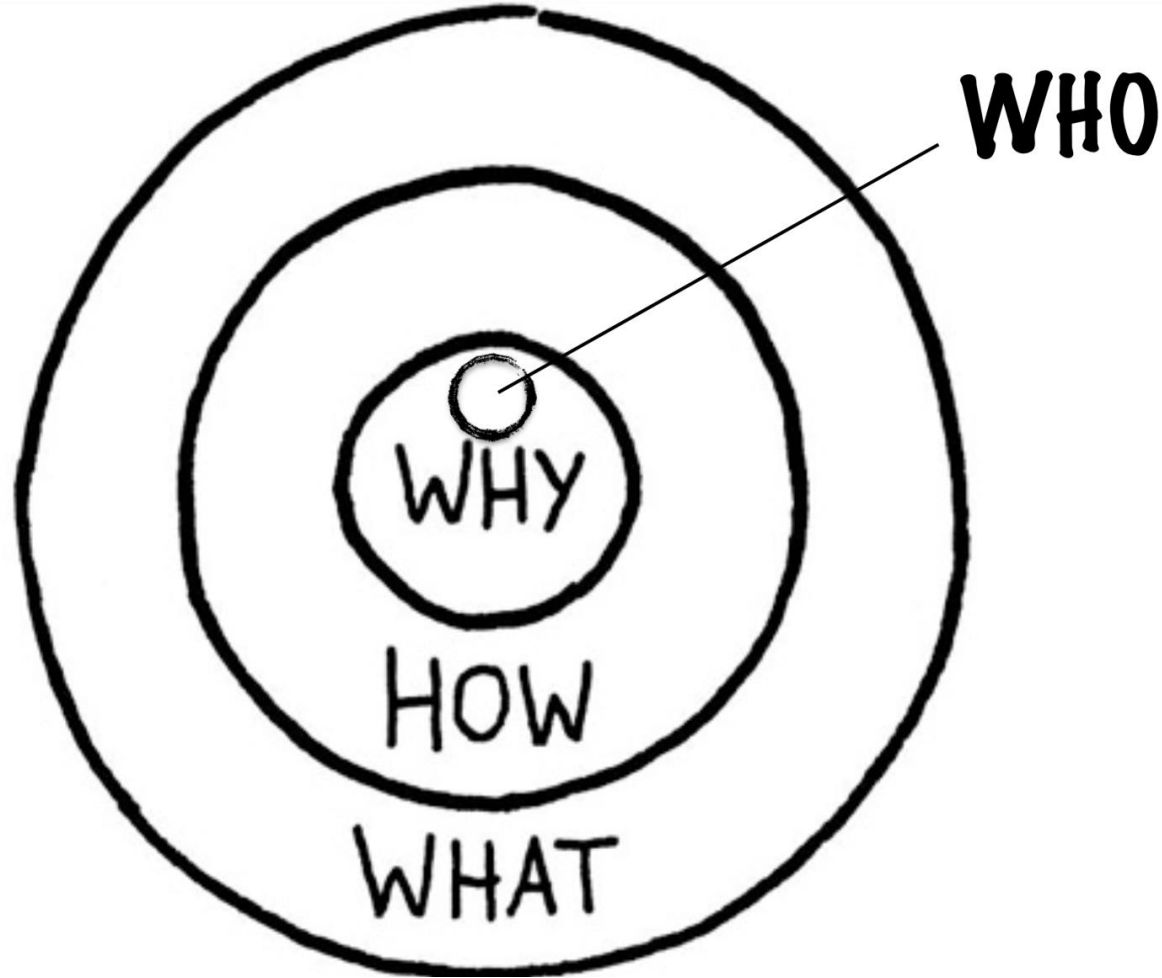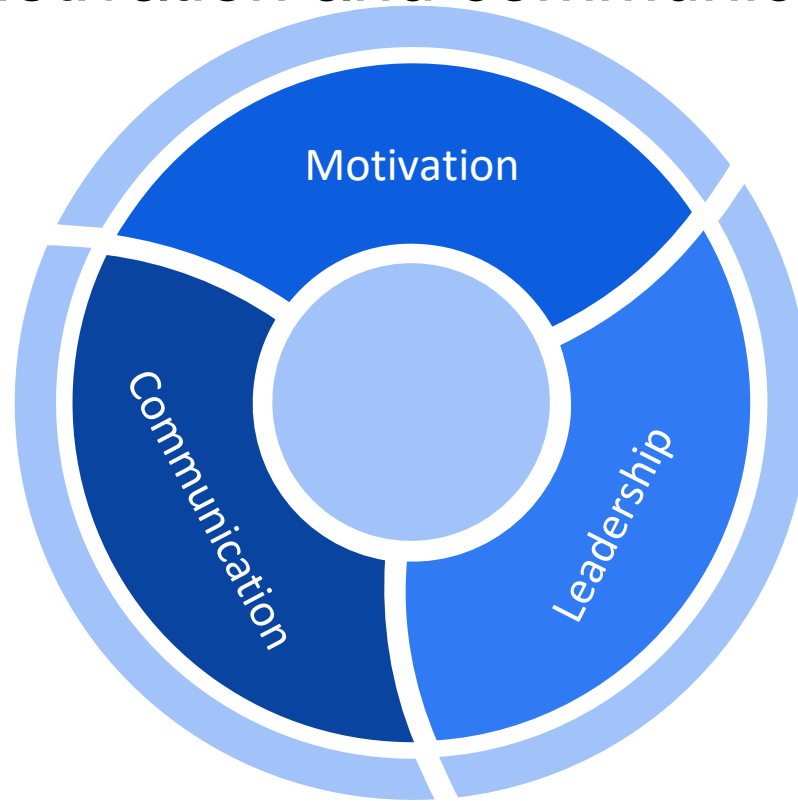
Leadership, motivation and communication

Leadership, motivation and communication

Maslow's Hierarchy of Needs

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Motivation

"Strong people don't put others down. They lift them up"

Darth Vader, Philanthropist

motive

create

LEADERSHIP

communicate

drive change

Leadership

- Rule by example
- Empower
- Engage
- Prepare leaders
- Be around of smarter people

Activity 10

Desert Island:
You are on a lovely caribbean cruise and
You are enjoing it a lot...but the boat starts
To sink. Fortunately you have a island near
By. You can choose 12 things in the boat.
Wich things you would choose and why?

- Team of 4
- 1 Observer (write a report of the session)

Activity 10

Desert Island:
The Observer will identify the leader or leaders, his skills and how was the process of assuming the leadership.

The experience will be shared with the class.

And now...

Coaching: A powerful tool

Put simply, coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. ... In coaching, fundamentally, the coach is helping the individual to improve their own performance: in other words, **helping them to learn and to act.**

https://www.skillsyouneed.com/learn/coaching.html

Share

Added

Like

Recommend

Atul Gawande | TED2017

Want to get great at something? Get a coach

16:39

Coaching

Identify Objectives & Goals — 1
Explore Options & Possibilities — 2
Agree on Actions — 3
Take Action, Review & Learn — 4
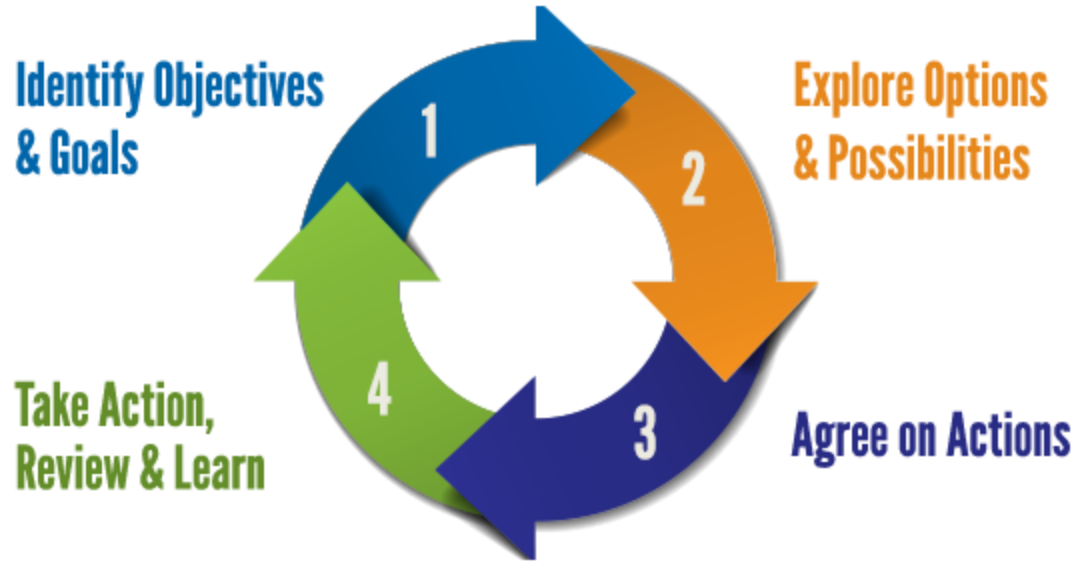
COACHING WITH THE GROW MODEL

GOAL
Tell me about the problem
What does the situation look like when the problem is Resolved?

REALITY
What are you experiencing?
What have you already tried?
What obstacles are in your way?

OPTIONS
What are your options?
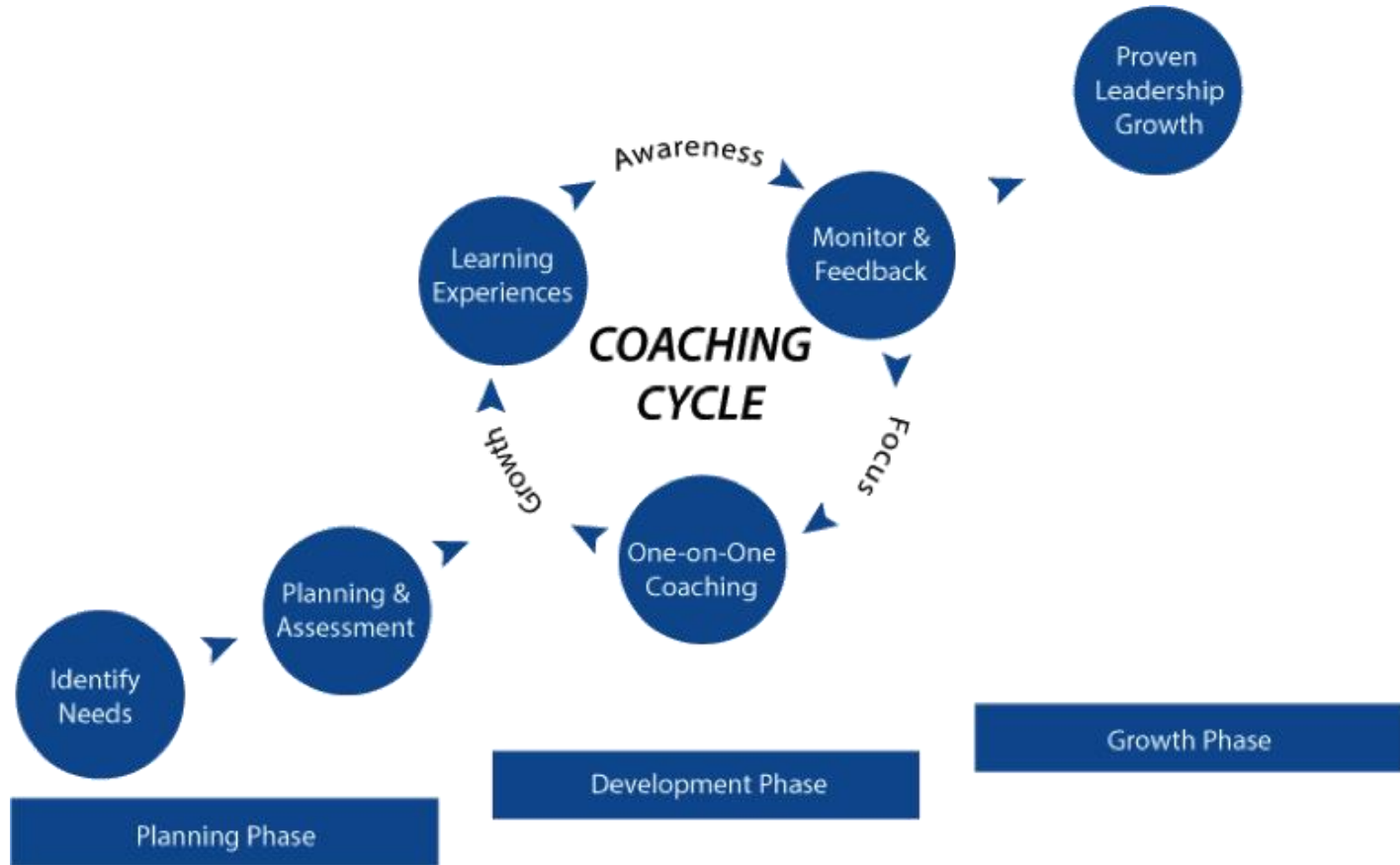What would you do if you knew you couldn't fail?

WILL DO
What are your next steps?
What will you do? By When?
What support do you need?

Activity 11

Coaching session (1 hour):
Simulation of a first coaching session.
- Meet each other;
- Define the problem;
- Identifie goals;
- Explore options;
- Agree on actions.

- 1 Coach
- 1 Coachee
- 1 Observer (write a report of the session)

COACHING CYCLE

- Learning Experiences
- Awareness
- Monitor & Feedback
- Proven Leadership Growth
- Focus
- One-on-One Coaching
- Growth
- Planning & Assessment
- Identify Needs

Planning Phase

Development Phase

Growth Phase

Final remarks

Concluding

- Plan, implement, control and measure and then adapt, adapt, adapt...
- Focus
- Customize
- Humanize

Empathy, Knowledge, Creativity and

Work, work, work on verbal and non-verbal communication and soft skills

Humanization

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