

MISSOURI LTCO PRESENTS



MISCOMMUNICATION TRAINING Presenter Material

MISCOMMUNICATION TRAINING

PREPARATION

This training may be used during a LTC Ombudsman quarterly meeting, at a community education meeting or at an in-service for facility staff. The training is approximately 2.5 hours long.

Read through the training.

1. Determine how much time you have allotted to do the training. Decide which exercises you will do if there is not time to do them all.
2. Read the definitions below, and make sure you feel comfortable in using your own words to define communication and miscommunication.
3. Take time to do each exercise so you will fully understand what you are asking the participants to do. (For example, you may want to limit the number of Legos per person based on how much time you have. Also, for the snowflake activity, you may want to have scissors available if you are working with a group that might find it difficult to tear paper with their hands.)
4. Make sure you have the video queued to the correct spot for the training.
5. Make copies of the participant's packet, Communication style inventory, Communication Style Interpretation Sheet, and Answer Key to the What They Said/What They Meant sheet.
6. Have the necessary audio/visual equipment prepared for the presentation.
7. Call the Missouri Long-Term Care Ombudsman Program in Jefferson City to borrow the Abeline video.
8. Relativity: Research shows that miscommunication is the leading cause of conflict. You can be assured that learning to be a better communicator will help to eliminate some conflict.

Objective of the training: To help participants, such as ombudsman, facility staff or ombudsman volunteers, understand miscommunication leads to complaints.

Definitions of Terms: Definitions taken from Merriam-Webster Online

Communication: process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; exchange of information

Miscommunication: failure to communicate clearly

Resources: Enough baggies for all participants with 5-10 Legos per baggie, Legos, Definitions, They Misunderstood Me sheet, Understand Me Please sheet, 10 Tips on Active Listening sheet, Ways of Listening sheet, Verbal Communication Strategies sheet, Non-Verbal Communication Strategies sheet, Lego activity page, What They Said/What They Meant blank chart, What They Said/What They Meant answer key (make copies for participants to hand out during presentation), International Marketing Nightmares sheet

Materials Needed: White paper, scissors, pens or pencils, flip chart, markers, clock/stopwatch, hand outs, manila file folders, overhead, digital camera (if available) Copies of Participant Packet

PRESENTATION

In order to make your job as the presenter easier, following are instructions for you and for you to give to the participants. The left hand column contains the activities and PowerPoint slide or transparency number that coincide with the information you are giving during the presentation. The information in the right hand column contains directions for you and what to say to the participants.

PowerPoint #1-Title Page

Hand out a plain white piece of paper, a participant packet and a pencil to each participant.

Activity: Snowflake Activity

Give the following directions:

Discussion Questions:

Estimated Activity Time: **10 Minutes**

Welcome.

We're going to spend the next _____ minutes talking and thinking about how miscommunication leads to complaints and how to become better communicators.

Miscommunication happens so easily. Sometimes we don't give enough information. Sometimes we don't say what we really mean. Today we will work on both of these areas.

The first activity we are going to do is a very simple activity. I will give you instructions to follow, and you will follow them. There are two rules for our activity. First, no one may ask any questions during the activity. Second, I trust you to keep your eyes closed during the activity. So, pick up your blank piece of paper and close your eyes.

Fold the paper in half.
Fold it in half again.
Tear off the upper right hand corner.
Tear off the lower left hand corner.
Fold the paper again.
Tear off the lower right hand corner.
Tear off the upper right hand corner.
Open your eyes, and unfold your paper.
Hold up your paper for everyone to see.

Look at all the different shapes. I gave you all the same directions, so why are there different shapes?

Was it difficult to follow instructions?
How is this activity similar to daily communication problems?
What have you learned from this activity?

Activity: Definitions Discussion

PowerPoint #2 or Transparency #1
As participants give definitions, write them down on a flipchart or overhead.

Ask someone to read the definitions.

Activity: Communication Style Inventory

PowerPoint #3
Hand out the inventory to participants.

5-10 minutes

Hand out the interpretation sheet.

PowerPoint #4 or Transparency #2
Direct Style
PowerPoint #5 or Transparency #3
Talkative Style
PowerPoint #6 or Transparency #4
Sincere Style
PowerPoint #7 or Transparency #5
Organized Style

Estimated Activity Time: **20 Minutes**

Who can give me a definition of communication? What about miscommunication?

The formal definitions are on page 2 of your packet. Please turn there now.

In order to be better communicators, we must, ourselves, know how it is we communicate. Please take the next 5 or so minutes to answer each question to the best of your ability.

Now turn to the score sheet. Circle the answer you gave for each question in each column. Then add up the number of circles for each column. The column with the most circles contains your communication style.

Now let's look at each style and find out some of the characteristics and difficulties for each style.

(Discuss the styles as you put them up. Before you go over the style, ask participants to raise his/her hand if they are that style.)

Activity: Reasons for Miscommunication

Divide participants into groups of 5 or fewer, and give the groups each a piece of flipchart paper and a marker.

10-15 minutes

Hang up each group's paper.

Activity: The Misunderstood Me
PowerPoint #8 or Transparency #6

Place the reason into one of the categories by writing it beside the reason on the flipchart or on the transparency. Continue with each group until all of the reasons are put into one of the 5 categories.

Activity: Abeline Video

Watch video

Discussion

Estimated Activity Time: **30 Minutes**

I want each of the groups to come up with as many reasons for miscommunication as you can in the next 10 minutes. Select one person from your group to be the presenter.

Okay, let's start with (the group back there). What are some reasons you came up with for miscommunication? (Continue until all groups have gone.)

Now that we have discussed the reasons for miscommunication, let's try to make it easier by putting the reasons into categories. This information is on page 3 in your packet if you would like to follow along.

Let's look at the reasons you gave. What is one reason for miscommunication from the first group?

As we watch this segment from the Abeline video, look for each category of miscommunication.

What are some of the categories you saw in the video?

Activity: They Misunderstood Me Discussion

PowerPoint #8 or Transparency #6

Here are some possible answers, but they are not all inclusive.

Assuming: Either the speaker or listener is assuming what each other is going to say. We all are affected by our own experiences and make assumptions based on our pasts.

Lack of Information: Often times, there is not enough background information given to the listener. The listener either does not ask questions or thinks he/she understood what has been said.

No specifics: The hearer does not recognize what the speaker intended to communicate based on the lack of information. For example, you ask a friend to meet you at the dollar store at 1:00 PM. She shows up at Dollar General, you show up at Dollar Nation. Oops.

Disease/Illness: There are some illnesses and diseases that don't allow an individual to process well. He/she can often become easily confused. Urinary tract infections or Huntington's disease often causes confusion in an individual.

Lack of Listening: Many times, one person is not really listening or hearing what is being said.

We are going to look at the reasons we are often misunderstood and discuss why each of these areas cause miscommunication. Why does assuming cause miscommunication? (Ask this question for the remaining 4 categories and discuss each one.)

Estimated Activity Time: **15 Minutes**

Activity: Understand Me Please
PowerPoint # 9 or Transparency #7

If you can, come up with examples for each of the areas. A few are given to you.

Remember to refer back to the video segment as you discuss each area.

Now that we have a better understanding of why miscommunication happens, we're going to discuss how to overcome these issues.

Please turn to page 4 in your packet. In order to make sure you are understood, you need to do the following:

Assume You Will be Misunderstood: We are always communicating something, but do people know what? We should always assume we are not going to be understood. That way we are careful to give specific information and check for understanding.

Check for Understanding: Ask questions that allow you to know you are understood. Do not use close-ended questions that solicit one-word answers. Use open-ended questions to check for understanding. Open-ended questions often begin with who, what, why and how. Closed Question: Do you understand? Open Question: What did you just hear me say?

Speak Specifics: Make sure that the key people involved are given the correct information. State facts as you perceive them. Try to avoid acronyms or terms that are not universally known. Acronyms are often difficult for individuals who are not familiar with a particular field. For example, DON means director of nursing, but one gentleman thought a presenter was talking to him because his name was Don.

Eliminate the Illness Factor: Make sure the person with whom you are dealing doesn't have any issues that would cause misunderstanding. For example, an individual who suffers with seizures may have short-term memory issues.

Listen and Hear: It isn't enough to look as though you are listening; you must really hear what is being said.

Estimated Activity Time: **15 Minutes**

Activity: Listening Information

PowerPoint #10

There are a lot of resources for being a better listener. Turn to page 5 in your participant packet. Let's look at the 10 tips for active listening. Now turn to page 6, and let's look at the suggestions for improved listening.

PowerPoint #11

There are also different communication strategies. Pages 7 & 8 in your packet cover both verbal and non-verbal communication strategies.

Discuss these pages.

Estimated Activity Time: **10-15 Minutes**

Activity:
Miscommunication/Communication
Lego Activity

Divide the group into pairs. If there are an odd number of people, a group may have three, with one person observing and taking notes, but pairs works best for this activity.

Hand out to each person a bag of Legos, a pen or pencil and a piece of lined paper. Each group needs a manila folder.

10-15 minutes

If you have access to a digital camera, it works well to take a picture of each completed object. You can then later erase the images.

10-15 Minutes

Now that we have looked at the categories of miscommunication and ways to improve communication, let's see how well you do with a communication activity.

Find a partner.

Place the manila folder between you and your partner so you cannot see what each other is doing. You will have 15-20 minutes to design an object with the Legos you have in front of you. As you construct your item, write down step-by-step directions for creating it. These directions will be all that your partner will receive to reconstruct the object you are creating. Remember the reasons behind miscommunication and how we can overcome them as you write your directions. Okay, you may begin. You may want to draw a picture of your item (for yourself) so you can remember what object you created. Do not show your partner the picture.

Okay, now that everyone has had a chance to create an object, look over your directions one last time. Now tear your object apart and hand the pieces to your partner along with the written instructions of how to create the object. Now, partners, reconstruct the object by following the directions give to you. You may not ask questions. You may only follow the instructions.

Now let your partner see what you constructed. Partners, is this correct? Raise your hand if your partner was able to reconstruct the object exactly as you first created it. Show your partner the drawing of your object. What was confusing about the directions?
What would have made the directions clearer?
How about using specific colors, specific sizes or specific directions such as horizontal or vertical.
What have you learned from this exercise?
How will you communicate differently in the future?
There are definitely some very creative people in here today.

Estimated Activity Time: **30-40 Minutes**

Activity: What They Said and What They Meant

PowerPoint #12-15 or Transparency #8
Go over the 1st one together.

15-20 minutes
Divide the group and scenarios as best fits your situation. You may do one page per table or one page per group or assign each person a different scenario.

Hand out the answer page.

You may go over each one individually, or you may have each group choose one out of the page to go over. It all depends on how much time you want to spend.

Activity: International Marketing Nightmares

PowerPoint #16 or Transparency #9

Read the examples.

Estimated Activity Time: **25 Minutes**

Now that you have had the opportunity to work on your communication skills, let's work on some scenarios that show how easily miscommunication happens. Turn to page 9 in your participant packet. This chart contains sayings that didn't quite get the message across as intended. Your job is to come up with the problem with the saying, discern what they mean to express, and come up with what they should have said. Let's look at the first one together.

Now by working at your table (or in pairs or individually) let's do the rest.

Now let's go over the answers.

You have done some great work today. I would like to end by having you turn to page 13 in your packet. For fun, let's look at some miscommunication from over seas.

Thank you so much for participating today. I hope you are able to walk away with at least one idea on how to be a better communicator.

RESOURCES

SNOWFLAKE ACTIVITY

1. Hand out a piece of paper to each participant.
2. Explain that this is a very simple activity and that you will be giving instructions that each person must follow.
3. Have each participant pick up his/her paper.
4. Have everyone close his/her eyes and keep them closed during the activity.
5. Share that no one may ask any questions during the activity and that everyone should follow each instruction as best they can.
6. Give the following directions:
 - a. Fold the paper in half.
 - b. Fold it in half again.
 - c. Tear off the upper right hand corner.
 - d. Tear off the lower left hand corner.
 - e. Fold the paper again.
 - f. Tear off the lower right hand corner.
 - g. Tear off the upper right hand corner.
7. Ask everyone to open their eyes and unfold their paper.
8. Ask them to hold up their pieces and show everyone else.
9. Most likely you will have many different shapes. Some will have folded the paper long ways and some will have folded the paper short ways.
10. Discuss the following:
 - a. Everyone received the same instructions, so why are the pieces of paper all different?
 - b. Was it difficult to follow instructions?
 - c. How is this activity similar to daily communication problems?
 - d. What have you learned from this activity?

DEFINITIONS

Communication: process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; exchange of information

Miscommunication: failure to communicate clearly

THEY MISUNDERSTOOD ME

~the following five categories are reason for miscommunication~

Category 1: Assuming

Category 2: Lack of Information

Category 3: No Specifics

Category 4: Disease/Illness

Category 5: Lack of Listening

UNDERSTAND ME PLEASE

~the following five categories are ways to avoid miscommunication~

Category 1: Assume You Will
Be Misunderstood

Category 2: Check for
Understanding

Category 3: Speak Specifics

Category 4: Eliminate the
Illness Factor

Category 5: Listen and Hear

10 Tips on Active Listening

We all use certain cues to let people know we are listening to them. Examples are: nodding our heads in agreement, saying “Mm hmm,” opening our eyes in shared disbelief at something, etc. The following are specific verbal behaviors that carry the process even further, indicating that we are not only listening, but, that we are also thinking actively about what’s being said (or shown) to us, regardless of whether we agree or disagree with it.

These tips can be learned, practiced and polished, in fact, into a high art. They range in complexity from simply restating what a person says (actually not so simple!) to reflecting feelings, validating a perception, or confronting an inconsistency.

- ◆ Look at the person, and suspend other things you are doing.
- ◆ Listen not merely to the words, but the feeling content.
- ◆ Be sincerely interested in what the other person is talking about.
- ◆ Restate what the person said.
- ◆ Ask clarificatory questions once in a while.
- ◆ Be aware of your own feelings and strong opinions.
- ◆ If you have to state your views, say them only after you have listened.
- ◆ Focus your energy on the conversation.
- ◆ Validate what the person said.
- ◆ Confront inconsistencies in behavior.

Ways of Listening

Listening and Not Hearing Others (Defensive Dominance)	Listening and Hearing Others (Non-defensive Negotiation)
1. list your rebuttals	1. list others' points
2. defend your position	2. hear others' feelings
3. use logic on others' feelings	3. name the feelings you hear
4. challenge others' views	4. accept others' views
5. evaluate others by your opinions	5. disclose your opinions
6. assume you know what they mean	6. give and receive feedback
7. overcome objections	7. respect differences
8. push for agreement	8. respect similarities
9. strive to win	9. focus on mutual gain
10. make your points how to build your track record	10. build relationships to create mutual benefits over time

Verbal Communication Strategies

- Use concrete, exact, positive phrases; repeat the same phrase.
- Break instructions down into single tasks like, “walk forward,” “stop,” “please turn around,” and “sit down.”
- Make a suggestion if the person is unable to make a choice.
- Use a calm, soft, slow voice pattern.
- Ask one question at a time and wait for a response.
- Do not argue or try to reason.
- Use distraction.
- Only promise what you will be able to do.
- Identify the person’s vocabulary and use it – if a resident uses the word “potty” for bathroom, then staff should use that word. (Do **not** use childish words unless the resident does.)
- Treat the resident as an elder or peer, not as a child.
- Acknowledge the person’s feelings and help him or her identify what is wrong if there is difficulty communicating it. For example, “You look sad. Do you miss your daughter after she leaves?”
- Intervene early if it appears the resident is about to get upset, especially if he or she is with another resident. Intervene before the behavior escalates.

Non-Verbal Communication Strategies

- Practice looking friendly – your attitude is contagious.
- Make your verbal and non-verbal messages the same.
- Move slowly and approach the resident from the front, rather than from the side or from behind. Make eye contact with the person.
- Assume an equal or lower position to help the resident feel less powerless.
- Take care not to overwhelm a resident either physically or verbally. (Approaching an anxious resident with three or more people may lead to a catastrophic reaction.)
- Use lots of touch if a resident enjoys it. Allow time for the resident to touch you.
- Identify symbolic behaviors and their meaning – the cup the resident hangs on to after meals may be symbolic of having coffee with friends and may provide security and comfort.

Miscommunication/Communication Lego Activity

Divide the participants into groups of two. Each individual will be handed a baggie of Legos, a pen or pencil, a manila folder and a piece of paper. The sets need not match in size, shape or color. Have participants place the manila folder between them so they cannot see each other's Legos.

1. Tell each participant that he/she has 15-20 minutes to design an object with the Legos and write down step by step directions as he/she does so. (You may offer more time if there is opportunity to do so) These directions will later be all that is used to reconstruct the object he/she is creating.
2. Remind participants to remember the discussion on why miscommunication happens and how to overcome miscommunication.
3. Have participants draw a picture of their creation on a separate piece of paper, or if possible, take a digital picture of each creation.
4. After 15-20 minutes, have the participants do one of the following:
 - a. Written Direction Communication: Break down the created object and hand the bag of loose Legos and directions to their partner. Partners now follow the directions given to them and try to reconstruct the object. Give 15-20 minutes for groups to reconstruct the object their partner gave them directions for. When both partners are finished, have them remove the manila folder and see if their object was recreated correctly.
 - b. Oral Direction Communication: Break down the created objects and trade the bags of loose Legos only. Now each participant takes turns reading their oral directions, reading only the directions he/she wrote, and have their partner recreate the object. Note: They may not give any additional directions. They may only read the directions he/she wrote down. **DO NOT SAY A WORD** until both partners have given oral directions. After both partners finish, remove the manila folder and see if their object was recreated correctly.
5. Have partners show their drawing of the picture, or show the digital image.
6. Now that the creations are revealed, have participants raise his/her hand if his/her object was recreated correctly by his/her partner.
7. Ask partners what was confusing about the written/oral directions.
8. Ask partners what would have made the directions clearer. Such reasons may be, use specific colors, or specific size or specific directions such as horizontal or vertical.
9. Ask participants what he/she has learned from this exercise and how they will communicate differently in the future.

What They Said/What They Meant

What they said	What the problem is...	What they meant to express...	What they should have said...
Used cars: Why go elsewhere to be cheated? Come here first!			
Auto repair service: Free pick-up and delivery. Try us once; you'll never go anywhere again.			
Dinner special: turkey \$2.35, chicken or beef \$2.25, children \$2.00.			
For sale: an antique desk suitable for lady with thick legs and large drawers.			
Four-poster bed, 101 years old. Perfect for antique lover.			

What they said	What the problem is...	What they meant to express...	What they should have said...
<p>We do not tear your clothing with machinery. We do it carefully by hand.</p>			
<p>Mt. Kilimanjaro, the breathtaking backdrop for the Serena Lodge. Swim in the lovely pool while you drink it all in.</p>			
<p>Toaster: a gift that every member of the family appreciates. Automatically burns toast.</p>			
<p>Don't let worry kill you. Let the church help.</p>			
<p>For those of you who have children and don't know it, we have a nursery downstairs.</p>			

What they said	What the problem is...	What they meant to express...	What they should have said...
<p>This afternoon there will be a meeting in the South and North Ends of the church. Children will be baptized at both ends.</p>			
<p>Wednesday the ladies liturgy will meet. Mrs. Johnson will sing "Put me in my little bed" accompanied by the pastor.</p>			
<p>This being Easter Sunday, we will ask Mrs. Lewis to come forward and lay an egg on the altar.</p>			
<p>Tired of cleaning yourself? Let me do it.</p>			
<p>Next Sunday a special collection will be taken to defray the cost of the new carpet. All those wishing to do something on the new carpet will come forward and do so.</p>			

What they said	What the problem is...	What they meant to express...	What they should have said...
<p>Man, honest. Will take anything.</p>			
<p>The friendly behavior of the teachers helped the shy persons to be opened.</p>			
<p>Have several very old dresses from grandmother in beautiful condition.</p>			
<p>Now is your chance to get your ears pierced and take home an extra pair, too.</p>			

What They Said/What They Meant: Answer Key

Used Cars: Why go elsewhere to be cheated ? Come here first!	Statement really means: We'll cheat you, too; there's no reason to go anywhere else.	We're honest... the other guy will cheat you.	If you come here first, you won't be cheated.
Auto repair service. Free pick-up and delivery. Try us once; you'll never go anywhere again.	...never go anywhere... suggests the car will never work again, once they have worked on it.	Once you've tried our service, you will be 100% satisfied	Try us once, you'll never go anywhere ELSE for service again.
Dinner special -- turkey \$2.35, chicken or beef \$2.25, children \$2.00.	Parallel construction of the price list suggests you can order children (to eat) for dinner.	Child-size portions cost less than a regular meal.	...children's portion \$2.00
For sale: an antique desk suitable for lady with thick legs and large drawers .	Grammatically speaking, the legs and drawers refer to the woman, not the desk.	The desk has sturdy legs and lots of space in its drawers.	...antique desk with thick legs and large drawers; suitable for lady.
Four-poster bed, 101 years old. Perfect for antique lover .	The original sentence is ambiguous; is the person a lover of antiques, or is he/she simply very old?	A person who loves antique furniture will really like this bed.	If you like antiques, you'll love this 101-year-old, four-poster bed.
We do not tear your clothing with machinery. We do it carefully by hand.	The pronoun "it" refers grammatically to "tear your clothing with machinery," not to washing, which we assume is the intended reference.	We wash your clothing carefully by hand; the competition uses machinery that can damage clothing.	Some commercial laundries use machines that can damage your clothes; we wash everything carefully by hand.
Mt. Kilimanjaro is the breathtaking backdrop for the Serena Lodge. Swim in the lovely pool while you drink it all in.	Again, the pronoun "it" refers back to the first available noun – here, the "pool."	The view is breathtaking; your eyes can "drink" (=take) it all in while you swim in their pool.	While you swim in the pool at Serena Lodge, you can enjoy the breathtaking view of Mt. Kilimanjaro.

<p>Toaster: a gift that every member of the family appreciates. Automatically burns toast.</p>	<p>Most people prefer their bread toasted, not burned.</p>	<p>The toaster works automatically.</p>	<p>...Automatically toasts bread.</p>
<p>Don't let worry kill you. Let the church help.</p>	<p>The first sentence suggests that worry can kill you. The meaning of the verb "help" appears to be completed by the phrase "kill you" from the first sentence.</p>	<p>The church can comfort you and relieve you of some of your worries.</p>	<p>... Let the church help you cope with your worries.</p>
<p>For those of you who have children and don't know it, we have a nursery downstairs.</p>	<p>Here's another pronoun reference problem. "It" refers to having children.</p>	<p>The intended referent was the nursery, not the children.</p>	<p>For those parents who weren't aware of the fact, we have a nursery downstairs.</p>
<p>This afternoon there will be a meeting in the South and North Ends of the church. Children will be baptized at both ends.</p>	<p>It isn't clear whether the word "ends" refers to the children's or the churches "ends."</p>	<p>Parents wishing to have their children baptized can go to either of two places: the North End or the South End.</p>	<p>Children will be baptized at both ends of the church.</p>
<p>The ladies liturgy will meet Wednesday. Mrs. Johnson will sing "Put me in my little bed" accompanied by the pastor.</p>	<p>Is the pastor going to play an instrument or put Mrs. Johnson to bed? The missing comma after "bed" confuses things.</p>	<p>The pastor will play a musical instrument to accompany Mrs. Johnson's singing.</p>	<p>The pastor will accompany Mrs. Johnson when she sings "Put me in my little bed."</p>
<p>This being Easter Sunday, we will ask Mrs. Lewis to come forward and lay an egg on the altar.</p>	<p>As "lay" is the word used to describe what chickens do to eggs, another verb would be less ambiguous.</p>	<p>Mrs. Lewis will be asked to put an egg on the altar (which still sounds odd enough).</p>	<p>...we will ask Mrs. Lewis to come forward and place an egg on the altar.</p>

Tired of cleaning yourself ? Let me do it.	It is not clear exactly what is to be cleaned here. The expression "clean yourself" is used to teach young children to wipe their bottoms after going to the toilet. The second sentence sounds like a lewd offer.	The writer is offering his/her services as a house cleaner, we assume.	Tired of cleaning house?
Next Sunday a special collection will be taken to defray the cost of the new carpet. All those wishing to do something on the new carpet will come forward and do so.	Small puppies "do" things "on" carpets; this euphemistic formulation might also be used to allude to sexual behavior. Sounds at best like an invitation to relieve oneself on the new carpet.	Presumably, the church would like help from its members in paying for the new carpet.	All those wishing to make a donation to help pay for the new carpet are invited to do so during the special collection next Sunday.
Man, honest. Will take anything.	Double trouble here. Is the man trying to say he's honest, or is he trying to allay doubts that he is a man? If he is an honest man, why will he "take anything"?	Giving the writer the benefit of the doubt, we assume he is looking for work and attesting to his own honesty.	Honest man needs job; willing to take any kind of work.
The friendly behavior of the teachers helped the shy persons to be opened .	Using the passive voice here makes it sound as if someone else, and not the shy people themselves, made the decision and enforced it.	Let's assume the shy people wanted to be more open...	The friendly behavior of the teachers helped the shy persons to open up.
Have several very old dresses from grandmother in beautiful condition .	Who or what is in beautiful condition, the grandmother, or the dresses?	The grandmother apparently doesn't need the dresses any more and the writer would like to give away or sell them.	In beautiful condition: several of grandmother's very old dresses.
Now is your chance to get your ears pierced and take home an extra pair , too.	An extra pair of what? Ears?	The writer forgot to mention the earrings that are inserted during the piercing. The reader is being offered two pairs of earrings in addition to the piercing.	...and take home an extra pair of earrings, too.

International Marketing Nightmares

(Taken from humorbin.com)

1. In Taiwan, the translation of the Pepsi slogan “Come alive with the Pepsi Generation” came out as “Pepsi will bring your ancestors back from the dead”.
2. When General Motors introduced the Chevy Nova in South America, it was apparently unaware that “no va” means “it won’t go.” After the company figured out why it wasn’t selling any cars, it renamed the car in its Spanish markets to the Caribe.
3. An American T-shirt maker in Miami printed shirts for the Spanish market which promoted the Pope’s visit. Instead of the desired “I Saw the Pope” in Spanish, the shirts proclaimed “I Saw the Potato.”
4. In Chinese, the Kentucky Fried Chicken slogan “finger-lickin’ good” came out as “eat your fingers off”.
5. Colgate introduced a toothpaste in France called Cue, the name of a notorious porno magazine.

TRANSPARENCIES

DEFINITIONS

Communication: process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; exchange of information

Miscommunication: failure to communicate clearly

DIRECT STYLE

Likes:

- *being in charge
- *challenges
- *difficult assignments
- *quick action

Wants:

- *freedom
- *power
- *independence
- *quick results

Communication Difficulties: too brief, one-way communicator, poor listener, come across as blunt

TALKATIVE STYLE

Likes:

- *people
- *popularity
- *positive atmosphere
- *persuading people

Wants:

- *popularity
- *influence
- *acceptance
- *public recognition

Communication Difficulties: talk too much, speak without preparation, oversell ideas, give too much information

SINCERE STYLE

Likes:

- *sincerity
- *member of a group
- *stability
- *time to adjust

Wants:

- *build roots
- *feel needed
- *asked not told
- *tell all you know

Communication Difficulties: respond slowly for information, need too much person attention, turned off by aggression

ORGANIZED STYLE

Likes:

- *thoroughness
- *low-risk situations
- *cooperation
- *organization

Wants:

- *thinking time
- *long explanations
- *standard operating procedures

Communication Difficulties: excessively detailed, write long memos, overemphasize things in writing, slow to trust others

THEY MISUNDERSTOOD ME

~the following five categories are reason for miscommunication~

Category 1: Assuming

Category 2: Lack of Information

Category 3: No Specifics

Category 4: Disease/Illness

Category 5: Lack of Listening

UNDERSTAND ME PLEASE

~the following five categories are ways to avoid miscommunication~

Category 1: Assume You Will
Be Misunderstood

Category 2: Check for
Understanding

Category 3: Speak Specifics

Category 4: Eliminate the
Illness Factor

Category 5: Listen and Hear

What They Said:

Used Cars: Why go elsewhere **to be cheated?** Come here first.

What The Problem Is:

The statement really means: we'll cheat you, too; there's no reason to go anywhere else.

What They Should Have Said:

If you come here first, you won't be cheated.

What They Meant to Express:

We're honest; the other guy will cheat you.

International Marketing Nightmares

(Taken from humorbin.com)

1. In Taiwan, the translation of the Pepsi slogan “Come alive with the Pepsi Generation” came out as “Pepsi will bring your ancestors back from the dead”.

2. When General Motors introduced the Chevy Nova in South America, it was apparently unaware that “no va” means “it won’t go.” After the company figured out why it wasn’t selling any cars, it renamed the car in its Spanish markets to the Caribe.

3. An American T-shirt maker in Miami printed shirts for the Spanish market, which promoted the Pope’s visit. Instead of the desired “I Saw the Pope” in Spanish, the shirts proclaimed “I Saw the Potato.”

4. In Chinese, the Kentucky Fried Chicken slogan “finger-lickin’ good” came out as “eat your fingers off”.

5. Colgate introduced a toothpaste in France called Cue, the name of a notorious porno magazine.