

---

# Ice Breakers: Communicate with Confidence

---

Facilitator Guide

---

Sims Corbett

---

**SESSION LENGTH:** 75 minutes (1 hour 15 minutes).

**COURSE DESCRIPTION:**

This 75-minute course is designed to help participants understand the fundamentals of confident communication.

**OUTCOMES:**


Upon completion of this course, participants will be competent in these areas and will have knowledge to do the following:

1. Identify communication strengths and opportunities for development.
2. Identify ways in which body language and word choice affect communication.
3. Practice implementing effective communication techniques.
4. Create an action plan.

**PLANNING AND MATERIALS**

This facilitator guide is a companion document to the Ice Breakers workshop and corresponding materials. It is intended to guide facilitators in the presentation preparation and facilitation. Included in the guide are preparation tasks, suggested materials, high-level outcomes, the agenda, and presentation outline. The outline includes suggested talking points. These are only suggestions and subject to change based on the facilitator’s needs, available presentation time, audience, etc.

Below is a list of materials and event tasks that may be appropriate for events. Not all materials and tasks are suitable for every event. Specifics about the materials and tasks will be communicated by the Field Engagement Specialist. Please reach out to your Field engagement Specialist if you have questions.

| <b>PRE- EVENT TASKS</b>  |  |
|--|---|
| Review materials <ul style="list-style-type: none"><li>• Facilitator Guide</li><li>• Workshop workbook</li><li>• Generic and Co-branded mailer templates</li><li>• Promotional Poster</li><li>• Promotional Flyer</li><li>• Workshop Sign in Sheet</li><li>• Follow-up email</li></ul> |   |
| View practice exercise video   |   |
| If there will be a booth, confirm that booth items have been received: <ul style="list-style-type: none"><li>• Tablecloth</li><li>• Holder for fliers</li></ul>  |   |
| Confirm location contact’s name and contact information.   |   |

| <b>EVENT TASKS</b>  |  |
|---|--|
| Introduce yourself to the location contact.   |  |
| Set-up event booth (if needed)  |  |
| If applicable, set-up screen and computer with projector. PCs are not expected to bring a computer, screen, or projector. If needed, they will be provided.   |  |
| Set-up room with chairs. <ul style="list-style-type: none"> <li>Consider how you want the room to be during the presentation and during the exercise component. You will want to make sure members can move freely and that they can easily see you. We recommend placing the chairs in a honeycomb pattern.</li> </ul> |  |

| <b>WORKSHOP AGENDA</b> |  |         |
|------------------------|--|---------|
| Welcome                | <ul style="list-style-type: none"> <li>Greeting by PL Staff &amp; SSFP Representative</li> <li>Sign-in sheet completed and shared with PL staff for eligibility check.</li> </ul>  | 5 min.  |
| Presentation           | <ul style="list-style-type: none"> <li>Introduction by Territory Manager (TM)/Program Champion (PC)</li> <li>Jump Start Presentation</li> <li>Member Eligibility check conducted by PL Staff during Presentation</li> <li>Facility Enrollment Packets prepared by PL staff.</li> <li>Sign-in sheets given back to TM or PC.</li> </ul>   | 65 min. |
| Wrap Up                | <ul style="list-style-type: none"> <li>Thank members for their time and participation.</li> <li>Remind members to take home information and follow-up on next steps.</li> <li>PL staff should make themselves available for enrollment. Facilitator should direct members to the PL staff.</li> </ul> <p>Suggested Options – Not Required:</p> <ul style="list-style-type: none"> <li>PL staff can provide tours of location.</li> <li>Direct members to an area where they can socialize and speak with any vendors we invite.</li> </ul> | 5 min.  |

**PRESENTATION OUTLINE:**

Note: this workshop uses a workbook, not a PowerPoint slide deck, to guide the discussion. The tone should be conversational and inclusive. Consider arranging chairs in a circle or semi-circle.

**PRESENTATION OUTLINE**

| TIME    | WHAT TO DO  | FACILITATOR NOTES |
|---------|---|-------------------|
| 5 min.  | <p><b>DO</b><br/>Welcome participants to the workshop.</p> <p><b>SAY</b><br/>Introduce yourself and welcome participants.</p>   |                   |
| 15 min. | <p><b>DO</b><br/>Review the agenda and lead the discussion and white board activity.</p> <p><b>SAY</b><br/>Introduce the topic and the agenda to the participants.<br/>Agenda:</p> <ol style="list-style-type: none"> <li>1. Identify communications strengths and opportunities for development.</li> <li>2. Identify ways in which body language and word choice affect communication.</li> <li>3. Practice implementing effective communication techniques.</li> <li>4. Create an action plan.</li> </ol> <p>Ask them each to take a moment and think about someone whom they feel appears confident in social situations. This person can be someone they do or do not, know, and the situation can be formal or informal.</p> <p>Next ask participants to think about what this person <i>does</i> that makes him or her appear confident.</p> <p>After the group has had a few minutes to think, ask for them to share a few of their observations about what the people do that make them appear confident. Write these ideas on the white board for everyone to see. Some ideas may include:</p> <ul style="list-style-type: none"> <li>• Stands or sits with good posture.</li> <li>• Smiles at others.</li> <li>• Uses good eye contact.</li> <li>• Speaks directly to people.</li> <li>• Listens attentively.</li> <li>• Speaks positively about other people.</li> </ul> <p>The Oxford Dictionary defines confidence as “a belief in your own ability to do things and be successful (Oxford University Press, 2019).” Ask if participants think this definition corresponds with the</p> |                   |

|   |   |  |
|---|---|--|
|   | <p>list of behaviors they created. Discuss the list the group has created. Does this list represent what confidence looks like? Do people agree or have other ideas?</p> <ul style="list-style-type: none"> <li>• There isn't a right or wrong answer to these questions. The purpose of the activity is to get participants reflecting on what confidence means to them as individuals.</li> </ul>   |  |
| <p>10 min.</p> <p><b>Personal Inventory</b></p> | <p><b>DO</b><br/>Lead discussion and complete personal inventory activity. Participants will use the Personal Inventory Worksheet.</p> <p><b>SAY</b><br/>Discuss why communicating with confidence is important. Ask people why they think communicating with confidence is important. Ask 2-3 participants to share their ideas.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Important for leadership or career advancement</li> <li>• Comfort in new social situations</li> <li>• Self-improvement</li> </ul> <p>Acknowledge that there are many reasons why learning to communicate with confidence is important. Each person may have his or her own reasons.</p> <p>Understanding our communication style strengths and opportunities for growth is an important step in improving one's communication skills. By understanding these things, participants can identify specific areas to work on.</p> <p>Have participants complete the Personal Inventory worksheet. After completion, ask participants to use the answers to help guide their focus through the rest of the workshop.</p> |  |
| <p>10 min.</p>                                  | <p><b>DO</b><br/>Lead discussion on tips for confident appearing and sounding communication.</p> <p>Lead practice session for standing and sitting activity found under "body language."</p> <p><b>SAY</b><br/>After participants have completed the Personal Inventory and identified three areas they'd like to focus on, discuss the following tips for confident appearing and sounding communication.</p> <ol style="list-style-type: none"> <li>1. Practice.</li> </ol>   |  |

- Before an important meeting or presentation encourage participants to take time to write down the key points so as not to forget anything and help them stay on track.
  - Encourage participants to practice what they are going to say before an important meeting, presentation, or even social situation.
  - Participants can practice with others or use a camera to record the session and get feedback.
  - If he/she is giving a presentation, he/she may find it helpful to visit the place they will be presenting to see the room set-up and become familiar with the surroundings.
2. Body language.
- Positioning your body in specific ways can make you feel more confident and encourage others to have confidence in you.
  - Don't be afraid to "take-up space."
  - Stand or sit with good posture
  - Ground feet so there is a feeling of connection with the ground.
  - Keep the chest open and shoulders back.
  - Allow arms to hang by sides and uncrossed.
  - Quick activity: have participants practice sitting and standing with good posture (feet hip-width apart, chest up, shoulders back, and gazing ahead). Ask them how this posture feels. Is it comfortable? Is this how they normally sit or stand? If not, how does it compare?
3. Eye contact.
- Eye contact is important as it helps keep the attention of the person or people one is speaking with.
  - If participants are speaking to a single person or small group, encourage them to maintain eye contact for several seconds before looking away.
  - If participants are speaking with a large group, maintain eye-contact with an individual for an entire thought before moving to another individual. Make sure to speak to people on both sides of the room.
4. Smile.
- When people smile, they appear friendly and open.
  - Most people respond positively to being smiled at.
  - However, during serious situations, smile only when it's appropriate and use thoughtful expressions.
5. Filler words, hedges, and disclaimers.
- Lastly, discuss the importance of minimizing the use of filler words (like, uh, and um), hedges (kind of and somewhat), and disclaimers (I'm not sure, but...).

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Minimizing the use of these words and phrases increases credibility and authority.</li> <li>• Instead, use shorter sentences and use short pauses. (Halpern &amp; Lubar, 2003)</li> </ul>   |  |
| <p>25-30 min.</p> <p><b>Skills Practice and Action Plan</b></p> | <p><b>DO</b><br/>Facilitate practice session.<br/>Use Skills Practice worksheet.<br/>Use Action Plan worksheet.</p> <p><b>SAY</b><br/>Have the participants break into groups of two. Note that one group may need to have three if there is an odd number of participants.</p> <p>Have each group participant number off as a 1 or 2 (or between 1 and 3). This will be their participant number.</p> <p>Give everyone 2 minutes to come up with a 1-2-minute story (allow 2 min, for this part of the activity). The stories do not need to be complicated. Any topic will do from what they had for breakfast to a recent event.</p> <p>Once everyone has a story participant 1 will share his or her story with the other group member (allow 3 min. for this part of the activity). Participant 2 will take short notes in the “observer notes” section regarding what participant 1 does well and where there are opportunities for improvement.</p> <p>After participant 1 is done sharing his or her story, participant 2 will share his or her feedback with participant 1 (allow 3 min. for this part of the activity).</p> <p>Participant 1 will take notes regarding the feedback in “feedback” the section of the Skills Practice worksheet.</p> <p>Repeat this process for the other participants (allow for 6 min. for this part of the activity).</p> <p>After everyone has completed their story sharing and feedback sharing, ask each of the members to come back to the large group.</p> <p>Ask 2-3 participants to share their experiences (allow 5 min. for this part of the activity). Questions to get the discussion going could include the following:</p> <ul style="list-style-type: none"> <li>• What was their biggest take away?</li> <li>• What surprised them?</li> </ul> |  |

|        |  |  |
|--------|--|--|
|        | <ul style="list-style-type: none"> <li>• How did the experience feel?</li> </ul> <p>Next, ask everyone to complete the Action Plan section of their work book (all 5 min. for this part of the activity). Let participants know that the Action Plan provides them with next steps and items to continue to work on in the future.</p>   |  |
| 5 min. | <p><b>DO</b><br/>Lead closing.</p> <p><b>SAY</b><br/>Bring session to a close.</p> <p>Review what the group discussed and did during the session.</p> <ul style="list-style-type: none"> <li>• Identified communication strengths and opportunities for development.</li> <li>• Identified ways in which body language and word choice affect communication.</li> <li>• Practiced implementing effective communication techniques.</li> <li>• Created an action plan.</li> </ul> <p>Encourage participants to continue to work on their action plan and celebrate the things they do well.</p> <p>Open the session up for questions.</p> |  |

**Bibliography**

Halpern, B. L., & Lubar, K. (2003). *Leadership presence: Dramatic techniques to reach out, motivate, and inspire*. New York: Gotham Books.

Oxford University Press. (2019). *Dictionaries*. Retrieved from Oxford learner's dictionaries: <https://www.oxfordlearnersdictionaries.com/definition/english/confidence>

PricewaterhouseCoopers. (2014). *Communicating with confidence: Discussion guide*.