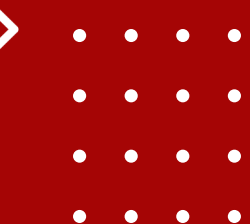


# COMMUNICATION SKILLS

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# WHAT IS COMMUNICATION?

## WHAT IS COMMUNICATION?

- Communication is the process of sending and receiving information between two or more people.
- The person sending the message is referred to as the **sender**, while the person receiving the information is called the **receiver**.
- The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.





# Type of Communication

## VERBAL COMMUNICATION

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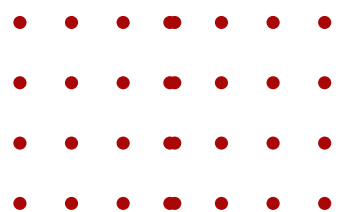
- This is the spoken or written conveyance of a message. As an educated man or woman in this world, it is expected that you should be able to speak clearly and intelligently at all times.
- All communications should have excellent English/Swahili with perfect grammar, write in full sentences, and never use CAPITAL LETTERS or emoticons (emoji).







From this picture, you can tell that the person is excited.



## NON-VERBAL COMMUNICATION

- This includes gestures, body language, facial expressions, eye contact, etc.
- Often times it's what you don't say that tells the most about you.
- When you meet someone for the first time, you want to communicate confidence and a great attitude, and you want them to grasp the positive aspects about yourself.
- It is very important to be aware of your body language.



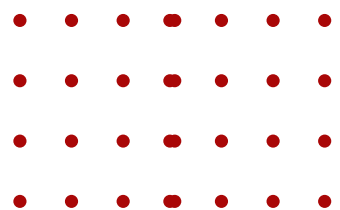
# IT'S WHAT YOU **DON'T SAY** THAT COUNTS!



# What do you recognize from the photos below?



**Body language as a form of non-verbal communication tells a lot about you to your audience. Notice the postures of these people in the pictures? What does their body language say about their interest? Their personalities?**

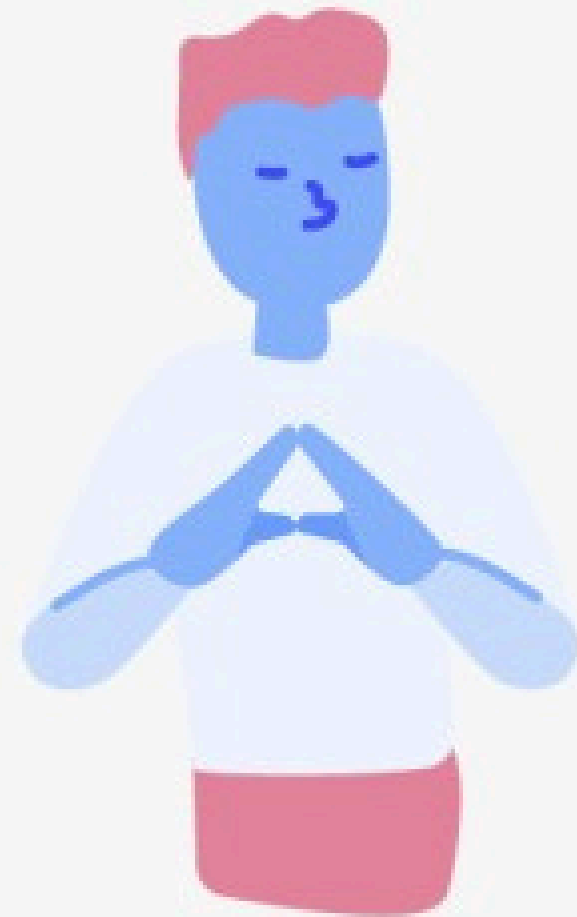




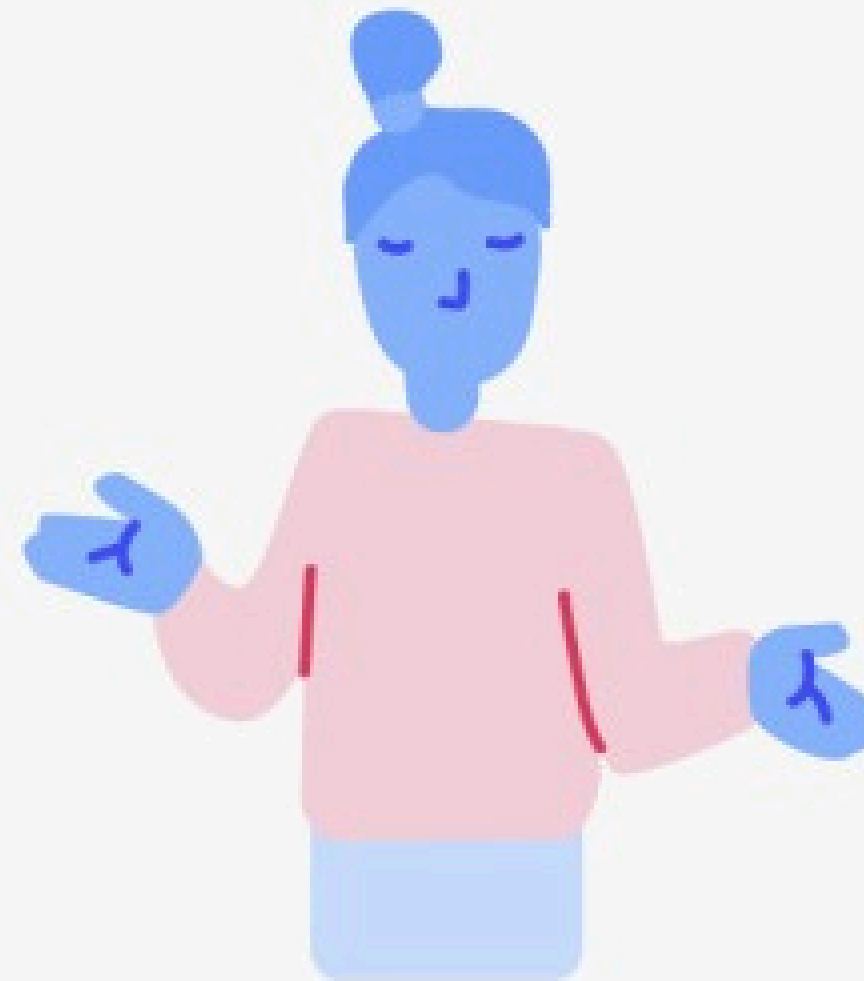
## More examples of expressions and what they mean.



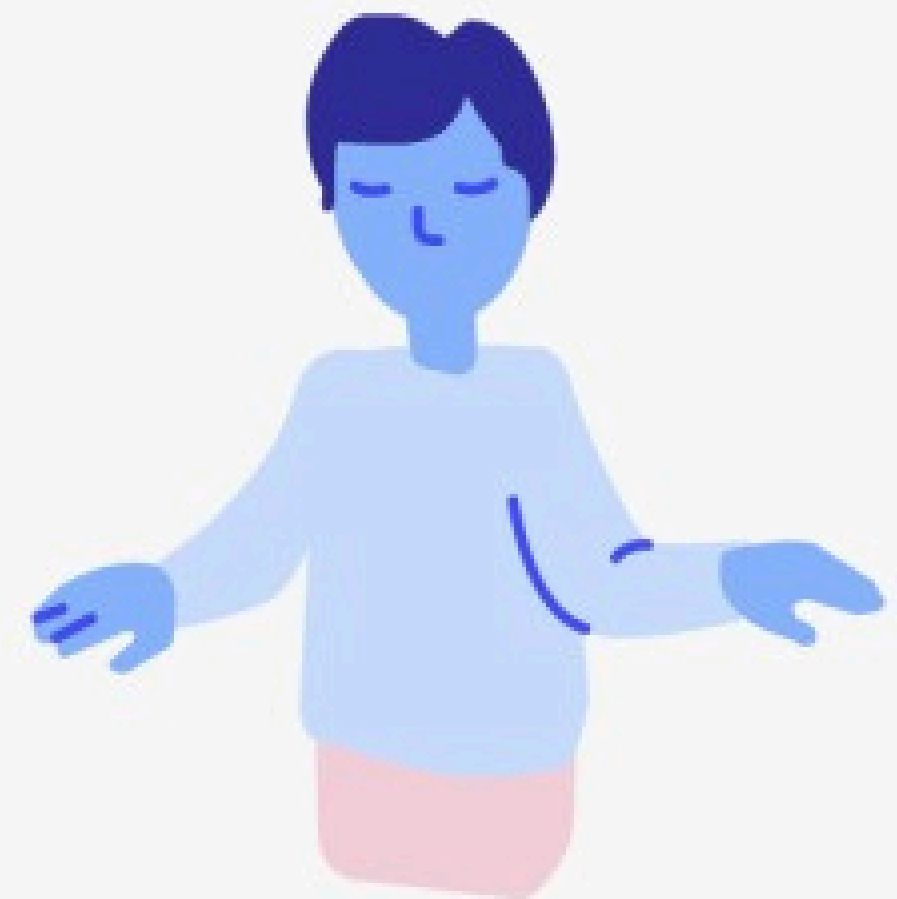
Confidence



Relaxed



Trustworthy

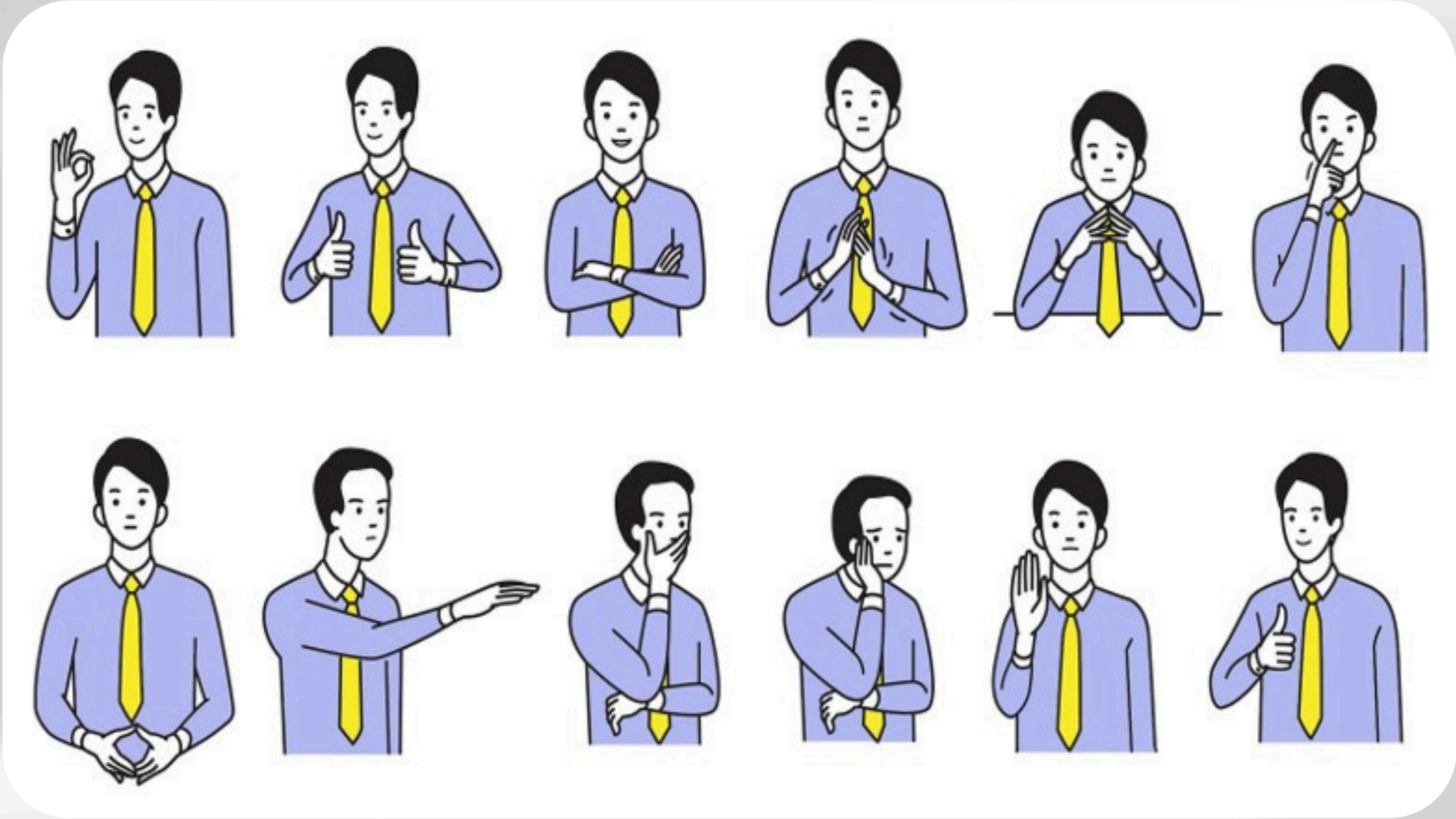


Strength





# GROUP EXERCISE



What message is the person in the picture trying to convey? See example 1 and 2 to start.

- 1. Perfect
- 2. Very good
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_





# ELEMENTS OF COMMUNICATION



For effective communication to have happened, the following elements or steps must happen.

## SOURCE/SENDER

This is where communication originates. The source is the person or a thing attempting to share information.

## MESSAGE

This is simply the information you want to send or communicate. It could be a thought, idea, news, etc.

## ENCODING

This is the process of assembling the message into a representative design so that the receiver can understand.

## CHANNEL

This is the means or model through which a receiver is able to get the message. It could be a paper, phone, book, etc.



# ELEMENTS OF COMMUNICATION



For effective communication to have happened, the following elements or steps must happen.

## DECODING

This is the process of the receiver interpreting the message. Reading and listening are both parts of how messages are decoded.

## RECEIVER

The receiver is the one for whom the message is intended and who is responsible for decoding or interpreting the message.

## FEEDBACK

Feedback ensures that the receiver understood the message in the way the sender intended the message to be understood.

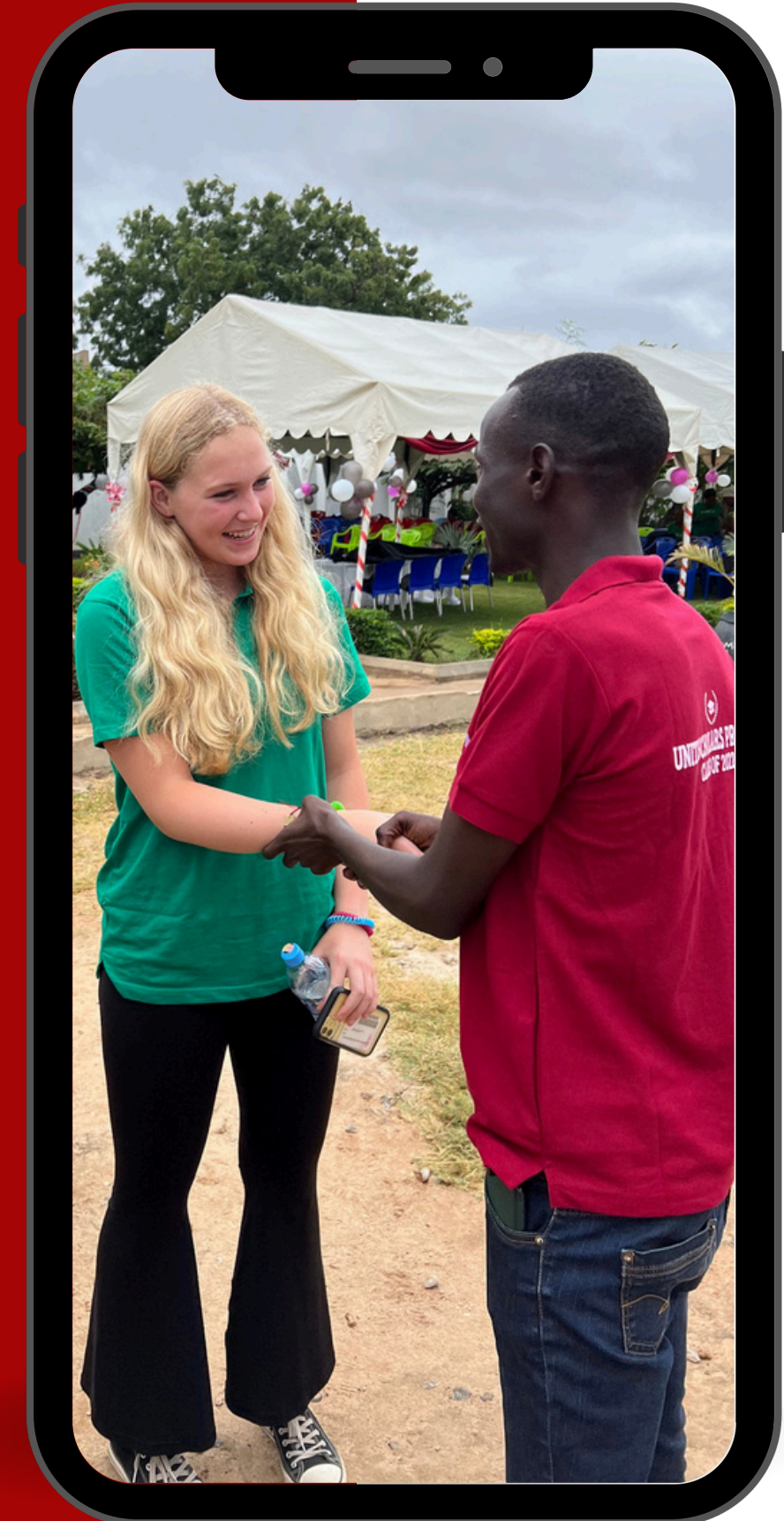




## EXERCISE/DELIVERABLE

# DISCUSSION QUESTIONS

- What is the importance of having good and effective communication?
- What are the barriers/obstacles that can hinder effective communication?
- Do you have a habit of asking for clarity when you don't understand someone or something?
- Do you pay close attention to other people's gestures and body language?
- From what you have learned about communication, what advice would you give your fellow peers on the importance of communication?







# SCENARIOS

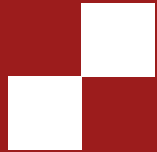




# SCENARIO #1

Suma and Sarah sat down in the conference room and began preparing for their big presentation. Suma held a few cue cards and looked confident. “Sarah,” Suma began, “I think we should focus on delivering this presentation verbally. It allows us to engage with the team directly and gauge their reactions in real-time.” Sarah nodded but looked a bit hesitant. “I agree that verbal communication can be powerful, but don't you think a detailed written report would be more effective? It ensures everyone has all the information and can refer back to it later.” Suma smiled, understanding Sarah's point. “That’s true but think about how much more impactful it is when we can clarify any doubts immediately and adjust our tone and body language to emphasize key points. Plus, we can build a connection with the team during the presentation, making it more memorable.” Sarah considered this and replied, “You have a good point. Engaging with the team verbally might make the campaign idea resonate more with them. They can ask questions on the spot, and we can address any concerns right away.” They continued to discuss, finding a balance between verbal communication and providing a written summary afterward.





## DISCUSSION QUESTIONS



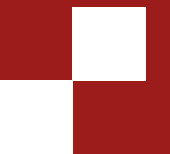
How does Suma justify the advantage of verbal communication in terms of engaging with the audience during the presentation?



What concern does Sarah raise about relying solely on verbal communication, and how does Suma address it?



Why might verbal communication be more effective in making the campaign idea memorable to the team according to Suma?





## SCENARIO #2

Ms. Johnson stood at the front of the classroom, trying to get the students' attention. The students, including Alex and Jamie, were gathered around, eager to discuss their upcoming school event. Ms. Johnson started explaining the event details when a loud hammering noise from the hallway interrupted her. Alex glanced around, trying to hear over the noise. "I can barely make out what Ms. Johnson is saying," he whispered to Jamie. Jamie nodded in agreement. "It's really hard to concentrate with all this noise. Maybe we should move the meeting to the library?" Ms. Johnson, trying to speak louder, said, "Unfortunately, the library is currently being used for another event. Let's do our best to continue here." Despite her efforts, the noise continued, making it challenging for the students to hear and follow the discussion. Frustrated, Ms. Johnson finally said, "I think it's best if we reschedule this meeting for another time when the noise won't be an issue." The students agreed, understanding that a quieter environment would allow them to communicate more effectively about their plans.





## DISCUSSION QUESTIONS

- ✓ What physical barrier is affecting the class meeting, and how does it impact the students' ability to hear and participate?
- ✓ What solution does Jamie suggest to overcome the communication barrier caused by the noise, and why is Ms. Johnson unable to implement it?
- ✓ How does Ms. Johnson's decision to reschedule the meeting address the communication barrier, and why is it important for effective communication?

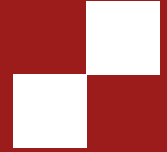




## SCENARIO #3

Alice and Ben were deep into their work on the new project. The office was buzzing with activity, and they both knew they had to be careful about discussing their ideas openly. As Alice reviewed some documents on her computer, she noticed a crucial error in the report Ben was about to send out. But with their desks surrounded by colleagues and the office so quiet that even a whisper could be overheard, she had to think quickly. Alice caught Ben's eye and pointed to the screen, then subtly shook her head. Ben, understanding immediately, glanced at the document and noticed the error. He gave her a quick thumbs-up to acknowledge her catch. Without saying a word, Alice then pointed at the error on her screen, then at her wrist as if to indicate time, raising an eyebrow. Ben nodded, understanding that she was asking if they had time to correct it before the deadline. Ben tapped his fingers on his desk in a pattern they had previously agreed upon, signaling "yes," and then pointed to the printer, indicating he would fix the error and print the corrected version right away. Alice smiled in approval, grateful that their non-verbal communication was so effective in keeping the project confidential.





## DISCUSSION QUESTIONS



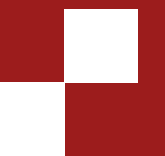
How did Alice use non-verbal communication to alert Ben to the error without speaking out loud?



Why was non-verbal communication advantageous in this scenario, given their work environment?



How did Ben and Alice's use of non-verbal cues help them maintain confidentiality while working on the project?







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