



## 'Train the trainers' activity session template

### Day One: Session 1. Understanding and Defining the Competence

#### Targeted competences:

Interpersonal communication

#### Connection to programme competences or aims

Definition (Dare+): The comprehensive interaction between individuals and in groups through dialogue. It implies empathetic listening and being able to express thoughts, ideas, feelings and emotions clearly and assertively.

#### Learning outcomes for the session

At the end of this session trainers will be able to:

- Identify the elements of interpersonal communication
- Identify the different ways of transferring information
- Use dialogue to generate an effective communication

#### Pre-requisite learning/competence

None

#### Resources

Andrews, J. and Higson, H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*, Vol.33, No. 4, 411-422.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J. C. Richards and R. W. Schmidt (eds). *Language and Communication*. New York: Longman, 2-27.

Celce-Murcia, M. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6, 5-35.

Constanzo, E. (2009). Towards the Development of a Global Communicative Competence: The Integration of Oral and Written Skills in Teaching and Learning a Foreign Language. *PORTA LINGUARUM* 12, 107-116.

Morreale, S.P., Osborn, M.M. and Pearson, J.C. (2000). Why Communication is Important: A Rationale for the Centrality of the Study of Communication. *Journal of the Association for Communication Administration*, 29: 1-25.

Sonseca, A., Sahuquillo, O., Martínez-Casas, J., Carballeira, J., Denia, F.D. and Ródenas, J.J. (2015). Assessment of Oral and Written Communication Competences in the European



Higher Education Area: A Proposal of Evaluation Methodologies. 1<sup>st</sup> International Conference on Higher Education Advances, HEAd'15, Universitat Politècnica de València, Valencia.

**Session duration:** 45-60 minutes

**Number of participants:** Between 10 and 20 (so that it encourages effective interpersonal communication)

### **Session description**

1. Welcome and introductions. This can be the starting point to discuss interpersonal communication and to put it into practice: how effective has the communication been?
2. Short presentation/discussion about the meaning and scope of interpersonal communication and the differing acts of transferring information (orally, written, visually, non verbal). It is important to emphasize that we all communicate in different ways and this is thus a competence that everyone shares. However, interpersonal communication is not always as effective as it should be.
3. Brainstorming on the different ways of transferring information and the effectiveness of them depending on the participants in the communication and their particular backgrounds as well as on the information shared amongst them.

### **Mode of evaluation (based on Celce-Murcia et al.'s (1995: 10) model of Communicative competence):**

This training session will use a variation of a “minute paper” called 3-2-1 as the mode of learning assessment, described below:

*At the conclusion of the training, have participants write the following on a sheet of paper which will be collected (this should only take 5 minutes at most):*

1. *Write 3 take aways from this session for yourself. What do you want to remember about interpersonal communication competence?*
2. *Write 2 action steps you will put into practice related to improving your interpersonal communication skills in your personal and professional lives.*
3. *Write 1 burning question you still have about interpersonal communication competence that you plan to research further.*



## Day One: Session 2. Developing the Dimensions and Levels of the Competence

### Targeted competences:

Interpersonal communication

### Connection to programme competences or aims

Dimensions and levels of competence

### Learning outcomes for the session

At the end of this session trainers will be able to:

- Understand the different dimensions of levels of the competence

### Pre-requisite learning/competence

None

### Resources

Andrews, J. and Higson, H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*, Vol.33, No. 4, 411-422.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J. C. Richards and R. W. Schmidt (eds). *Language and Communication*. New York: Longman, 2-27.

Celce-Murcia, M. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6, 5-35.

Constanzo, E. (2009). Towards the Development of a Global Communicative Competence: The Integration of Oral and Written Skills in Teaching and Learning a Foreign Language. *PORTA LINGUARUM* 12, 107-116.

Morreale, S.P., Osborn, M.M. and Pearson, J.C. (2000). Why Communication is Important: A Rationale for the Centrality of the Study of Communication. *Journal of the Association for Communication Administration*, 29: 1-25.

Sonseca, A., Sahuquillo, O., Martínez-Casas, J., Carballeira, J., Denia, F.D. and Ródenas, J.J. (2015). Assessment of Oral and Written Communication Competences in the European Higher Education Area: A Proposal of Evaluation Methodologies. 1<sup>st</sup> International Conference on Higher Education Advances, HEAd'15, Universitat Politècnica de València, Valencia.



**Session duration:** 45-60 minutes.

**Number of participants:** Between 10 and 20 (so that it encourages effective interpersonal communication).

### **Session description**

4. Welcome and introductions. This should be the starting point to share the common views on interpersonal communication.
5. Activities to develop the dimensions and levels of the competence (participants would preferably work in groups):
  - a. Short presentation on one topic not well known by the other groups. Trainers must use their dialogical resources to be understood and must be able to construct dialogue.
  - b. Activity to work in groups. Each group will have to convince the other groups of a controversial topic by using dialogue.
  - c. Participants must use different body gestures to communicate with other participants. It would be interesting if participants belong to different cultures where body gestures mean different things. This way, they could show the others that misunderstandings in communication often have to do with culture.

### **Mode of evaluation (based on Celce-Murcia et al.'s (1995: 10) model of Communicative competence)**

This training session will use a variation of a “minute paper” called 3-2-1 as the mode of learning assessment, described below:

*At the conclusion of the training, have participants write the following on a sheet of paper which will be collected (this should only take 5 minutes at most):*

4. *Write 3 take aways from this session for yourself. What do you want to remember about interpersonal communication competence?*
5. *Write 2 action steps you will put into practice related to improving your interpersonal communication skills in your personal and professional lives.*
6. *Write 1 burning question you still have about interpersonal communication competence that you plan to research further.*



## Day 2: Session 2. Activities to Develop the Competence

### Targeted competences:

Interpersonal communication

### Connection to programme competences or aims

Output 4\_Design+ implementation IP

Output 7\_Design of Methodology

### Learning outcomes for the session

At the end of this session trainers will be able to:

- Be able to communicate effectively in several ways
- Be able to apply their communication skills to personal and professional situations

### Pre-requisite learning/competence

None

### Resources

Andrews, J. and Higson, H. (2008). Graduate Employability, 'Soft Skills' Versus 'Hard' Business Knowledge: A European Study. *Higher Education in Europe*, Vol.33, No. 4, 411-422.

Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J. C. Richards and R. W. Schmidt (eds). *Language and Communication*. New York: Longman, 2-27.

Celce-Murcia, M. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6, 5-35.

Constanzo, E. (2009). Towards the Development of a Global Communicative Competence: The Integration of Oral and Written Skills in Teaching and Learning a Foreign Language. *PORTA LINGUARUM* 12, 107-116.

Morreale, S.P., Osborn, M.M. and Pearson, J.C. (2000). Why Communication is Important: A Rationale for the Centrality of the Study of Communication. *Journal of the Association for Communication Administration*, 29: 1-25.

Sonseca, A., Sahuquillo, O., Martínez-Casas, J., Carballeira, J., Denia, F.D. and Ródenas, J.J. (2015). Assessment of Oral and Written Communication Competences in the European Higher Education Area: A Proposal of Evaluation Methodologies. 1<sup>st</sup> International Conference on Higher Education Advances, HEAd'15, Universitat Politècnica de València, Valencia.



**Session duration:** 45-60 minutes.

**Number of participants:** Between 10 and 20 (so that it encourages effective interpersonal communication).

### **Session description**

6. Welcome and introductions. This should be the starting point to share the common views on interpersonal communication.
7. Awareness-raising exercises on how to develop effective interpersonal communication:
  - a. Icebreaker exercise: ask participants to order themselves according to their date of birth by using only non-verbal communication.
  - b. Ask participants to describe themselves in either one word or with one drawing. They can work in pairs first and then everyone will have to describe their partner to the rest of the group. Discuss why they have chosen a word or a drawing and why they think this defines them.
  - c. Ask participants to express own ideas on a particular subject with conviction and clarity (and try to convince others). This can be done either in formal or informal settings and they can use as many acts of transferring information as the facilitator considers convenient (orally, written, visually, non verbal).
  - d. Ask participants to express ideas they do not agree with on a particular subject with conviction and clarity (and try to convince others). This can be done either in formal or informal settings and they can use as many acts of transferring information as the facilitator considers convenient (orally, written, visually, non verbal).
8. Wrap-up. Highlight the elements that, according to the participants' point of view, have allowed for effective interpersonal communication and those which have hindered it. Allow some time for discussion.

### **Mode of evaluation (based on Celce-Murcia et al.'s (1995: 10) model of Communicative competence)**

This training session will use a variation of a "minute paper" called 3-2-1 as the mode of learning assessment, described below:

*At the conclusion of the training, have participants write the following on a sheet of paper which will be collected (this should only take 5 minutes at most):*

- 7. Write 3 take aways from this session for yourself. What do you want to remember about interpersonal communication competence?*
- 8. Write 2 action steps you will put into practice related to improving your interpersonal communication skills in your personal and professional lives.*
- 9. Write 1 burning question you still have about interpersonal communication competence that you plan to research further.*