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# Communication Skills

## Preparation

### *Review Reference Manual*

### *Equipment, Materials, Supplies*

- Newsprint, Easel, Markers, Masking Tape

### *Exercise Preparation*

- Review *Exercise 1: Analysis of Prior Team Experiences*
- Review *Exercise 2: Active Listening Role Play*
  - Choose three participants to practice and perform this role play. Practice should occur prior to the session. Make copies of the role play for the players – they do not have this in the participant manual.
- Review *Exercise 3: Active Listening Practice*
- Review *Exercise 4: Giving and Receiving Feedback*
- Review *Exercise 5: Blocks to Effective Communication*
- Prepare a personal example to demonstrate the 3-stage technique to effectively communicate feelings. (see last session of the module).

### *Room Arrangements*

Participants should be seated at tables in group of 6 people.

## Overview

### *Purpose*

The purpose of this module is to present basic principles of communication and an opportunity for participants to practice effective communication techniques.

### *Objectives*

At the end of this module participants will be able to:

- Identify characteristics of effective communication.
- Demonstrate active listening techniques.
- Demonstrate techniques for giving and receiving supportive and corrective feedback
- Recognize blocks to effective communication.
- Identify a three-step technique to help in communicating feelings.

<b>Content</b>	<b>Time</b>
Introduction	5 minutes
The Communication Model	20 minutes
Communications Channels	10 minutes
Communication Skills	2 hours 15 minutes (includes break)
Blocks to Effective Communication	30 minutes
Communicating Feelings	10 minutes
	<b>Total Time: 3 hours and 30 minutes, includes 15 minute break</b>

**Time/Materials      Content/Activities**

**Introduction**

**DISCUSS** the purpose, objectives, and overview of the content.

**5 minutes**

***Purpose***

**Slide 1**

**TELL** participants the purpose of this module is to present basic principles of communication and provide an opportunity for participants to practice effective communication techniques.

***Objectives***

**Slide 2 & 3**

**PREVIEW** the objectives from the reference manual.

***Overview***

**Slide 4**

**PREVIEW** the module content.

**TELL** the participants they will review basic principles of communication and discuss active listening, giving and receiving feedback. More importantly, they will practice these skills, and discuss blocks to communication and ways to overcome these blocks.

**The  
Communication  
Model**

***Personal example***

**TELL** participants to turn to *Exercise 1: Analysis of prior team experiences* in the participant manual. **TELL** them they have 2

**Exercise 1:  
Analysis of prior  
team  
experiences**

**5 minutes**

**15 minutes**

**Slide 5**

minutes to do the exercise.

**ASK** the group if everyone has an example in mind. State that it is important for participants to have at least one example of team communication in their minds as you present the rest of this session. Communication is such a broad area and having a practical example in mind will make the discussion more relevant.

**DISCUSS** the key concepts of the communication model found in the reference manual.

- A message is sent through an appropriate channel from a sender to a receiver.
- The receiver understands the message.
- The receiver provides feedback to the sender that the message has been received and whether there is agreement about the message.

**ASK** participants to recall if each of these three concepts occurred in their example of team communication (Exercise 3-1). **ASK** one person to share an example.

**DISCUSS** the following information from the Reference Manual.

**Slide 6**

- Understanding the message that is sent depends upon both the sender's and the receiver's
  - Communication skills
  - Attitudes
  - Experience
  - Knowledge

**ASK** participants to share at least one example for each of the above.

**ASK** participants - what else affects the communication process. **POST** these items. **ADD** items from the reference manual

**Slide 7**

- Self concept of sender and receiver
- "Rights"
- Feelings
- Assessments of what is valuable or worthwhile

**Slide 8**

**ASK** participants to share with a partner what insights they may have had regarding the communication example(s) they've been thinking about.

**Communications Channels**

**Definition**

**10 minutes**

**ASK** participants what ways messages can be sent. Assist them to identify the channels listed in the reference manual.

**Slide 9**

**Choosing a channel**

**ASK** participants to give examples of how the choice of channel could affect the reception of the message by the receiver.

Emphasize that, as a QA coach it is very important to know the communication "norms" of the team you are working with and what their preferred channels are.

**Slide 10**

**Effective sending**

**DISCUSS** that a sender can improve the communication of a message, from the reference manual.

**Communication Skills**

**Active Listening:**

**30 minutes**

**DISCUSS** information about active listening from the reference manual.

**Slide 11 & 12**

**ASK** what someone who is actively listening does.

**DESCRIBE** active listening behaviors and contribute those participants miss (refer to reference manual or active listening exercises for a list of active listening behaviors)

**Active Listening Role Play**

**Exercise 2:  
Active Listening**

**INTRODUCE** the exercise

**30 minutes**

- **TELL** participants they will watch a conversation between a supervisor and service provider in a family planning clinic.
- **TELL** participants to use *Exercise 2: Monitoring Active Listening-A Rating Scale* to rate the supervisor on his/her listening skills.

**Table/chairs for role play**

**Scripts for players**

**CONDUCT** the exercise

- Follow instructions in the exercise sheets

**Newsprint to tabulate ratings**

**SUMMARIZE** the exercise.

- **ASK** participants "How would you compare the performance of the two supervisors?"
- **ASK** the person who played the Supervisor to say what he or she noticed during the role play.

- **ASK** the person who played Service Provider A to say what he or she noticed during the role play.
- **ASK** the person who played Service Provider B to say what he or she noticed during the role play.
- **DISCUSS** the main characteristics of active listening and how they improve communication.
- **EMPHASIZE** that active listening is a key skill for coaches and is a skill to be developed in team members.

**Exercise 3:  
Active Listening  
Practice**

**Active Listening Practice**

**30 minutes**

**INTRODUCE** Round 1 of the exercise.

- **TELL** participants to use *Exercise 3: Active Listening Practice*
- **TELL** participants that this exercise is designed to strengthen active listening skills.
- **DESCRIBE** the exercise (review the exercise sheet). Note that in this round they will practice behaviors 1 – 4.
- **DEMONSTRATE** this exercise with one of the participants. Ask a participant to be "A" and start naming places they have been. At appropriate intervals, you will repeat word for word, what A has said.

**CONDUCT** Round 1 of the exercise. Follow instructions on the exercise sheet

- **STOP** speaker A after two minutes and switch to speaker B

**SUMMARIZE** the exercise.

- **ASK** each pair to share with each other what they experienced as the sender and as the listener. Be sure listeners say what difficulty they may have had listening and repeating what the sender was saying.
- **ASK** senders if the repetition of their words were helpful or not helpful in encouraging them to talk.
- **EMPHASIZE** that the point of this exercise is not to increase their skill in repeating word for word what someone else says. The purpose is to practice active listening and to notice the problems each person has with it. Restating a sender's words is to be used selectively.
- **ASK** several participants to share with the large group - until you are satisfied that the point has been made - that active listening takes effort and the ability to put your own thoughts aside.

**INTRODUCE** Round Two of the exercise

- **TELL** participants to use Exercise 3-3: Active Listening Practice
- **DESCRIBE** the exercise (review the exercise sheet). Note that in this round they will practice behaviors 5-9

**CONDUCT** Round 2 of the exercise. Follow instructions on the exercise sheet.

- **STOP** speaker A after two minutes and switch to speaker B

**SUMMARIZE** the exercise

**Slides 13 & 14**

- **ASK** each pair to share with each other what they experienced as the sender and as the listener.
- **DISCUSS** suggestions for active listening, from the Reference Manual. Active listening requires the listener to do the following:
  - Suspend judgment for a while.
  - Pay attention to the listener.
  - Be aware of feelings.
  - Listen and acknowledge.
  - Check for understanding.
  - Make suggestions.

**Slides 15**

- **REVIEW** “KISS” “CLEAR” and “ROLES” (from reference manual) as shorthand ways to summarize effective communication

**15 minutes**

**Take a break**

**Giving and Receiving Feedback**

**Definition and Discussion**

**DISCUSS** information from the Reference Manual. **USE** *Exercise 3-4: Giving and Receiving Feedback* as a summary of information.

**30 minutes**

- **DEFINE** types of feedback
- **DISCUSS** that feedback is a part of reviewing team performance
- **DISCUSS** guidelines for giving and receiving feedback
- **DISCUSS** guidelines specific to giving and receiving supportive and constructive feedback

**Slides 16-21**

**Exercise 4: Giving and Receiving Feedback**

**Exercise 4: Giving and Receiving Feedback**

**INTRODUCE** the exercise.

- **TELL** participants the purpose of this exercise is to practice giving and receiving supportive and corrective feedback. This exercise may be used back home as a training exercise

with your team members.

- **Tell** participants to use *Exercise 4: Giving and Receiving Feedback – Feedback Role Plays Directions*
- **DEMONSTRATE** the exercise with other instructors or two volunteer participants

**CONDUCT** the exercise as described on the exercise sheet.

- Give participants approximately 15 minutes to go through as many role play scenes as they can.

**SUMMARIZE** the exercise. **ASK** the following questions

- "How easy was it to practice giving feedback?"
- "How easy was it to practice receiving feedback?"
- "Any comments on supportive vs. corrective comments?"
- "How much did skills improve from the first to the last round?"
- "How will participants use this skill in the workplace? In teams?"

## Blocks to Effective Communication

### *Exercise 5: Blocks to Effective Communication*

**30 minutes**

**Slides 22 & 23**

### **Exercise 5: Blocks to Effective Communication**

**INTRODUCE** the exercise

- **DESCRIBE** to participants the importance of recognizing blocks to effective communication, both in oneself as a coach and in a team.
- **TELL** participants to look at *Exercise 5: Blocks to Effective Communication* and quickly read about different ways communication can be blocked.
- **ASK** if there are any things not clear on the list, **PROVIDE** clarification if needed.
- **TELL** participants to check the box next to the blocks they themselves are aware of using.
- **TELL** participants the purpose of this exercise is to recognize their own blocks to communication and to enhance their ability to observe other people's blocking behaviors. This exercise can also be used as a team building exercise when you notice communication problems.

**CONDUCT Round One** of the exercise. Follow instructions on the exercise sheet.

- Tell participants to continue using *Exercise 5: Blocks to Effective Communication*
- After small groups are formed, **DEMONSTRATE** the activity of making a statement, using a blocking method, guessing which method is used, and telling the reaction to

that method.

- **EMPHASIZE** that each person in the group will choose one of the blocks to communication to demonstrate. It is highly recommended that they choose one that they typically do.
- **WATCH** that each person speaks, and each person blocks, and that reaction to the experience is processed.
- **STOP** the exercise after 5 minutes, or after each person gets to be the speaker and the blocker.

**SUMMARIZE** Round 1 of the exercise.

- Ask 2 or 3 participants to share with the whole group their experience of being blocked.
- Ask 2 or 3 participants to share what it was like to block.

**CONDUCT** Round Two of the exercise

- **DEMONSTRATE** the process – a speaker reveals a typical blocking method, makes a statement, a listener uses that blocking method and the speaker reacts to being blocked.
- **WATCH** that each person speaks, and more than one person blocks, and that reaction to the experience is processed.
- **STOP** the exercise after 5 minutes, or after each person gets to be the speaker.

**SUMMARIZE** the exercise.

- **ASK** 2 or 3 participants to share with the whole group their experience of being blocked by their own typical block to communication.
- **EMPHASIZE** the following points
  - **Evaluation.** While there is a time for evaluation, if it is given too soon, the speaker often becomes defensive.
  - **Advice.** Advice is best given at the conclusion of conversations and generally only when requested.
  - **Discounting another person's experience.** This approach shifts attention from the person who wants to be listened to and leaves him or her feeling unimportant.
  - **Diagnosing, psychoanalytic response.** Telling people how they feel or why they feel the way they do can be a two-edged sword. If the diagnosis is wrong, the speaker feels pressed; if the diagnosis is right, the speaker may feel exposed or cornered. Most people do not want to be told how to feel and would rather volunteer their feelings



than have them exposed.

- **Prying question.** Such responses tend to make the speaker feel “on the spot” and therefore resist the interrogation. At times, however, a questioning response is helpful for clarification, and in emergencies it is needed.
- **Warning, admonishing, commanding response.** Usually such responses produce resentment, resistance, and rebellion. There are times, of course, when the information being given is critical to human welfare.
- **Logical, lecturing response.** Such responses tend to make the other person feel inferior or defensive. Of course, persuasion is part of the world we live in. In general, however, we need to trust that when people are given correct and full data they will make logical decisions for themselves.
- **Devaluation response.** A listener should recognize the sender’s feelings and should not try to take away those feelings or deny them to the owner. In our desire to alleviate emotional pain, we apply bandages too soon and possibly in the wrong places.
- **RESTATE** that the purpose of the exercise was for participants to recognize their own blocks to communication and to enhance their ability to observe other people's blocking behaviors.
- Participants also may use exercise back home. **ASK** how they think it may be used.

## Communicating Feelings

*5 minutes*

*Slides 24-26*

**DISCUSS** information from the Reference Manual.

- **EXPLAIN** the three-stage technique to use when responding to feelings. State that with enough practice, this technique can become second nature.
- **DEMONSTRATE** this technique with a personal example.

## Transition

**REVIEW** objectives of this session, begin Close Day 1 session.

## Exercise 1: Analysis of prior team experiences

Recall the teams you identified earlier today in the exercise in Module 1.

Recall an example of specific communications that occurred in one of your teams.

Write down a brief description of the communication.

Share this information with a partner

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## Exercise 2: Active Listening Role Play

### **Goals:**

- Demonstrate the technique of active listening
- Identify the benefits of active listening

### **Format:**

A role play in two rounds, involving two people in the first round and an additional third person in the second round. Observers rate the effectiveness of listening and communication on the Monitoring Active Listening - A Rating Scale for each round.

A discussion on the characteristics of active listening may precede or follow this role play.

### **Time:**

Twenty to thirty minutes

### **Materials:**

Scripts for three actors

Observer sheets for all training participants

### **Setting:**

Role play is conducted in front of the large group of participants. The supervisor may be seated behind a table (desk) and there should be one other chair nearby.

### **Process:**

1. Prior to the exercise, select three people to play the part of a family planning supervisor, and two family planning service providers. Provider A has a larger role than Provider B.
2. Set up the table and two chairs, have the supervisor seated at the beginning of the role play.
3. Distribute the observer sheets. Tell the participants that they will be observing an interaction between a supervisor and provider. They are to use the observer sheet to rate the **supervisor** on his/her listening skills.
4. Have the first scene play.
5. Participants take 30 seconds to rate the supervisor's listening skills.
6. After they finish, ask them to raise their hands indicating where they rated the supervisor – tabulate the result of the rating
7. Play the second scene.

8. Participants rate the supervisor on the second scene.
9. After they finish, ask how they rated the supervisor – tabulate the results
10. Ask participants “how would you compare the performance of the two supervisors?”
11. Stress the main characteristics of active listening and how they improve communication.

### ***Active Listening Role Play - Scene 1***

The **Supervisor** is sitting at a desk, working. There is an empty chair in the room.

**Service Provider A:** comes to the supervisor with a problem. The service provider is very cautious, timid, and polite, asking “Excuse me ... may I please have just a few moments of your time ..... so sorry to bother you .....I need to discuss something I noticed in the family planning clinic ....”

**The Supervisor** shows s/he is not really paying attention to the Service Provider, is very focused on the work, but reluctantly agrees saying “OK, but I have just a minute so make it fast!”. Supervisor does not look at the Provider, continues working furiously. (The Supervisor does NOT invite the provider to be seated).

**Service Provider A** explains “Some of the people I work with .... well .... it’s just that ... um .. we notice a problem in the family planning clinic .... Some women are discontinuing their methods, and there seem to be a lot of negative rumors that women have about certain methods.”

At first, **the Supervisor** seems to ignore the Provider; s/he flips through papers, takes out other papers or a calendar, even begins to hum. Suddenly, he/she stops looking through papers and blames the Provider “It’s all your fault, and your friends’. You must not be doing your work well enough to prevent the rumors in the community”.

As **the Supervisor** is talking, another provider (Provider B) comes in.

**Service Provider B** interrupts Service Provider A and begins talking directly to the Supervisor. “The other directors are ready for the meeting. They are waiting for you. Are you coming now?”

**The Supervisor** leaves to join the outside meeting without concluding the discussion, without excusing him/herself and without responding to Service Provider A’s comments.

### ***Active Listening Role Play - Scene 2***

The Supervisor is sitting at a desk, working. There is an empty chair in the room.

**Service Provider A:** comes to the supervisor with a problem. The service provider is nervous, but says to the supervisor “Excuse me. Good morning (afternoon). There is a problem with the family planning clinic I would like to discuss with you. Is this a good time?”

The **Supervisor** looks up at the Service Provider, smiles, and says “I am supposed to go to a meeting in 5 minutes, but we can talk until then. Would you like to start now, and if that is not enough time we can set another time to continue?”

**Service Provider A** says, “that would be fine. I can at least let you know the issues”

**The Supervisor** gestures toward the empty chair (perhaps moves it to be more convenient) and says “So, have a seat. What would you like to discuss?”

**Service Provider A** says “Some of the people I work with.. we notice a problem in the family planning clinic. Some women are discontinuing their methods, and there seem to be a lot of negative rumors that women have about certain methods”

**The Supervisor** shows with her/his body that s/he is listening carefully. S/he looks into the eyes of the Provider, nods her/his head, leans forward toward the provider. S/he says “Hmmm. I see ... that is not good. What do you think should be the first step in dealing with this?”

**Service Provider A** says “We think the women discontinue family planning because there are rumors in the community about the risks of some methods, and that using some methods like IUD or pills can make you barren. We have not developed any method of getting information about family planning to the community, and we on the staff find it difficult to respond to these rumors.”

**The Supervisor** responds “I see; you believe the reason women discontinue family planning is due to negative rumors and lack of information.”

**Service Provider A** says “yes”

**The Supervisor** asks “What do you think we should do about this?”

**Service Provider A** says “We need to think about ways to get information to the community. We do not have the money to make printed materials, but perhaps we could look at the way we do education. Right now, we just do education in the clinic, and it is not reaching the larger number of women in the community who never come to the clinic. Maybe we should be going into the community with some educational activities.”

**The Supervisor** says “You suggest going to the community directly?”

**Service Provider A** says “Yes”

**The Supervisor** starts to say “Who do you think should be involved in looking at this possibility?” when Service Provider B enters and interrupts the meeting.

**Service Provider B** says “Excuse me.” talking directly to the supervisor. “The other directors are ready for the meeting. They are waiting for you. Are you coming now?”

**The Supervisor** addresses Provider B and says “Oh. Thank you. I’ll be right along.” S/he returns attention to Provider A and says “Thank you for coming to me with this problem. It is good to know you are comfortable coming to me with these things. Your ideas are interesting and I would like to continue talking about this. Could you come back at 15 hours to finish talking? Perhaps then we can tell what the next steps should be.”

**Service Provider A** responds “Yes, I can meet with you at 15 hours. Thank you for talking with me. I am happy you are interested”. S/he rises from the chair.

**The Supervisor** shakes hands with Service Provider A and they leave.

**Exercise 2: Monitoring Active Listening – a Rating Scale**

A role play will be conducted with a supervisor and service provider in a family planning clinic.

While you watch the role plays, make notes about how well the supervisor uses active listening techniques

1. Listened quietly, refraining from interrupting or taking over the discussion.

<u>ineffective</u>					<u>very effective</u>
1	2	3	4	5	

2. Used body language to communicate interest and understanding (such as leaning forward, nodding head, open gestures).

<u>ineffective</u>					<u>very effective</u>
1	2	3	4	5	

3. Maintained eye contact much of the time

<u>ineffective</u>					<u>very effective</u>
1	2	3	4	5	

4. Used the restatement technique to encourage communication

<u>ineffective</u>					<u>very effective</u>
1	2	3	4	5	

5. Used encouraging words/phrases (“I see” “yes”) to encourage free flow of conversation.

ineffective \_\_\_\_\_ very effective  
1                    2                    3                    4                    5

6. Used open-ended questions to encourage the other person to expand fully on his/her feelings.

ineffective \_\_\_\_\_ very effective  
1                    2                    3                    4                    5

7. Sought clarification when statements were not totally clear.

ineffective \_\_\_\_\_ very effective  
1                    2                    3                    4                    5

8. Summarized at various points in the conversation.

ineffective \_\_\_\_\_ very effective  
1                    2                    3                    4                    5

9. Did not judge too quickly, truly listened before making judgements, critical statements or forming an opinion.

ineffective \_\_\_\_\_ very effective  
1                    2                    3                    4                    5



### Exercise 3: Active Listening Practice

#### *Active listening includes the following behaviors*

1. Being quiet; no interrupting or taking over the discussion.
2. Using body language such as, leaning forward, nodding head, and open gestures, to communicate interest and understanding.
3. Maintaining eye contact.
4. Restating the person's words.
5. Using encouraging words, such as "I see" and "Yes" to encourage free flow of conversation.
6. Using open-ended questions to encourage the other person to elaborate their thoughts and feelings.
7. Asking for clarification when needed.
8. Summarizing at various points.
9. Being non-judgmental; restating speaker's main points before offering an opinion

#### *Exercise directions*

This exercise is done in pairs – choose a partner. Designate one person “A” and one person “B”.

**Round 1:** You will practice behaviors 1-4 (listed above).

1. Think of places you have visited. These places may be cities, countries, schools, stores, or homes of friends and relatives.
2. Speaker A starts by telling Speaker B each of the places they have visited. Only name the places. For example: "I have been to Rome, Italy; Lagos, Nigeria; and New York City. I have visited my sister at her beach house and my parents in the village where I grew up."
3. At the end of each sentence, or when Speaker A pauses, Speaker B will repeat - **word for word**- what Speaker A has said.
4. Speaker A will have 2 minutes to list all the places he or she has visited. The trainer will tell you when to stop.
5. Switch roles – Speaker B will have two minutes to list the places he or she has visited. At the end of each sentence, or when Speaker B pauses, Speaker A will repeat – **word for word** – what Speaker B has said.
6. Debrief the exercise - share with your partner what you experienced as the speaker and

the listener. The trainer will have additional questions.

**Round 2:** You will practice behaviors 5-9 (listed above) with the same partner.

1. Speaker A has 2 minutes to tell Speaker B about the places he or she has visited. Speaker B should use behaviors 5 – 9 to respond to the conversation.
2. The trainer will tell you when to stop.
3. Then switch roles – Speaker B tells for two minutes, while Speaker A listens and responds with behaviors 5 – 9.
4. Debrief the exercise - share with your partner what you experienced as the speaker and the listener. The trainer will have additional questions.

## **Exercise 4: Giving and Receiving Feedback**

### ***General Guidelines***

#### **Giving Feedback**

- For individual feedback: focus on the behavior of the individual or the group; describe the person's behavior; not the personality or character of the person.
- For team performance feedback: focus on criteria that has been established for both the tasks to be accomplished and the processes by which the team operates.
- Make your comments specific (what, when, where, etc.).
- Direct your comments at behavior that can be changed.
- Make your comments timely: either at the moment the behavior is occurring or as soon afterward as possible.
- Remember that people are uncomfortable receiving feedback, even if you are handling it the best way possible.
- Whether the person agrees or doesn't agree, express your appreciation for listening to your concern.

#### **Receiving Feedback**

- Actively listen to the person's description of your behavior and recommendations to continue what you are doing or suggested changes that would be helpful. Although it may sound easy - this suggestion takes practice.
- Give the feedback serious consideration. Do not dismiss it as irrelevant or unimportant.
- Notice if you are feeling defensive; trust that the intent of the feedback is to help, not hurt, you.
- Paraphrase or summarize the feedback to make sure you have heard it correctly.
- Communicate to the person changes in his or her behavior that may be needed to help you change.
- Whether or not you intend to use the feedback, express appreciation to the other person for caring enough about the relationship to give you the feedback and request that he or she continue to do so.

***Guidelines for giving and receiving corrective and supportive feedback***

**Giving Corrective Feedback**

- Clearly state the behavior needing correction.
- State the effect this incorrect behavior had.
- Ask for an account of what happened.
- Develop a plan with the receiver to correct the situation.
- Express confidence that the receiver will act correctly in the future.

**Giving Supportive Feedback**

- Identify the specific behavior to be reinforced.
- Explain the positive effects of this behavior and appreciation for it.
- Ensure the receiver “owned” the compliment.
- Thank the receiver.

**Receiving Corrective and Supportive Feedback**

- Listen carefully.
- Clarify unclear understandings.
- Summarize the point of the sender.
- Acknowledge the comment.
- Express appreciation for the feedback.

**Exercise 4: Giving and Receiving Feedback – Feedback Role Plays**  
**Directions**

1. Form groups of three.
2. If the trainer has not already done so, review the sheets summarizing guidelines for giving and receiving feedback, both the general guidelines and those specific to corrective and supportive feedback.
3. Two participants will play the parts – A and B – while a third observes the interaction and returns information about the effectiveness of the feedback.
4. In each role play, line 1 calls for providing corrective feedback and line 2 calls for providing supportive feedback. You need to be creative in thinking of a situation in which the conversation might occur.
5. Person A begins Round One by providing corrective feedback to Person B.
6. Person B continues Round One by providing supportive feedback to Person A.
7. The observer comments on how well the feedback meets the checklist guidelines for corrective and supportive feedback, both giving and receiving.
8. In subsequent rounds, change roles so that each of the three participants in the group has a chance to provide and receive corrective and supportive feedback and to observe.

**Round One**

**Person A:** Your partner has not performed proper infection prevention procedures. {Corrective}

**Person B:** Your partner is very good at summarizing long discussions. {Supportive}

**Round Two**

**Person A:** Your partner does not complete data collection as agreed upon. {Corrective}

**Person B:** Your partner is very supportive of other team members. {Supportive}

**Round Three**

**Person A:** Your partner interrupts when someone else is speaking. {Corrective}

**Person B:** Your partner just gave a good presentation to community members and invited their involvement on improving quality. {Supportive}

**Round Four**

**Person A:** Your partner does not correctly perform the procedure for disposal of used needles. {Corrective}

**Person B:** Your partner gave personal time to help another team member acquire new skills.  
{Supportive}

***Round Five***

**Person A:** Your supervisor does not include your input when decisions that effect your job are made. {Corrective}

**Person B:** Your supervisor has delegated to you responsibility that has contributed to your professional growth. {Supportive}

## Exercise 5: Blocks to Effective Communication\*

The following are responses that can block effective communication. Check the one(s) you use.

- Evaluation:** Evaluative phrases include “You should...,” “Your duty...,” “You are wrong,” “You should know better,” “You are bad,” and “You are such a good person”
- Advice-giving.** “Why don’t you try...,” “You’ll feel better when...,” “It would be best for you to...,” and “My advice is...” are phrases that give advice.
- Discounting Others’ Experience.** “That’s nothing; you should have seen...,” “When that happened to me, I...,” “When I was a child...,” and “You think you have it bad...,” are all phrases of one-upsmanship..
- Diagnosing, psychoanalytic response.** “What you need is...,” “The reason you feel the way you do is...,” “You don’t really mean that,” and “Your problem is...” are phrases that tell others what they feel.
- Prying questions.** “why,” “who,” “where,” “when,” “how,” and “what” are responses common to us all.
- Warning, admonishing, commanding response.** “You had better...,” “If you don’t...,” “You have to...,” “You will...,” “You must...,” are used constantly in the everyday work environment.
- Logical, lecturing response.** “Don’t you realize...,” “Here is where you are wrong...,” “The facts are...,” and “Yes, but...” can be heard in any discussion of two people with differing opinions.
- Devaluation response.** “It’s not so bad,” “Don’t worry,” “You’ll get over it,” or “Oh, you don’t feel that way” are familiar phrases used in responding to others’ emotions.

### ***Small Group Exercise – Experimenting with Blocking Behaviors***

1. Form groups of 4 – 6 people.
2. Each person take a brief moment to think about his or her first job. This will be the topic for discussion.

#### **Round 1**

3. Each person should choose one of the blocks of communication to demonstrate. You should pick one that you use. You will demonstrate this method in this exercise.
4. The first speaker will say a few sentences about his or her first job, and one other person in

the group should respond with a blocking statement. The first speaker then guesses which blocking method was demonstrated, and tells how it felt to encounter that method. It should take one minute to do these 3 things.

5. Then another person should speak about his or her job, and a second person should respond with a blocking statement. The speaker guesses which blocking method was demonstrated and tells how it felt to encounter that method.
6. Continue this until all members have told about their jobs, and all have contributed a blocking statement. If there is time, continue with more statements and demonstrate blocking methods that were not initially selected.
7. Debriefing – the trainer will guide you to consider what you have learned in this exercise

**Round Two**

8. The first speaker reveals to the others one of the blocking methods he/she typically uses.
9. The speaker says a few sentences about his/her first job (or another topic if desired).
10. At least one team member responds using the type of block that the speaker has said is typical of his/her use.
11. The speaker comments on how it felt to be blocked using that method. This whole interaction should take one minute.
12. Continue this until all members have revealed their typical blocking method, made some statements about their job and had a team member respond with that blocking method.
13. Debriefing – the trainer will guide you in discussion.