

Module 5: Session plan

Effective communication

Group: _____

Tutor: _____

Location: _____

Aims

- To discuss and explore the range of speaking and listening skills needed in and outside of the workplace.
- To introduce a range of strategies used by effective speakers and listeners.
- To understand how to employ different communication skills for a specific purpose eg appraisal, team meetings.

Outcomes

Participants will:

- identify the speaking and listening skills used by individuals in different settings
- recognise and identify any non-verbal communication skills used in specified contexts
- apply a range of speaking and listening skills in specified situations ensuring contributions are suited to purpose
- explore strategies to help improve personal communication skills.

Activity and time	Tutor activity	Learner activity
Introduction 5 min	<ul style="list-style-type: none">• Introduce aims and outcomes supported by presentation slides 1 – 3.	<ul style="list-style-type: none">• Listen and respond.• Group discussion.
Effective communication 15 min	<ul style="list-style-type: none">• Introduce Activity 1: Discussion on effective communication. Ask ‘what do we mean by effective communication?’ Take feedback supported by presentation slide 4.• Encourage participants to give examples of particularly good communicators – offer suggestions from a range of public figures. (Note: This is not a likeability contest. People who are effective communicators are not always people we admire). Lead discussion around why some figures have been selected and why.	SLlr/L2.1 SLlr/L2.2/SLlr/L2.3

Activity and time	Tutor activity	Learner activity
	<ul style="list-style-type: none"> Flipchart responses – use presentation slide 5 to show criteria for KSF Core Dimension 1: effective communication in work. 	
Aspects of communication 10min 15min 10 min	<ul style="list-style-type: none"> Introduce activities by discussing the different aspects of communication (ie speaking, listening and non-verbal communication). Distribute and read through Handout 1: Speaking skills. Invite comments from participants regarding ‘fillers’ and use of different local expressions. Move to listening skills by switching focus to Handout 2: Developing awareness of listening skills. Talk through and discuss. Introduce Activity sheet 2 and 2a: The Role of Body Language. Direct participants to work in pairs to complete grids. Ask participants to think about what facilitates good communication, ie how do they understand what is being said to them? Introduce Activity 3: Sensory deprivation. Distribute wax earplugs to each participant and direct them to mould and place in ears. Read aloud a prepared script which includes statistics. Take care to turn and face the board or flipchart to record statistics. Cover your mouth and, as far as possible, maintain a passive expression. Take feedback from activity and record on flip-chart. Ask participants to suggest different ways for making communication easier, citing workplace examples. 	<ul style="list-style-type: none"> Listen and respond. Read and discuss handouts. Activity 2 – paired activity – complete grids. Activity 3 – individual activity. Give feedback. SLlr/L2.2 Rt/L2.1 Wt/L2.2 Wt/L2.3

Activity and time	Tutor activity	Learner activity
Non-verbal communication 10 min 15 min	<ul style="list-style-type: none"> Further develop ideas around non-verbal communication (NVC) using Handout 3: Proximity to support. Introduce the concept of proximity illustrated by presentation slide 6. Discuss boundaries and proximity and how misinterpreting these may cause conflict. Activity 4 – show video clip. A range of material may be used here, Mr Bean, The Royle Family, The Office etc. Ask participants to work in pairs to identify the NVCs being used to convey information. Note how the message conveyed by the NVC may be the exact opposite of what is being said. 	<ul style="list-style-type: none"> Listen and respond. Refer to handout. Activity 4 - paired activity – identify non-verbal communication. SLlr/L2.1 SLld/L2.1 Rt/L2.1
Break 20 min		
Appraisals and reviews 15 min	<ul style="list-style-type: none"> Link all aspects of effective communication explored in the session so far to aspects of participants' job roles and the KSF criteria. Revisit presentation slide 5 to remind participants of the KSF criteria for Core Dimension 1: communication. Refer participants to their KSF handbooks or give out copies of the KSF core dimensions for communication. Introduce appraisals and reviews as a platform for demonstrating effective communication skills. Ask participants to work in pairs to suggest issues and challenges of appraisal process. Take feedback and compare with slide 7. 	<ul style="list-style-type: none"> Listen and respond. Paired activity – explore issues and challenges of appraisal process. Give feedback. SLlr/L2.1 SLc/L2.1

Activity and time	Tutor activity	Learner activity
The review meeting 40 min	<ul style="list-style-type: none"> Hand out Activity 5: The review meeting – case study notes and talk through with the group. Divide participants into role of reviewer or reviewee, distribute Activity 5: The review meeting - role play cards and give time to consider how they might approach the role. (If possible, use a break out room to allow participants greater freedom in putting their role play together). Role play the review. As each pair completes the role play, other participants make notes of what was effective in terms of the review process. Feedback and discussion of key points learned. Trainer recaps on points raised and talks through issues that cause reviews not to be taken seriously, supported by re-visiting presentation slide 7. 	<ul style="list-style-type: none"> Listen and respond. Read through case notes and contribute to discussion. Activity 5 – paired activity – participate in role play and contribute to feedback and discussion. <p>SLc/L2.1,2,3 SLd/L2.1,2,3,4,5 Rt/L2.3</p>
Assertive behaviour 10 min	<ul style="list-style-type: none"> As an extension of the previous activity, shift focus slightly to being positive and assertive, rather than negative and aggressive by talking through slide 8. Ask participants to consider the implications of being assertive as opposed to aggressive during reviews and how this may impact on the process. Take feedback. 	<ul style="list-style-type: none"> Group discussion. Give individual feedback. <p>Rt/L2.1 SLlr/L2.1 SLd/L2.1</p>
Summary and evaluation 15 min	<ul style="list-style-type: none"> Recap aims and objectives and evaluate session. Take feedback and questions. 	<ul style="list-style-type: none"> Listen and provide feedback. <p>SLlr/L2.1</p>

Resources/aids:

- Module 5 PowerPoint presentation/OHP slides
- Handouts: Speaking skills; Developing awareness of listening skills; Proximity
- Activity sheets: The role of body language (2 and 2a), The review meeting – case study notes; The review meeting – role play cards;
- prepared script which includes statistics
- video clip
- flip chart
- highlighter pens.

Assessment evaluation

Planning

Individual skills developed	Possible management implications	Relevance of activity/ resources	Suggested changes




Move ON in the NHS
Module 5: Effective communication









Effective Communication

Aims

- Discuss and explore the range of speaking and listening skills needed in and outside of the workplace.
- To introduce a range of strategies employed by effective speakers and listeners.
- To understand how to employ different communication skills for a specific purpose eg appraisal, team meetings.





Effective Communication

Outcomes:

- identify the speaking and listening skills used by individuals in different settings
- recognise and identify any non-verbal communication skills used in specified contexts
- use a range of speaking and listening skills in specified situations ensuring contributions are suited to purpose
- explore strategies to help improve personal communication skills.





What do we mean by 'effective communication'?

We mean:

skilled or accomplished in accessing and conveying information in diverse settings and in a wide range of situations.

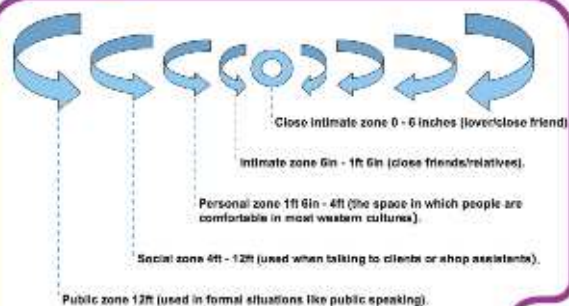


Core Dimension 1 Communication

- Passing on information/messages.
- Establishing and maintaining contact with different people.
- Explaining how to do something.
- Making arrangements.
- Reporting changes.



Zones of proximity





Appraisals and reviews

**Why do they go wrong?
Why are they often not taken seriously?**

1. Too rushed.
2. Clear objectives and actions are not discussed.
3. One way – not two way discussion.
4. Actions not followed up from previous appraisal/review.
5. Feel under pressure.





On being confident and assertive

1. Take charge of your actions.
2. Act assertively, speak calmly and listen actively.
3. Be flexible towards people, circumstances, new challenges and opportunities.
4. Give genuine praise and accept constructive criticism.
5. Evaluate yourself realistically.
6. Appreciate your achievements.
7. Learn from your mistakes.
8. Don't be a 'should have', 'could have' and 'ought to' and 'would have'.
9. When an opportunity comes up say 'Why not?' rather than 'Why?'
10. Know you can influence situations and outcomes.



Module 5:

Activity summary sheet

The session focuses on the skills involved in direct communication with others. Emphasis is placed on recognising the underpinning skills that enable effective communication in a range of work and external contexts. Participants are encouraged to consider the different roles they engage in and how effectively they communicate in each of these roles, the session being supported by PowerPoint.

Activity 1: Discussion – effective communication

The purpose of this activity is to focus attention on the importance of effective communication and the skills involved in being effective. The trainer flip-charts responses from the group to facilitate and support discussion. Participants are asked to offer examples of effective communicators from the world of commerce and current affairs, giving reasons for their choices.

Activity 2: The role of body language

Direct participants to complete the grids. Ask participants to think consciously about how they receive information and understand what is being said to them. Discuss what facilitates good communication.

Activity 3: Sensory deprivation

This activity enables participants to experience a reduction in ability to hear effectively. Each participant is given wax ear plugs and must then listen to a short piece spoken from the front of the class. The purpose of the activity is to allow participants to experience the difficulties that may arise in communicating complex information, particularly when the context is not known beforehand. Feedback is given following the activity and the session is continued (for a short time) with some members of group continuing to wear ear-plugs. These participants feed back to the rest of the group on any communication issues.

Activity 4: Video clip – identifying communication skills used

The focus of the activity is to enable participants to identify how effectively people communicate a range of emotions and needs using non verbal communication. Use of a short video clip, particularly one that has been recorded for comic effect, works best with this as the non verbal communication is critical to the success of the comedy.

This is followed by a focused activity that looks at the KSF, their roles as leaders and the range of communication skills identified in the document. The leadership skills needed to discuss these areas with staff being reviewed forms part of the discussion.

Activity 5: The review meeting – role play

This leader/review activity enables participants to consolidate information by applying what has been identified in the context of a practical, work focused activity. Prior to carrying out the review, participants need to make notes about what they want to achieve in the meeting. Supporting documents are drawn from the KSF and may be used to make notes.

Module 5: Handout 1

Speaking skills

- We use different styles of speaking in different situations. Think about the language style you use with friends on a night out. Is it the same as when you speak with your team leader, your manager, your GP?
- When speaking with friends we are more relaxed and we do not feel the need to think too much before joining in conversation.
- We need to think a little more carefully before speaking in work situations, particularly when the situation is more formal.

Remember, even though meetings can be fairly relaxed and can appear informal, they represent a part of your duties and as such should have some level of formality and order.

- Think about what you want to say and be specific when you say it.
- Think about ways you can express yourself more clearly. Listen to yourself when you are speaking and work out whether you are using 'fillers'. These are phrases and sounds used to fill in gaps and give us a bit of time to order our thoughts.

Examples of fillers

'You know what I mean.'

'An' err...'

'Right'

'Sort of'

- *Listen* to what people are saying without interrupting.
- *Show respect* for the people you are talking to in any situation: a dismissive or patronising tone of voice can be picked up very quickly by a listener even if s/he has not fully understood the content of what is being said.
- *Be aware* of the volume of your voice. Don't whisper but don't speak too loud either.
- Try to *control the speed* at which you speak. It can be very difficult to follow a very fast speaker. Give your listeners time to take in what you are saying.
- When giving instructions, *be sure you are clear and logical*. Your instructions should follow a sequenced pattern that makes it clear when a task is complete.
- *Check* that your listener/s have understood what you have said.
- *Repeat* any complex instructions or information if necessary.
- Try *not* to use slang, colloquial or dialect words and expressions when you are giving information to others. It can be confusing if people do not know the local language and phrases.

Module 5: Activity 2

Non-verbal communication (body language, facial expressions and gestures)

It is important that you develop an awareness of how your body language sends out a message to people you are communicating with. Whether you are a manager or you are being appraised, these skills are vital if you are to gain positive outcomes from one-to-one and group meetings.

Your body language can say as much, if not more, than the words you speak.

When we learn, we take a lot of information in through looking so it is no small wonder that:

- 55% of what we communicate is through our body language
- 38% of what we understand is through the voice (tone, pitch)
- 7% is communicated in the words we speak.

Activity 2

Working in pairs complete the table by giving examples of each type of body language. The first one has been done for you.

Body language	Example
Posture	<i>Slouched in chair indicates boredom or lack of interest.</i>
Physical appearance	
Proximity	
Hand gestures	
Eye contact	
Facial movements	
Head movements	
Orientation	
Touch or bodily contact	

Module 5: Activity 2(a)

Non-verbal communication (body language, facial expressions and gestures)

Activity 2a

Complete the table to give examples of the functions of body language. Again the first one has been done for you.

Body language	Example
<i>Support a spoken word</i>	<i>Hands held up with palms facing out would reinforce the words 'No thanks, I'm not interested'.</i>
Contradict what is being said	
Emphasise a particular part of a message	
Help bring other people into a conversation	
Stop conversation	
Define relationships between people	
Replace speech totally	

Module 5: Handout 2

Developing awareness of listening skills

- Make a conscious effort to focus on the person speaking. Pick out the main points of what has been said. Ask the person speaking to repeat or rephrase anything you are unsure about.
- If you want to be certain of what has been said, repeat back to the speaker what s/he has said eg 'So Evelyn has been feeling unwell since last night – is that right?'
- Be aware of how important body language is when you are listening to someone speaking.

Body Language hints

Do

Sit or stand so you are facing the person speaking.
If seated, lean in slightly toward the speaker.
Maintain eye contact but do not stare.
Nod your head to offer encouragement.

Don't

Sit with your back to the speaker or sit side ways on.
Fold your arms – this is a closed gesture.
Slouch back in your chair even if it is at the end of a tiring shift.

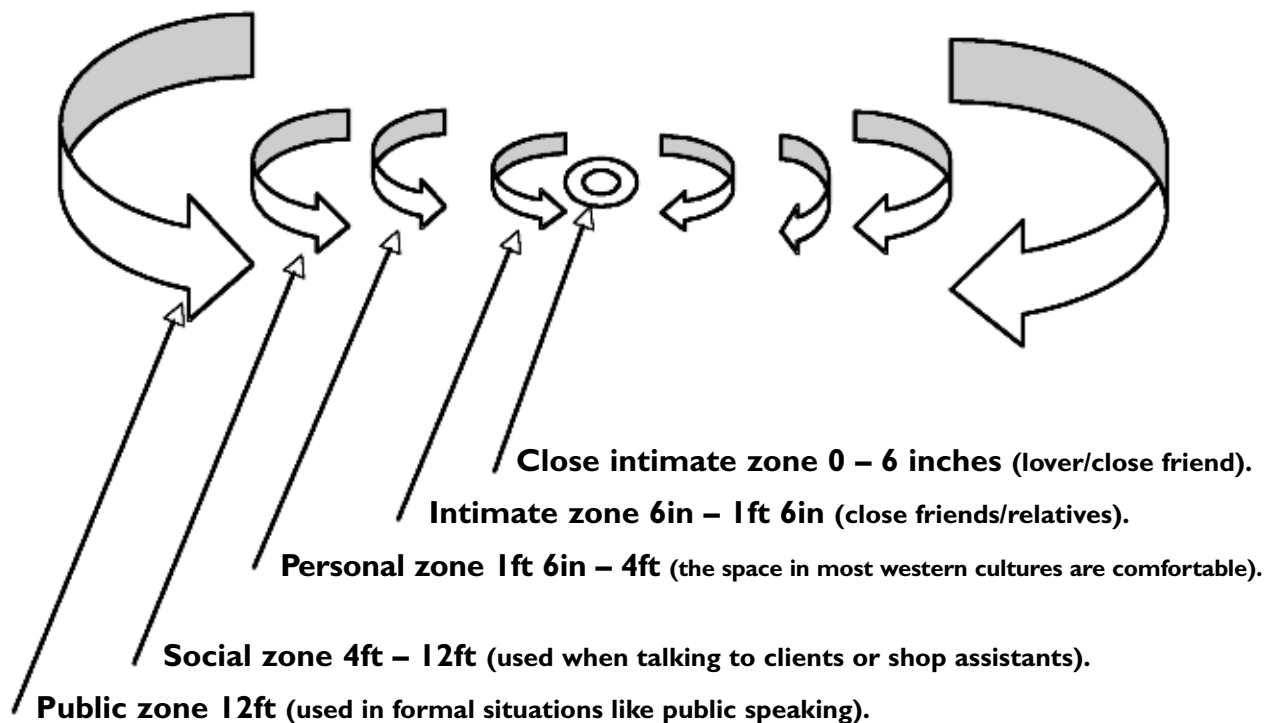
- Make notes if you can. This may be particularly important if you take a 'phone message that requires accuracy for details to be passed on.

Module 5: Handout 3

Proximity

This determines how close people sit or stand in relation to each other.

How close people stand usually depends on the relationship between people.



People who work in different occupational settings are more likely to be closer to their clients than would normally be the case in other areas of work but it is still important that you are aware of the rules and accepted conventions in relation to proximity.

Be aware that bodily contact may not be acceptable to people of different cultures from your own, or people from different generations or genders.

Module 5: Activity 5

Case study notes

Jeanette Collins is a first level nurse and has been qualified for two years. She is looking for more challenging roles in her work and will, in the very near future, be applying for promotion away from the trust she currently works for. She wants to go home to work as her mother is ill and she wants to be nearer to her.

A vocal member of the team, Jeanette works under her own initiative, though at times, she could seek the advice of more experienced colleagues and it has been said on more than one occasion that she 'jumps in' before thinking. Jeanette can be impatient with those she thinks are not 'up to speed' and she has, on occasion, undermined non-qualified staff working alongside her.

Jeanette describes herself as 'outgoing' and 'chatty' and whilst this is at times an asset, it can be a problem as she talks rather than listens. This can be problematic, particularly when the patient does not have English as a first language. Patients feel their requests are, at times, ignored. This has been discussed previously with Jeanette though it does not appear on her review documentation.

The sister in charge of the unit she works on has been trying to get Jeanette to look at how she interacts with people but with little success as Jeanette feels she does her job very well and needs no support at the moment.

Jeanette has undertaken mandatory training in the past year but has done no other training.

Module 5: Activity 5

Role play notes

The person being reviewed

Using the case study as your starting point, role play Jeanette using body language that is dismissive and sometimes closed. (Use the handouts from earlier in the session to support you with this if you find it useful).

Position yourself during the review, asserting a dominant position – move the location of your chair. Ask the reviewer as you do this (move the chair whilst making the request). Make sure your facial gestures are strong. Your body language should be defensive but could be interpreted as aggressive. Interrupt when the review appears even slightly negative. Talk over the speaker and use dismissive gestures. Make sure you turn away frequently. You do not need to remain seated for the whole of the review. If you want to stand, then do so.

Your position in terms of your review is that you feel they do not achieve anything much. This is the second review you have had and there was no follow up from your first one. You have not looked at the requirements for your job and you have chosen not to complete paperwork in connection with the review except for what is necessary. You have qualified as a nurse and as far as you are concerned, you have the clinical knowledge to do your job very well.

You work quickly and expect others to do the same. You do not really chat with patients or with auxiliary nurses but you do chat with other more qualified medical colleagues.

The reviewer

Welcome Jeanette warmly. Use open gestures and smile. Position yourself so that you appear non-threatening. Position the furniture to suit you, prior to Jeanette's entrance. Only respond with positive comments. Raise the issue of Jeanette's poor listening skills – remember, you are trying to be as positive as you can. Try to gain her agreement that there is an issue that needs to be addressed – refer to previous discussions. Ask for suggestions from Jeanette as to how this might be resolved for the future.

You will need to take your lead from Jeanette in much of this but your job is to remain as positive as you can whilst moving Jeanette forward.