

COMMUNICATION

Say:

In this module, we will be discussing communication in schools. More specifically, we will be identifying what creates effective communication and how these behaviors can be used in your school.

COMMUNICATION



Slide

CONTRIBUTORS

Say:

Authors of Teach TEAMWORK are listed on this slide.


COMMUNICATION

CONTRIBUTORS

University of Central Florida (UCF)
Eduardo Salas, PhD
Lauren E Benishek, PhD
Megan Gregory, MS
Ashley Hughes, MS
Shannon Marlow, BS
Christina Lucerenzia, BS
Stephanie Zajac, MS

The Coalition for Psychology in Schools and Education, especially to
Sylvia Rosenfield, Ph.D.
Markoda Newell, Ph.D.
Karin Hodges, Psy.D.
Peter Sheras, Ph.D.
George DuPaul, Ph.D.

The Center for Psychology in Schools and Education (CPSE) Staff
Rena Subotnik, Ph.D., Director
Gessoo Mae Lee, BA, Program Officer



Slide

A VIGNETTE

Say:

Let's discuss a vignette.

The principal of McKenna Elementary held a meeting during which the teachers were to design a schedule for the children regarding time spent with their primary teacher and the specialized teachers (like art and music). Once the meeting began, the principal quickly opened the floor for discussion. The Physical Education teacher shouted, "The students should spend more time each week in PE than they do in music!" The music teacher barked back, "Absolutely not! There should be equal time devoted to PE and music!" From there, all of the teachers began raising their voices and arguing about whose time was more valuable to the students.

While this is a little bit of a theatrical example which may or may not accurately represent your experiences, what may be hindering communication in this situation?

What could have been done in this meeting to help people to communicate more effectively?

COMMUNICATION

A VIGNETTE

During a meeting to devise a schedule for the children regarding time spent with their primary teacher and the specialized teachers (e.g., art, music), things became very heated. Each teacher had very strong opinions regarding whose time was most valuable to the students.

Everyone wanted to voice his/her opinion but no one wanted to listen. In the end, a schedule was set but many were dissatisfied with the outcome.



Slide

Potential answers to the questions:

1. Different communication styles (e.g., several assertive teachers in competition); Conflicting interpersonal styles (e.g., PE teacher is bold and self-advocating); Interpersonal & group conflict (due to competition); Strong emotions
2. Halted the meeting until tempers subsided; Someone could have suggested that each teacher explain how long students should be scheduled in their class and why.

THOUGHTS ON COMMUNICATION

Say:

Here we have several quotes from some very successful individuals. Lee Iacocca is an American businessman who engineered the Ford Mustang and Pinto and was the CEO of Chrysler. Peter Drucker was a management consultant and writer whose insights contributed to the formation of the modern business corporation. Mike Krzyzewski is the Head Coach for both the Duke basketball program and the United States' National team. In short, these are some pretty successful people. Let's read what they have to say.

What are the themes we are seeing in these quotes?

One theme is that communication does not always come easily, but it can be learned!

COMMUNICATION



Slide

Potential answers to the questions:

1. You may see that communication is key to team success.
2. Sometimes what is being said is not the whole picture.

Note to Instructor: This slide has animation. You will need to click the mouse or right arrow key while the PowerPoint is in "slide show mode" to activate each of the images. When the PowerPoint slides are open on a computer you may get to slide show mode by clicking the projector screen icon at the bottom of the PowerPoint screen. This icon is located on the right hand side of the screen, just left of the zoom bar. Alternatively, you may open slide show mode by clicking the "Slide Show" tab at the top of the PowerPoint screen and choosing either the "From Beginning" or "From Current Slide" icons. "From Beginning" will take you to the start of the presentation when the slide show mode opens whereas "From Current Slide" will allow you to open the presentation from this slide.

THIS MODULE WILL HELP YOU:

Say:

The purpose of this module is to understand that communication is critical, to identify barriers to effective communication, to learn what clear, brief, timely, and complete messages look like, and to communicate critical information through structured information techniques.

COMMUNICATION

THIS MODULE WILL HELP YOU:

- Understand the importance of communication
- Identify barriers to effective communication
- Compose messages that are clear, brief, timely, and complete
- Communicate critical information through best practices and strategies

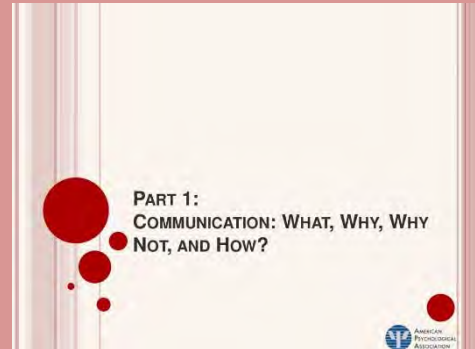
Slide

PART 1: COMMUNICATION: WHAT, WHY, WHY NOT, AND HOW?

Say:

In Part 1 of this module we're going to talk about what communication is and why it's important.

COMMUNICATION



Slide

WHAT IS COMMUNICATION? AND WHY DO WE COMMUNICATE?

Say:

How would you describe communication? What is it? Communication is the exchange of information between a sender and recipient(s). As we will touch on later, good communication will create a dialogue that ensures that the intended message is received and understood.

The person who begins the communication discourse is referred to as the *giver*. The person(s) to whom the initial message is directed are referred to as the *getter(s)*. Naturally, discourse can be dynamic as in closed-loop communication which will be covered later in this module. In the dynamic setting, the *giver* becomes the *getter* when the original recipient responds to the original message. However, for the sake of clarity, the static labels of *giver* and *getter* help us to keep the communication participants clearly identified.

Although people communicate for many reasons, the ultimate purpose is to create a shared perspective between two or more people. Communicating allows people to exchange information that can influence how we think and feel about one another and our environment. Within schools, communication is a critical tool for providing a safe, pleasant, and effective learning and working environment.

When a team is able to effectively communicate, the result is often a seamless integration of different talents which contributes to a product or outcome that no one person working alone would be able to create.

COMMUNICATION



Slide

Note to Instructor: This slide has animation. You will need to click the mouse or right arrow key while the PowerPoint is in "slide show mode" to activate each of the images. When the PowerPoint slides are open on a computer you may get to slide show mode by clicking the projector screen icon at the bottom of the PowerPoint screen. This icon is located on the right hand side of the screen, just left of the zoom bar. Alternatively, you may open slide show mode by clicking the "Slide Show" tab at the top of the PowerPoint screen and choosing either the "From Beginning" or "From Current Slide" icons. "From Beginning" will take you to the start of the presentation when the slide show mode opens whereas "From Current Slide" will allow you to open the presentation from this slide.

COMMUNICATION IS THE FOUNDATION FOR TEAMWORK

Say:

Communication is the foundation for teamwork because it's the conduit through which all other aspects of teamwork and collaboration can take place. It enables leaders to clarify team roles, define team norms, and provide performance-based feedback. Communication enhances the delivery and effectiveness of mutual support. It's also the way team members share information they obtain during situation monitoring. Each of these teamwork competencies will be addressed in detail in other modules, but the take home point is that communication is the vehicle through which they are manifested.

COMMUNICATION

COMMUNICATION IS THE FOUNDATION FOR TEAMWORK



- Enables leaders to provide feedback, clarify team roles and define team norms
- Enhances the delivery and effectiveness of mutual support
- Relays information obtained through situation monitoring

Relevant Citations: Burke, Stagl, Klein, Goodwin, Salas and Halpin (2006); Cannon-Bowers, Tannenbaum, Salas, & Volpe (1990); Salas, Sims & Burke (2004)

Slide

COMMUNICATION BARRIERS

Say:

As we know, there are often a lot of barriers to communication.

What sorts of communication barriers have you experienced?

How we navigate and respond to these challenges will determine how effectively we are able to communicate. Later in this module we will talk about and practice some well-established strategies that facilitate good communication.

COMMUNICATION



Slide

Potential answers to the questions:

1. Emotion
2. Competing priorities
3. Unverified information
4. Language differences
5. Lack of physical proximity
6. Wordy or unclear messages
7. Diverse communication and interpersonal style (e.g., inhibited vs. uninhibited; avoidant vs. assertive)
8. False sense that others know what you are thinking

Note to Instructor: This slide has animation. You will need to click the mouse or right arrow key while the PowerPoint is in “slide show mode” to activate each of the images. When the PowerPoint slides are open on a computer you may get to slide show mode by clicking the projector screen icon at the bottom of the PowerPoint screen. This icon is located on the right hand side of the screen, just left of the zoom bar. Alternatively, you may open slide show mode by clicking the “Slide Show” tab at the top of the PowerPoint screen and choosing either the “From Beginning” or “From Current Slide” icons. “From Beginning” will take you to the start of the presentation when the slide show mode opens whereas “From Current Slide” will allow you to open the presentation from this slide.

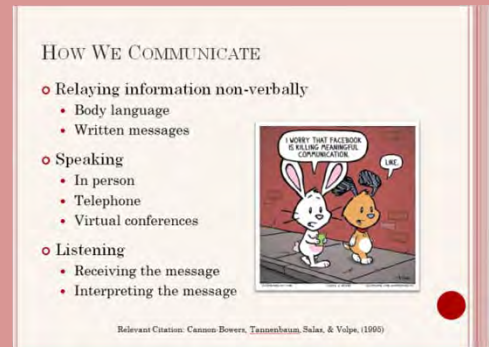
HOW WE COMMUNICATE

Say:

There are several ways in which we communicate with one another: we speak, we project information non-verbally through our body language or a written medium, and we listen. When using non-verbal communication, it is important for you to understand how much body language, or any other form of non-verbal communication, can alter the meaning of a spoken message.

Of course, the effectiveness of our communication is greatly influenced by other factors such as the audience you are speaking to and the media being used. It is useful to bear in mind to whom and how we are communicating. Depending on which team member you are speaking to, your interaction may vary. For example, if you are talking to a more senior leader, you may have more of a formal conversation; whereas, if you were speaking with a peer on your team, your conversation may be more colloquial. It is also important to note that certain media and modes of communication may require further clarification, such as non-verbal communication and e-mail.

COMMUNICATION



Slide

PART 2: COMMUNICATION STRATEGIES

Say:

In Part 2 of this module we're going to move away from talking about what communication is and why it's important to begin exploring how we can have effective communication. But first, let's review a few of the concepts from Part 1.

COMMUNICATION



Slide

PART 1 REVIEW

Say:

Let's review the answers.

1. The exchange of information between sender and receiver to create a shared perspective between two people.
2. Nonverbal, speaking, writing, listening, media
3. To strengthen leadership and mutual support, and for monitoring a team's situation
4. Some barriers may include competing priorities, unverified information, language differences, a lack of physical proximity, or wordy messages

COMMUNICATION

PART 2 REVIEW

1. What is communication?
2. What are some communication mediums?
3. What is the purpose of good communication in teams?
4. What are examples of barriers to productive communication?

Slide

COMMUNICATION STRATEGIES AND BEST PRACTICES

Say:

We are going to cover two types of communication strategies that are useful in schools. The first is closed-loop communication and the second strategy is SBAR: Situation, Background, Assessment, and Recommendation. As we discuss these strategies we will discuss approaches that will enhance how a message is communicated and received.

COMMUNICATION

COMMUNICATION STRATEGIES AND BEST PRACTICES

Best Practices	Strategies
<ul style="list-style-type: none">o Clearo Briefo Timelyo Completeo Paraphrasingo Perception checkingo Clarifying questions	<ul style="list-style-type: none">o Closing the loopo SBAR: Situation, Background, Assessment, Recommendation



Relevant Citations: Herschel, Nemat, & Steiger (2003); King et al. (1990); McIntyre & Salas (1995)

Slide

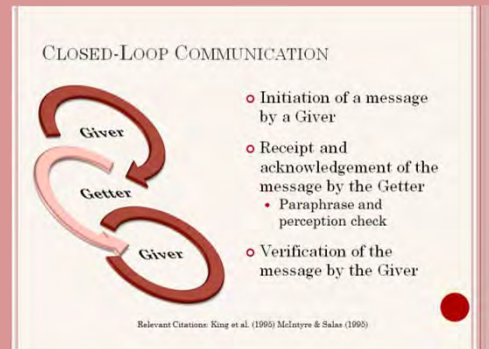
CLOSED-LOOP COMMUNICATION

Say:

When we say “closed loop communication” we are referring broadly to sending information by the giver; receipt of information by the Getter who should paraphrase the message back to the getter and check that they correctly understood the intent. The Giver should also confirm that the message was received and correctly interpreted. In this part of the training, we will explore more closely all of the ways that these three actions can be carried out successfully.

Let’s break down this process in more detail.

COMMUNICATION



Slide

SENDING AND RECEIVING CONTENT USING CLOSED-LOOP COMMUNICATION

Say:

Closed-loop communication begins with the initiation of a message by a Giver. To be best understood, the message should be clear, brief, timely, and complete. We will explore what each of these descriptors are and their importance in just a moment.

If the communication is direct, the Getter should listen quietly and attentively as they receive the message. This is of course not applicable if the message was sent through a delayed message system, such as e-mail, voicemail, or text message.

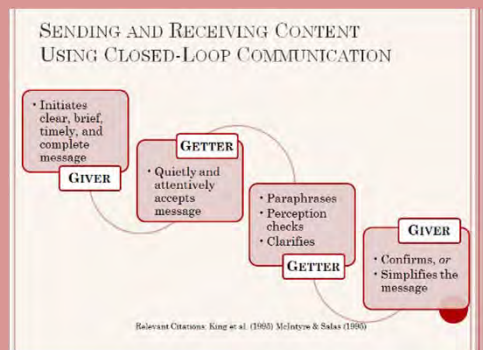
In addition to confirming that the message has been received, the Getter should paraphrase, perception check, and clarify the message with the sender to establish correct understanding of the intended message. We will discuss each of these processes in a moment.

If while clarifying the message, the Giver realizes the Getter has not correctly understood the intended message, the Giver should attempt to explain the message until the Getter and Giver both similarly understand. Once it is obvious that the message was correctly interpreted by the Getter, the Giver should confirm that the Getter understands.

Should a Getter fail to confirm the message, the Giver should follow up with the recipient until confirmation has been obtained. It is especially important to follow up with a Getter who has not closed the loop if the message was sent through an indirect communication medium such as e-mail. There is always the possibility that the message was lost in a messy inbox or there was a delivery failure.

Of course, communication is a reciprocal process so there are times when the initial speaker, the giver, becomes the getter of information. However, to present a clear concept of communication we rely on the terms "giver" and "getter" in this module to clearly label the different roles.

COMMUNICATION



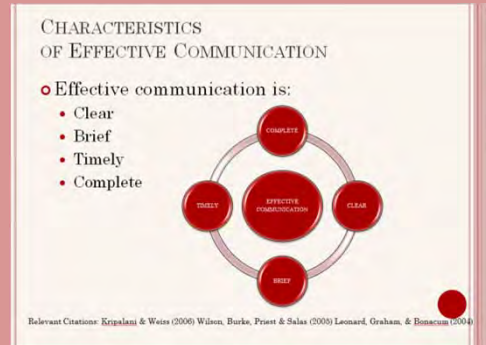
Slide

CHARACTERISTICS OF EFFECTIVE COMMUNICATION

COMMUNICATION

Say:

It is important when communicating to ensure that your intended message is received correctly. In order to achieve this, communication should be clear, brief, timely, and complete. We will now go over each of these four features of effective communication.



Slide

EFFECTIVE COMMUNICATION IS...

Say:

Effective communication is clear. In other words, it is easily understood by other team members. You can increase the clarity of your message by using terminology that team members will understand.

In addition, effective communication is brief. If a message is too long, important pieces may go unheard. Sometimes it's not about finding the words, but limiting them. Try to say what you need to say in as few words as possible. Not only will it help people understand, it will save everyone a little time.

Effective communication is timely. If a message comes too late, it will be ineffective, unnecessary, or could have disastrous consequences.

Finally, effective communication is complete. While a message should be concise, it should also include all important and relevant information. Otherwise, the message may be misunderstood.

COMMUNICATION



Slide

Note to Instructor: This slide has animation. You will need to click the mouse or right arrow key while the PowerPoint is in “slide show mode” to activate each of the images. When the PowerPoint slides are open on a computer you may get to slide show mode by clicking the projector screen icon at the bottom of the PowerPoint screen. This icon is located on the right hand side of the screen, just left of the zoom bar. Alternatively, you may open slide show mode by clicking the “Slide Show” tab at the top of the PowerPoint screen and choosing either the “From Beginning” or “From Current Slide” icons. “From Beginning” will take you to the start of the presentation when the slide show mode opens whereas “From Current Slide” will allow you to open the presentation from this slide.

EXERCISE: PEER FEEDBACK

Say:

In the context of a problem-solving or grade-level team, teachers need to know how to effectively relay their concerns about a student in a clear, brief, timely, and complete way.

If you are completing this training as a group, divide into groups of two. You will each have 3-5 minutes to clearly, briefly, and completely tell your partner about a problem you are having with a student. Your partner will then take 3-5 minutes to provide feedback to you about the effectiveness of your message. You will then switch roles. When providing feedback to your partner, focus on whether their message was clear, brief, and complete.

If you are participating in this training on your own, please think about a problem that you may be experiencing with a student. Think to yourself about how you can more effectively communicate with this student. Make sure you think about whether your message is clear, brief, and complete.

COMMUNICATION

EXERCISE: PEER FEEDBACK

1. Partner up
2. Explain a problem you are having with a student to your partner
3. Have your partner provide feedback on the effectiveness of your message (make sure they focus on clear, brief, and complete communication)
4. Switch roles
5. Group discussion will follow

Slide

SEEKING COMPREHENSION: LISTENING SKILLS OF EFFECTIVE COMMUNICATORS

Say:

Now we are going to examine good listening skills. Stephen Covey, the author of *Seven Habits of Highly Effective People*, recommends you understand others before seeking to be understood yourself. Three strategies you can use to be sure you understand the Giver's message are paraphrasing, perception checking, and asking clarifying questions.

COMMUNICATION

SEEKING COMPREHENSION:
LISTENING SKILLS OF EFFECTIVE COMMUNICATORS

- Paraphrasing
- Perception checking
- Asking clarifying questions



Slide

PARAPHRASING

COMMUNICATION

Say:

Paraphrasing is repeating the communicated message back to the sender using your own words. By paraphrasing, you are checking that you have understood the intended message. This allows the sender to provide you with any feedback and correct any misunderstandings.

For example, a teacher may tell you that he feels the new school policies are requiring him to push through too much information too quickly. He feels that he does not have enough time to work through the material thoroughly with many of his students. To paraphrase him, you could say, "So you're concerned that the curriculum does not have enough repetition for some of the students in your class. Have I understood your concern?" The sender then has the opportunity to confirm that you understood or to attempt to convey his point another way.

PARAPHRASING

1. LISTEN
2. Restate MEANING in your own words
3. CONFIRM understanding

EXAMPLE:

"So, you're concerned the curriculum does not have enough repetition for some of the students in your class. Have I understood your meaning?"

Relevant Citations: Karpalini & Wass (2006)

Slide

EXERCISE: PARAPHRASING

Say:

The aim of this quick exercise is to paraphrase the following message from a Giver who has just arrived for a meeting.

I am worried we do not have time to address all of my concerns this week. So, I am hoping to spend the first 30 minutes of this meeting focused on a conversation that I had with Josh's parents. I want to spend the second 30 minutes discussing the ways in which my students seem to be overly impulsive and energized since they returned from Spring break. I'd like to curb the energy level in my class and I am looking for some tips from you.

Please think about and write down how you would paraphrase the speaker's meaning. If you are working with a partner, please share your response.

COMMUNICATION

EXERCISE: PARAPHRASING

o Aim: Paraphrase the Giver's message.

Giver
(after arriving for a meeting):

I am worried we do not have time to address all of my concerns this week. So, I am hoping to spend the first 30 minutes of this meeting focused on a conversation that I had with Josh's parents. I want to spend the second 30 minutes discussing the ways in which my students seem to be overly impulsive and energized since they returned from Spring break. I'd like to curb the energy level in my class and I am looking for some tips from you.

Slide

Potential responses:

1. You're saying that you are pressed for time and you hope to prioritize two challenges. You would like to focus first on a recent interaction with Josh's parents and then discuss classroom management tips for addressing high energy in the class.

Note to Instructors: If you are completing this training in a group, ask trainees to share a few paraphrased messages and discuss strengths/weaknesses.

PERCEPTION CHECKING

Say:

Sometimes a speaker has a lot of emotion about what they are communicating. To simply repeat the content does not assure the speaker that he or she has been fully heard. Perception checking is a statement that communicates to the sender that the listener has heard and perceived an emotion in the message.

“You look and sound overwhelmed and rushed. I also sensed frustration in you when you mentioned Josh’s parents. Are you feeling frustrated with something?”

COMMUNICATION

PERCEPTION CHECKING

A **statement** which communicates to the Giver that, in addition to the content, the Getter has **heard or perceived an emotion in the message.**



EXAMPLE:

“You look and sound overwhelmed and rushed. I also sensed frustration in you when you mentioned Josh’s parents. Are you feeling frustrated with something?”

Slide

CLOSING THE LOOP

Say:

Closing the loop is an important communication strategy, particularly when you are working with team members who rely on you and are communicating through non-face-to-face methods such as e-mail. It requires acknowledgement by the Getter that the message has been received. In an ideal situation, the Getter will not only acknowledge receipt of the message, but will also paraphrase its meaning, allowing the Giver to clarify or confirm that the message was appropriately understood.

Should a Getter fail to acknowledge receipt of a message, the Giver should follow up with the Getter to confirm that the Getter had received the message. Assuming that an important message has been received can have unwanted consequences if it had, in fact, been lost.

Closing the loop is a simple way to ensure that important information has been shared and understood.

COMMUNICATION

CLOSING THE LOOP

- Getter **confirms** that the message was received and paraphrases the understood meaning back to the Giver
- If the Getter does not confirm the message was received, then the Giver should check back with the Getter

EXAMPLE:
"Thank you, for the note. I will add new basketballs to our next equipment order."

Relevant Citation: Henriksen et al. (2008)

The slide features a circular diagram with three arrows in red, yellow, and blue, forming a clockwise loop. A small red circle is located in the bottom right corner of the slide content area.

Slide

ASKING CLARIFYING QUESTIONS

COMMUNICATION

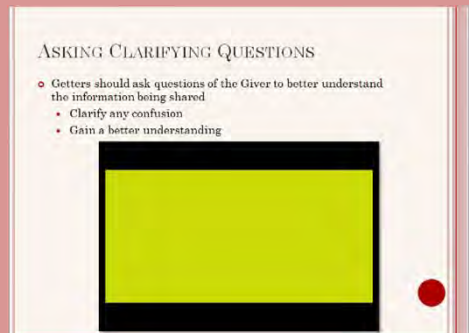
Say:

Communication and information exchange serve critical functions in our daily life, especially when we must collaborate with others. Therefore, how we choose to communicate with those we interact with can have important implications for how we form relationships and meet responsibilities. This video provides a simple illustration of the power and importance of communication.

Please play the video.

As this simple video demonstrates, how we choose to draw out information and communicate with one another will influence events. Therefore, it is important to learn how to appropriately and effectively communicate.

Never assume that you have understood the message. In order for communication to be 100% effective, the sender and the receivers need to actively participate. Just because you may not be the one speaking the message, you still need to speak up about whether you understood the message clearly. Upon receipt of the message, you should confirm that you correctly interpreted the message, and if you did not, then you should ask the sender to either repeat or clarify their message. Always remember: when in doubt, ask!



Slide

Note about fair use: This video is fair use under U.S. copyright law because it is noncommercial and transformative in nature, uses no more of the original than necessary, and has no negative effect on the market for the original work.

EXERCISE: CLARIFYING THE MESSAGE

Say:

Sometimes the message is not clear to the listener.
Take this example,

“I am pressed for time and frustrated about our time constraints. I am not upset with Josh’s parents at all – the meeting was actually informative and hopeful and I understand much more about Josh’s academic history...”

Write down what you think was unclear in this message and construct a clarifying question or comment.

COMMUNICATION

EXERCISE: CLARIFYING THE MESSAGE

- **Sender:** “I am pressed for time and frustrated about our time constraints. I am not upset with Josh’s parents at all – the meeting was actually informative and hopeful and I understand much more about Josh’s academic history...”

Slide

Note to Instructors: If you are completing this training in a group, ask a few pairs to share their questions.

EXAMPLE: CLARIFYING QUESTION

Say:

Excellent. Here are a few other examples of clarifying questions for the previous message.

COMMUNICATION

EXAMPLE: CLARIFYING QUESTION

- "How was the meeting with Josh's parents helpful?"
- "I'd like to understand more about the high energy behavior you are observing. Perhaps you can tell me more about the kinds of things you are observing in your class. What are the kids doing?"
- "Is there anything more that you want to share about your frustrations regarding time constraints either this week or next week, perhaps? Your frustration is palpable this week."

Slide

SBAR COMMUNICATION TECHNIQUE

Say:

The SBAR technique provides a framework for communicating information about almost anything and is applicable in a variety of situations from trouble with a student, to interpersonal dilemmas, to bringing a new team member up to speed on what the team has been working on. This technique helps to ensure that all relevant information has been communicated. Variations of SBAR have been successfully used with teams in the U.S. Navy and in healthcare teams.

SBAR stands for situation, background, assessment, and recommendation. When sharing information, begin by explaining the current situation. Then describe known background and history relevant to the current situation. Are there facts from previous events that are relevant in this situation? Use what you know to make an assessment about the situation. Describe what you believe the problem to be. Finally, offer a recommendation for handling the situation.

COMMUNICATION

SBAR COMMUNICATION TECHNIQUE

- To be used when 2 or more people share responsibility for a student
- SBAR:
 - **Situation:** What is happening at present?
 - **Background:** What is the history leading to the present situation?
 - **Assessment:** What are my thoughts about the situation?
 - **Recommendation:** How do I think the situation should be handled?

Relevant Citation: Henken et al. (2008)

Slide

EXAMPLE: SBAR

Say:

Here is an example of SBAR in action:

Mr. Johansen, I'd like to talk about your third period student, Thomas Smith. Thomas arrived in my office today complaining of problems completing the classwork because he was not able to see the board *[Situation]*. In this past year, Thomas has had multiple instances of not being able to complete his classwork *[Background]*. It seems to me that he might have some vision problems *[Assessment]*, and I recommend that he see a doctor *[Recommendation]* so that he is able to get treated and complete his schoolwork in the future.

COMMUNICATION

EXAMPLE: SBAR



Mr. Johansen, I'd like to talk about your third period student, Thomas Smith. Thomas arrived in my office today complaining of problems completing the classwork because he was not able to see the board *[Situation]*. In this past year, Thomas has had multiple instances of not being able to complete his classwork *[Background]*. It seems to me that he might have some vision problems *[Assessment]*, and I recommend that he see an optometrist *[Recommendation]* so that he is able to get treated and complete his schoolwork in the future.

Slide

THE POWER OF LISTENING

COMMUNICATION

Say:

Listening is so important to communication not only because it is how we absorb the message that the other person is sending but because effective listening builds trust and self-esteem. By being a better listener you are signaling to your colleagues that you care about their thoughts and feelings as well as making them feel that they are important and their contribution is worth listening to. You'll also find that the more you attend to what people are sharing, the better you are as a teammate and colleague and the better you feel about your abilities.

Do you know any tricks for becoming a great conversationalist?

One key tip is to give a short pause of about 3 seconds after a person stops talking before you respond. When you pause you accomplish 3 goals:

1. You avoid the risk of interrupting the person if they are trying to gather their thoughts or pausing for breath
2. You show the other person that you are giving careful consideration to his or her words
3. You'll hear the other person better, allowing the person's words to be fully processed and the intended message to be better understood

As we have previously discussed, two other key behaviors in effective listening include clarifying the message and paraphrasing. Never assume you have understood the message and it is always better to paraphrase what you thought the person was saying in order to confirm you accurately understood. Together, paraphrasing and asking clarifying questions will ensure you received the intended message.

THE POWER OF LISTENING

- Builds trust and self-esteem
 - Signals you care and value others' thoughts and feelings

Tips and Tricks

- Pause for a few seconds before speaking
 - Will avoid the risk of interrupting
 - Shows you are carefully considering the message
 - Will better understand what is being shared
- Question for clarification
 - "How do you mean?"
- Paraphrase
 - "What you are saying is..."

Relevant Citation: Malra & Morresey (1999)

Slide

TEAMWORK ACTIONS

COMMUNICATION

Say:

This concludes the module on communication. I hope that you feel more capable of communicating effectively with your teammates and colleagues. Before you go, let's quickly review some of the major takeaways and actions you should implement in your everyday interactions.

Be aware of communication barriers

Communicate completely, clearly, briefly and timely with your team members

Utilize effective communication in all team processes

Verify and share information frequently with your team members

TEAMWORK ACTIONS

- Be aware of communication barriers
- Communicate completely, clearly, briefly and timely with your team members
- Focus as much on listening as sharing
- Verify and share information frequently with your team members

Slide

ACTIVITY

Say:

I would like to end today with an activity. Please take a moment to come up with answers to the following questions.

COMMUNICATION

ACTIVITY

- Answer the following questions on your own.
 - Identify one important concept that you learned while completing this activity.
 - Why do you believe that this concept is important?
 - Apply what you have learned from this activity to some aspect of your professional life.
 - What question(s) has the activity raised for you? What are you still wondering about?
- Now discuss your answers with a partner.
 - Did you come up with the same concept?
 - How can you learn from what they mentioned?
 - Are you and your partner still wondering about something?

Slide

Note to Instructors: If you are completing this training in a group, ask them to break up into pairs and discuss their answers.

Ask the trainees: Do either of you have any confusion on the topics covered today? Would you like to share with the group?

