Facilitator's Guide for Communication Workshop

HCR Symposium – January 19th, 2012

Facilitator: Clyde Riggins Jr.

Session Duration: 75 Minutes

Materials Needed for Workshop:

- Flipchart Paper and Markers
- PowerPoint Slides
- PowerPoint handout for participants
- Communication Wheel Handout
- Communication Role Plays
- Listening Test

Goals of Program:

- Review Impact of Poor Communication on Issue connected to Health Care Reform
- Review the Communication Process and the Barriers to Effective Communication
- Introduce and Practice using the Complete Communication Wheel created by Growth Dynamics Inc.

INTRODUCTIONS: Start the workshop by conducting introductions: • Name • Institution you work with • Position Held • Reason for attending this workshop (optional) Review the session agenda with the group: • Reviewing the Impact that Poor Communication has on your institutions • Review the Communication Process • Discuss Challenges/Barriers with Communication • Exploring Ways to Improve Your Communication Style Thank Everyone for coming before moving on!	PowerPoint Presentation Handouts **PowerPoint Slides #1 & #2**
Impact of Poor Communication: Using Slide #3 with the football team, use the picture to highlight the various teams that everyone is a part of in their institution or personal lives. Highlight how team members have specific roles and bring specific talents to the table. ***Group Discussion:*** Using this analogy, ask the participants what the impact would be if there is poor communication in their respective teams. Capture their feedback on a flip chart sheet. Tie their responses into the reason/highlights of the Health Care Reform Symposium: • Need for enhanced teamwork	**PowerPoint Slide #3** **PowerPoint Slide #4**

• Improved communication with Patients • Increase in Satisfaction Scores • Reduction of Medical Errors • Increase in Patient Safety Segue into the Communication Process!	

<u>The Communication Process:</u>
 	
Review the slide that highlights the Communication Process: Explain the 4 components of the process:
• Sender: person who starts the process
• Message: the information to be communicated
• Receiver: the person/people receiving the message
• Feedback: the step where the Sender gets to check that the Receiver has received the message they wanted to send
 	
<u>Discussion Question:</u>
• Who thinks they are a good communicator? Why?
 	
Group Activity: "Telephone Message"
Explain to the group that we are going to play a game called Telephone Message. Select a person from each group to be the Sender of a message. Have them exit the room and give them instructions. Say the following sentence 2 times and have them deliver the message to a person at their table. The goal is to have each person in the group share the message and see how the last person receives the message:
"When I was 12 years old, I had HIB and I was cured in 2 weeks. The operation took place in Athens, Georgia"
 	
After this message goes around the group, have the last person write down the message and bring it to the facilitator (or they can write them on a flip chart paper). Read them aloud, and then tell the group the original statement. Debrief the activity:
<u>Group Discussion:</u> (write the answers on flip chart paper)
• What happened to the message in this activity?
• Why do you think the message got mixed up?
 	
Review the Barriers to Effective Communication:
<u>INTERNAL BARRIERS</u>
• Cultural Norms:
  ○ Language – word/action meaning differs
  ○ Physical Distance – distance defines interest
  ○ Age differences – words/actions mean respect to different ages
• Physical Issues:
  ○ Hearing
  ○ Sight
  ○ Eye Contact
  ○ Illness
  ○ Touch
  ○ Tired
  ○ Stressed
	PowerPoint Slide #5
	
	PowerPoint Slide #6

- Personal Style:
    - Written – like to see it written
    - Verbal – want to hear it
    - Kinesthetic – want to experience it
- Personal Experience:
    - With topic
    - With words selected
    - With actions
- Personal Mood:
    - Preoccupied
    - Sad
    - Very happy
    - Stressed
- Personal Expectations:
    - Based on previous similar interactions
    - Thinking you know what they are going to say
- Personal Focus:
    - Personal Crisis
    - Work-related Crisis

EXTERNAL BARRIERS:

- Words/Jargon:
    - Use of words unfamiliar to the receiver
- Noise:
    - In the environment that is distracting
- Sound Level:
    - Speaking too softly or too loudly
- Focus of Listener:
    - Not on the Sender
- Expectations of Listener:
    - Thinking they know what is going to be said
    - Self-esteem issues

The Importance of Listening: (If time permits)

Transition into the importance of Listening in the Communication Process.

Session Activity: **The Listening Test** (don't tell them the name until the test is completed)
Have everyone get a piece of paper and read the following directions:
"Communication requires great listening skills. Listen to the following questions and test your ability to really hear what is being communicated."

Read the questions and review them afterwards:

1. What do you put in a toaster?
2. Say "silk" 5 times. Now spell "silk". What do cows drink?
3. If a red house is made from red bricks, and a blue house is made from blue bricks, and a pink house is made from pink bricks and a black house is made from black bricks, what is a green house made from?
4. Twenty years ago, a plane was flying at 20,000 feet over Germany. If you recall,

Germany at the time was politically divided into West Germany and East Germany. Anyway, during the flight, TWO of the engines failed. The pilot, realizing that the last remaining engine is also failing, decides on a crash landing. Unfortunately, the 3rd engine fails before he has time to attempt an emergency landing, and the plane crashes smack in the middle of "no man's land' between East Germany and West Germany. Where would you bury the survivors? In East Germany or West Germany or in "no man's land?" 5. If the hour hand on a clock moves 1/60 of a degree every minute, how many degrees will the hour hand move in one hour? 6. Without using a calculator – you are driving a bus from London to Milton Haven in Wales. In London, 17 people get on the bus. In Reading, 6 people get off of the bus and 9 people get on. In Swindon, 3 get off and 4 get on. In Cardruff, 11 people get off and 16 people get on. In Swansea, 3 people get off and 5 people get on. In Carmarthen, 6 people get off and 3 get on. You then arrive at Milton Haven. What was the name of the bus driver? 7. Hold your right hand in the air. With your index finger and thumb, make a circle and place it on your chin (but move your hand to your cheek) and watch how many people do what you did and not what you said. **Review the answers:** 1. Bread, if you said toast, you are anticipating what comes out of the toaster, not what goes in! 2. Cows drink water. If you said milk, you were responding to the sound of a word 3. Green houses are made of glass. 4. You don't bury survivors. If you said anything else, you were responding to the story and not the outcome of the story 5. One degree. If you said 360 degrees, you weren't thinking when the word "hour" was stated. 6. It was you. If you answered anything else, you were responding to all of the facts. 7. If you put your hand to your cheek, you were paying attention visually, not verbally. ***To close this out, ask the question: "How important is listening in the Communication Process?"*** Review the PowerPoint Slide "Listening for Understanding" to recap this section.	**PowerPoint Slide #7**
<u>The Communication Wheel:</u> Segue into this section by offering an option for providing positive feedback when communicating a message. Inform the participants that this is a tool that the LMP uses frequently when providing and coaching other in giving feedback. Stress how they can use this tool in their next interaction and how it can add value when communicating in your work teams. Show the PowerPoint Slide "Improving Your Style" and distribute the Complete Communication Handout. Explain the 5 quadrants of the Feedback Process: • Data: explain that good feedback starts with data that the receiver can identify with. It must be specific. • Feelings: share how the issue or situation makes you feel. Take ownership for your feelings • Judgments: share what impact the situation is having on you, the relationship	**PowerPoint Slide #8** **Handout: Communication Wheel**

and what conclusions you are making. • Wants: make sure you include what you want from the other person along with what you want for the both of you. • Willingness: let them know what you're willing to do to resolve the issue or situation, strengthen the relationship and get better outcomes. Provide personal examples of when this model has assisted you. **<u>Group Activity: "Communication Role Plays"</u>** Distribute the Role Plays for the participants to practice using the Communication Wheel. Explain the outcomes you want from the role play and if time permits, select group members to demonstrate their learning. Congratulate everyone for having an open mind in trying this new tool. Review the PowerPoint called "Tips for Providing Feedback"	**Communication Role Plays** **PowerPoint Slide #9**
<u>Summary & Conclusion:</u> Ask the participants to Summarize the Workshop. Have them stress their takeaways in a "Learning Circle" format. Distribute the Session Evals and thank them for coming.	**PowerPoint Slide #10**