Team Awareness Training For Workplace Substance Abuse Prevention

Module 5

Improving Workplace Communication

Developed by

Joel B. Bennett, Ph.D.
Norma G. Bartholomew, M.A.
G. Shawn Reynolds, M.S.
Wayne E. K. Lehman, Ph.D.
Principal Investigator

For more information, please contact:

Institute of Behavioral Research
Texas Christian University
P.O. Box 298740
Fort Worth, TX, 76129
(817) 257-7226
(817) 257-7290 (FAX)
Email: ibr@tcu.edu
Web site: www.ibr.tcu.edu

VISIT OUR WEB-SITE www.ibr.tcu.edu

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The purpose of this 3-year project was to refine, implement, and evaluate a team-based substance abuse prevention program for work settings. The program is designed to increase employee awareness of issues relating to workplace alcohol and other drug use and its consequences. Because these issues and consequences occur within an organizational context, the training addresses specific factors that aggravate employee substance use and prevent effective policy implementation.

OVERVIEW OF THE TCU DRUGS IN THE WORKPLACE PROJECT

The Drugs in the Workplace Project at Texas Christian University has studied the prevalence, antecedents, and consequences of employee substance use for over 12 years. Results have emphasized the importance of work environments, policies, and employee characteristics in understanding the pervasiveness and impacts of substance use in the workplace.

In recognizing the changing social contexts in today's workforce, Principal Investigator Dr. Wayne Lehman and researcher Dr. Joel Bennett spearheaded the development of two prevention programs. This manual contains material from the participatory "team-based" program and emphasizes the impact of substance use problems on all team members in a work group (in terms of lost productivity, having to cover for absent co-workers, and work-place safety). The approach promotes awareness of group dynamics that serve to condone or create tolerance for drinking or drug use in a workgroup. Issues such as stress management, communication, risk identification, and how to gently "nudge" a troubled co-worker to seek professional help are discussed. The second program is an enhanced "informational" training that primarily uses didactic presentations to familiarize employees with their workplace substance abuse policy, the effects of alcohol and various drugs of abuse, and Employee Assistance Programs (EAP).

Both programs have been evaluated in two municipal workforces -- a medium-sized suburban city in which work groups from all city departments (except uniform fire and police) were included, and departments that had previously been identified as "at-risk" for substance abuse problems from a larger urban city.

Work groups were randomly assigned to receive either the team-based or informational training, or were assigned to a no-training control group. Work groups were assessed two weeks before and after the trainings, and again at six months post-training. Overall, employees who attended either of the two training conditions showed improve-

Workplace Training
6-month outcomes

The 6 components of Team oriented training are:
1) risk identification   3) stress management   5) communication
2) policy awareness   4) understanding tolerance 6) peer referral skill training

ments in important areas compared to employees in the control condition. **Figure 1** summarizes the results at 6-month follow-up for both cities. Five domains of outcomes were examined, including a supportive group climate, stress and coping, drinking norms, policy knowledge, and information about the EAP. Arrows from the training condition to the outcome domain indicate a positive change. The bold arrows indicate more substantial change.
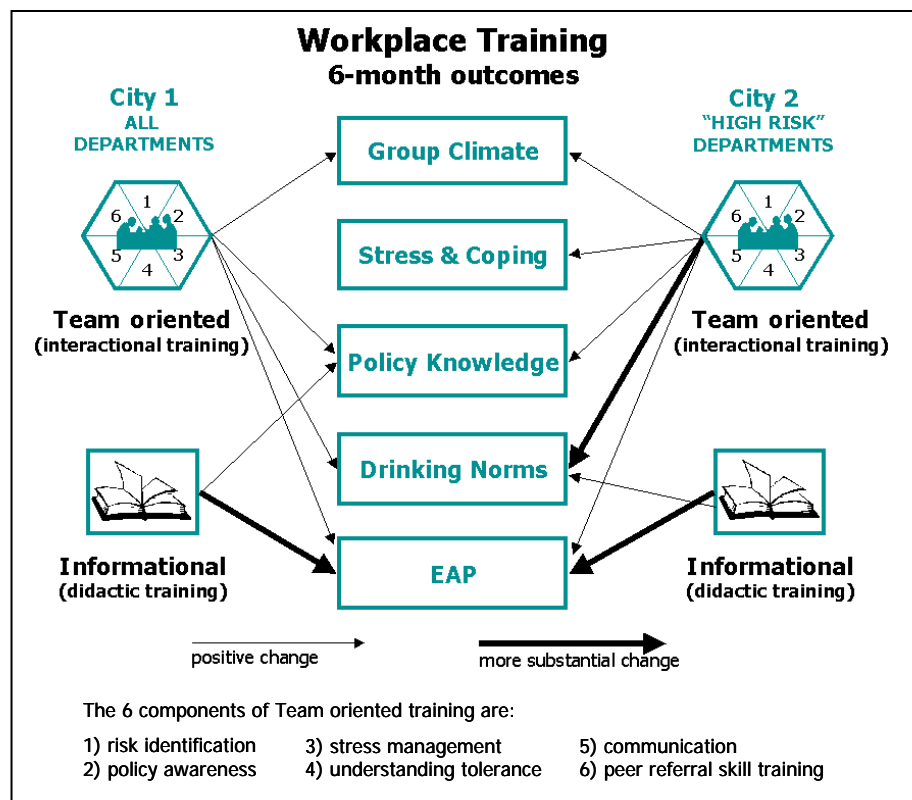
TEAM AWARENESS – TABLE OF CONTENTS TO ALL MODULES

In its original form, the Team Awareness program was delivered as two 4-hour (half-day) sessions, each session delivered a week apart. Session I consisted of Modules 1 and 2. Session II consisted of Modules 3 through 6. We used slightly different steps in different work sites and so the length of the modules here are longer, if facilitators choose to use all the steps provided. These different options and an overview are explained in the manual titled "Introduction and Facilitator Overview." Each module has (1) an accompanying manual in Acrobat/PDF format and, (2) overheads and speaker notes as separate PDF files.

Module	Manual	Overheads/Speaker Notes
Introduction & Facilitator Overview	Teamaware.pdf	None
Session 1		
(1) Relevance to you and your work group: Orientation and Risk Identification	Module1(Relevance).pdf	Module1(Relevance)ho.pdf Module1(Relevance)ho-notes.pdf
(2) Team Ownership of Policy: The Risks & Strengths Game	Module2(Policy).pdf	Module2(Policy-Part1)ho.pdf Module2(Policy-Part1)ho-notes.pdf Module2(Policy-Part2)ho.pdf Module2(Policy-Part2)ho-notes.pdf Module2(gameboard).pdf
Session 2		
(3) Reducing Stigma & Tolerance and Increasing Responsiveness	Module3(Tolerance).pdf	Module3(Tolerance)ho.pdf Module3(Tolerance)ho-notes.pdf
(4) Work Stress, Problem Solving, and Substance Use	Module4(Stress).pdf	Module4(Stress)ho.pdf Module4(Stress)ho-notes.pdf
(5) Improving Workplace Communication	Module5(Communication).pdf	Module5 (Communication)ho.pdf Module5 (Communication)ho-notes.pdf
(6) Encouragement: The NUDGE Model	Module6(NUDGE).pdf	Module6(nudge)ho.pdf Module6(nudge)ho-notes.pdf Module6(casestudies)ho.pdf Module6(casestudies)ho-notes.pdf

Module 5

Improving Workplace Communication

Participants will:

- **Identify norms and responsibilities in workplace communication**

- **Identify and reduce blocks to effective listening**

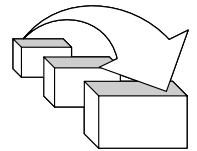- **Understand role of informal communication (the grapevine) in the work setting**

Facilitator Overview and Session Outline:

- The following page (Page 2) shows an outline of the different steps in this module.

- As with other modules in this program, we wanted to give different options or different tools for delivering this module.

- Step 1 is optional and may depend on whether you have conveyed this information in other modules. For example, Module 1 (Relevance) includes a brief component on communication, entitled "Personal Exercise # 3: "Finding Your Voice" (located on p.26 of the Module 1 trainer manual). You may refer back to this when introducing this module.

Note. This module was delivered differently in the two experimental trials in two different worksites. Steps 1, 2, and 3 were delivered in Site 1. Steps 2, 3, and 4 were used in Site 2. This was because Site 2 placed more emphasis on the importance of skills-based listening and establishing communication. See Instructors Manual for full explanation.

Outline

Following an introduction, this "Communication" module has four core steps. You have three **TOOLS [✕]** to help involve participants.

Which steps do you use?

*You may be able to skip all or part of **Step 1** if participants are familiar with these concepts.*

*Alternatively, the group may have expressed anxieties, doubts, or concerns about their roles and responsibilities in peer referral. If so, **Step 1** should be helpful in helping participants explore these concerns.*

*You may also launch directly into **Steps 3 and 4**, which are more interactive, and then follow-up with **Step 2** to illustrate the importance of using guidelines when communicating.*

NOTE. The 7 guidelines used in **Step 2 are fundamental to the NUDGE model, which is presented in the following Module 6.*

1. **Mini-lecture/discussion on communication norms and responsibilities** *(Overheads # 2 through # 5)*

   a. Introduction
   b. Communication responsibilities/rules in different settings
   c. Summary Points

2. **Seven guidelines for effective communication** *(Overhead # 6 and #7; Handout # 1)**

   a. Concerns and anxieties about communicating
   b. How communication is involved in all previous modules
   c. Seven ideas

   [Tool 1]
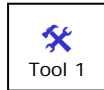
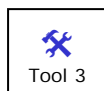3. **Grapevine communication exercise** *(Overhead # 8)*

   [Tool 2]

   a. Grapevine activity
   b. Facilitated discussion
   c. Flipchart of Benefits and Drawbacks
   d. Concluding Points
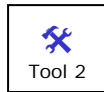
4. **Really Listening Exercise** *(Overhead#9 through # 11; Handout #2)*

   [Tool 3]

   a. Listening Do's and Don'ts
   b. Really Listening Group Exercise
   c. Discussion
   d. Concluding Points

Module **5**

Improving Workplace Communication

Participants will:

- **Identify norms and responsibilities in workplace communication**

- **Identify and reduce blocks to effective listening**

- **Understand role of informal communication (the grapevine) in the work setting**

Step	Segment Name	Time*
1	**Mini-lecture on communication**	15 minutes
2	**Seven Guidelines**	10 minutes
3	**Grapevine Communication**	25 minutes
4	**Really Listening Exercise**	25 minutes
Module Length		**40 to 75 min.**

OPTION (next to Step 1)

Session Structure

*Note. In the field tests of Module 5, we used different steps at different times. You may be able to launch directly into Step 2 depending upon how much you have reviewed the topic of communication in previous modules. Communication is introduced in Module 1 (Step 6, Personal Exercise 3, Overheads 30/31/32) and underlies the purpose of the entire *Team Awareness* training. Facilitators may choose to begin the Module with Overhead # 6 (p. 10] which provides a review of how communication has been part of all previous modules.
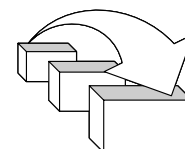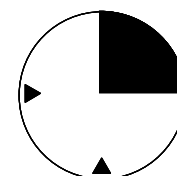
*Facilitator
Materials and
Preparation*

❖ **Materials**

- Flip Chart or chalkboard

- Overhead or LCD projector and screen

- Markers or chalk

- Pens or Pencils for participants

- Slides or handout of slides for participants to follow

- A water soluble or erasable pen for overheads

- Handout materials (see below)

❖ **Prepare before class**

- Review all overheads and/or flipchart statements.

- Handouts - Have available or make copies for each participant:

  1. Seven Guidelines for Effective Communication (Overhead #13]

  2. Instructions for Really Listening Exercise (Overhead #14)

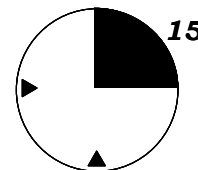 ◇◇ **Option**: Create a handout from Overhead #11.

❖ **Slides/Overheads**

All slides and overheads are available on the PDF companion
version of this manual (see "Module5(Communication)ho.pdf").

There are a total of 12 overheads. The two handouts follow the
Overheads (Overheads #14 and #15).

Step 1

Mini-lecture: Communication norms and responsibilities (OPTION)

15

❖ **Includes the following components:**
      a. Introduction
      b. Communication responsibilities/rules in different settings
      c. Summary Points
      d. Seven Guidelines for effective communication

❖ **Rationale (for the facilitator)**

Workers often are hesitant to come forward with their concerns about co-worker substance abuse or other co-worker problems that may interfere with workplace productivity and cohesion. In many cases, this hesitancy may reflect a lack of basic assertiveness skills and an uncertainty and anxiety about communication responsibilities inherent in work settings. This module allows participants to (1) explore issues of personal responsibility in various workplace communication situations and (2) to review and practice skills that contribute to responsible and effective communication. This module also serves as an introduction to Module 6 that provides more guided review and skills practice for peer referral.

❖ **Session Purpose -- *Show Overhead 2***: Introduce the overall topic and purpose. (You may use your own words, but cover the three main ideas in the overhead).

> **WORKPLACE COMMUNICATION**
>
> **PURPOSE OF SESSION**
>
> • Identify norms and responsibilities in workplace communication
>
> • Identify and reduce blocks to effective listening
>
> • Understand role of informal communication (the grapevine) in the work setting

Overhead 2

Purpose

❖ ***Explain*** that "norms" means social rules or what is expected to be the "normal" or routine ways that people agree on how to communicate with each other.

❖ ***Explain*** that communication norms and responsibilities go together. For example, we may only communicate what we think is normal to communicate because it is what we think is expected. The question is who are we responsible to when we choose to communicate or not communicate? Also, do we withhold information because it may hurt the group? Do we share information because it may help us?

Step 1 continued...

A. Introduction to Mini-lecture

❖   ***Introduce*** the topic of workplace communication. You may use
Overhead 3 #. Include some of the following points:
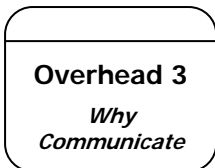
> **WHY COMMUNICATION?**
>
> • We cannot <u>not</u> communicate
> • Most of us spend about 70% of our time
>   actively communicating
> • Effective communication can help reduce
>   safety and behavior risk problems
> • Concerns about how to talk to coworkers
>   who may have problems that need help

1. One of the most important things we do at work is communicate with each other. It's been said that **"we cannot <u>not</u> communicate."** Whether with words, gestures, body language, or even silence – we are always communicating.

2. At work, **most of us spend about 70% of our time actively communicating**. We communicate face-to-face or on the telephone; we communicate via computers, faxes, or radios; we read and write; we handle requests, we process paperwork, we respond to service calls, we deal with customers. Communication is the essential function of any workplace.

3. As you might imagine, **communication plays an important role in the issues we are covering in this training**. In particular, effective team-based communication can help buffer many of the safety, productivity, and morale problems caused by co-worker substance use and abuse or other problems.

*Emphasize
Point 4:*

4. We've included this section on workplace communication to help address some of the interpersonal (person-to-person) **issues that workers have told us concern them about confronting or reporting an impaired co-worker**. These issues include concerns about personal responsibility, personal safety, workplace communication networks, and the most effective communication strategies and techniques to use. These are the topics we will address today.

Step 1 continued…

**B. Communication responsibilities/rules in different settings**

❖ *Lead a discussion* on personal communication responsibilities in the workplace. Use some of the following points:

1. In all walks of life, we face different communication settings.
2. All settings have "rules" or guidelines about the how communication is expected to happen, what can be said, how it can be said, and who can say it.
3. These rules about how we should behave in communication settings may be formal (such as the parliamentary rules observed in city council meetings) or informal and traditional (such as communication in families or among friends).

❖ **Make three columns on a piece of flip chart paper or use Overhead #4.** Label one column as A FRIEND'S HOUSE, another as A COURTROOM TRIAL, and the third as A MOVIE THEATRE. Use the columns to list participant's contributions as you lead a discussion on rules in different settings. Encourage discussion and prompt with the following questions.

❖ *SAY:* Let's consider some of the rules or guidelines that might apply in each of these different communication settings. I'll prompt you with a few questions and we'll answer them for each of the three situations:

COMMUNICATION SETTINGS

Friend's House   Courtroom Trial   Movie Theater

• "Formal" or "Informal"   • Are YOU allowed to speak ?
• Who is allowed to speak?   • When should you speak?
• What are "rules" for speaking? • What responsibilities?

- *First off, how would you describe each of these settings – as "formal" or "informal"? How would you describe a friend's house? A courtroom? A movie house?*

- *Who is allowed to speak? At a friend's house? The courtroom? The movie theatre?*

- *Who or what governs who is allowed to speak? At a friend's house? Courtroom? Theatre?*

- *How about how you are allowed to speak – what are the rules? At a friend's? Courtroom? Movie?*

- *When can you speak in each setting? At a friend's? A courtroom? A movie?*

- *What responsibilities would you have in each communication setting? What responsibilities at a friend's? A courtroom? A theatre?*

Invite some discussion:
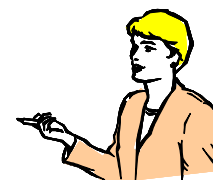
Step 1 continued...

❖ **Review** the lists and compare the differences in communication settings.

❖ **Explain: "**As we can quickly see, there are a variety of communication rules and guidelines based on the setting one is in. Most of us wouldn't visit a friend and then wait for his/her permission before speaking, just as most of us wouldn't go into a courtroom and sit there telling jokes and chewing the fat in a loud voice."

❖ **Label** a piece of flip chart paper or an area of an erasable board as JOB/WORKPLACE and use it to list participant's contributions.

❖ **Show Overhead # 5 and Explain: "**As mentioned earlier, the workplace is an important communication setting. Like all communication settings it, too, has rules and guidelines. Of special importance in workplace settings are communication responsibilities. Let's consider some communication guidelines we may find in a workplace setting:"

Overhead 5

Responsibility

Invite Response:

- *How would you describe the workplace setting – as "formal" or "informal"?*

- *Who is allowed to speak in the workplace?*

- *Who or what governs who is allowed to speak in the workplace?*

- *How about how you are allowed to speak – what are the rules?*

- *When should you speak up at work?*

COMMUNICATION RESPONSIBILITY

- Communication is the essential function of any workplace.
- Effective, team-based communication buffers stress and improves productivity.
- Policies often state that workers have communication responsibilities regarding safety, problem-solving, and substance abuse.
- Effective communication strategies can help workers act on their responsibilities.

- *What responsibilities do you have in a workplace communication setting?*

C. Summary Points. Summarize by asking and discussing the following question. Use flip chart or erasable board to list participants' points:

❖ **Ask: "**Based on what you've already learned in this training about your workplace substance abuse policy, what communication responsibilities do you have concerning problems in your work team?"

❖ **Thank** participants for their contributions. Summarize the discussion and conclude with the following key points:

1. We've listed a descriptive list of guidelines in different communication settings – some formal and some informal.

Step 1 continued...

2. The workplace is a **unique communication setting**, with its own set of guidelines and responsibilities. As mentioned earlier, the very life of any organization depends on communication. In healthy and productive organizations, communication is geared toward the actual work process, as well as information sharing, problem solving, and heading off potential problems before they take their toll.

3. In **keeping with your policy**, there are specific communication **responsibilities** each worker has concerning safety issues, impaired co-workers, or suspicions of co-worker impairment.

4. Let's look next at some general ideas about communication strategies for addressing these responsibilities.

Link back to Module 2 (Policy)

Step 2

Seven guidelines for effective communication

10
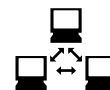
Include the following components:
    a. Concerns and anxieties about communicating
    b. How communication is involved in previous modules (optional)
    c. Seven ideas

A. Concerns and anxieties about communicating

❖ **Begin** by asking participants to make a list of concerns or anxieties workers may have about exercising their responsibility to communicate about an impaired co-worker or policy violations. Prompt with the following questions and allow some time for discussion (you may flipchart responses).

• *When you think about actually talking with a <u>supervisor</u> or <u>manager</u> about an impaired co-worker or policy violation, what concerns come to mind?*

• *When you think about confronting a co-worker about his/her impairment or a policy violation, what concerns come to mind?*
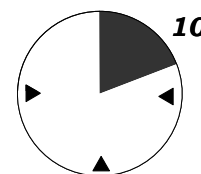
Flipchart optional

Step 2 continued...

Allay concerns:

❖ **Explain:** "The concerns you have listed are valid ones, and they are concerns that any reasonable person would feel in similar circumstances. It's difficult to think about "squealing" on a co-worker, even when it is one's responsibility, and even when we are aware of the serious health, safety, and productivity involved. Likewise, it's always difficult to give people bad news. Confronting someone who has a problem, even when our sincerest wish is to encourage that person to get help, is never easy."

❖ **Explain:** "What we have to offer you today is not a magic bullet that will make this responsibility any easier for you. However, we do have some general guidelines for dealing with these situations that can help you communicate fairly, honestly, and responsibly."

B. How communication is involved in previous modules (optional)

> **Note.** Overhead #6 provides a review of all the previous components and helps to show how communication has been part of the training. This overhead takes two minutes to display and may help some participants to understand better the purpose of Modules 5 and 6. It provides an overall context for the peer-referral aspects of the communication training.

Overhead 6

Review

❖ **Show Overhead # 6.** Remember that the purpose of this training is **"to improve communication in order to reduce risks."** As a quick review, this slide shows how communication is central to everything we have been discussing.


Link all Modules
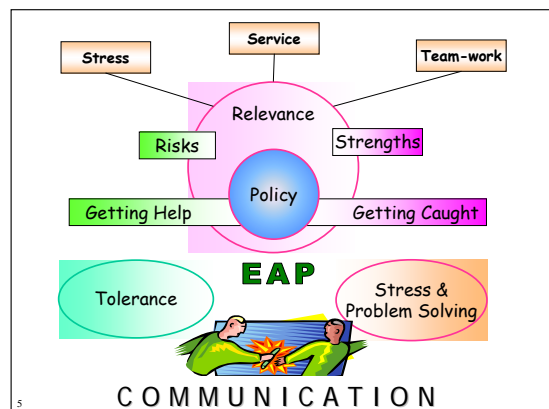
- Module 1 described how communication is relevant to dealing with *stress*, providing *service*, and improving *teamwork*.

- Module 2 described the importance of knowing policy and communicating with others during the Risks and Strengths board game. Communication is involved in *getting help* as opposed to *getting caught*.

- Module 3 described *tolerance* for problems as a group process. One way of tolerating a problem is to not communicate about it.

- Module 4 – on stress – discussed the importance of social support and group problem solving as a healthy coping style. In addition, if you have difficulty talking about problems, the EAP is there to listen.
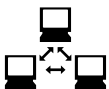
Step 2 continued...

C. Seven Guidelines for Effective Communication

❖ **Distribute** handout *Seven Guidelines for Effective Communication.* Review Overhead # 7 and discuss each point below. Provide examples and model appropriate nonverbal signals such as eye contact, level tone of voice, emotional neutrality, and active listening.

❖ **Explain:** "If you suspect co-worker impairment or other violations of policy, you are faced with several choices – do nothing, talk to a supervisor or manager, or talk to your co-worker about getting help. Complaining to other co-workers or engaging in gossip may make you feel better, but it won't solve the problem.

And that's a key point. If you suspect violations or have concerns, <u>problem</u> <u>solving</u> communication is the kind to focus on.

Let's review some key ideas for effective, problem solving communication:"

1. **Think about what you want to say**. Before bringing up the issue, give it some consideration. Think about what you <u>know</u>, what you <u>suspect</u>, what you are <u>concerned</u> about. Make notes. Have some idea of what you want to have happen as result of the meeting.

2. **Make your move**. Request a meeting to discuss the issue. If you decide to talk with a supervisor or manager, ask for an appointment. If you are comfortable talking with the co-worker, ask him or her to meet with you.

3. **Get right to the point**. When we are anxious or nervous, we may talk around a subject. This dilutes your effectiveness when the main point finally arrives.

   > **Seven Guidelines for Effective Communication**
   >
   > THINK ABOUT WHAT YOU WANT TO SAY
   >
   > MAKE YOUR MOVE
   >
   > GET RIGHT TO THE POINT
   >
   > USE GOOD COMMUNICATION SKILLS
   >
   > MAKE A CLEAR REQUEST
   >
   > ROLL WITH RESISTANCE
   >
   > END ON A POSITIVE NOTE

4. **Practice good communication**. Use I-Messages and listening skills. I-Messages are non-blaming and non-agressive ways of presenting ideas, feelings, and concerns. Listening creates a supportive atmosphere.

5. **Make a clear statement** about what you want to see happen. If you are reporting to a supervisor, these might be a request for action. If talking with a co-worker, make a clear request that the behavior stop or that help be sought.

Distribute Handout 1

🗋

7 Guidelines

Tool 1

Overhead 7

7 Guidelines

Ask volunteer (s) to read out loud; and read points along with participants

<u>Note</u>. These guidelines may be skipped here and used in Module 6 or—for emphasis— may be repeated in both modules.

Step 2 continued...

6. **Roll with resistance.** Supervisors may not want to hear about the problem or may downplay it. Co-workers may become angry or deny the problem. These are normal defensive reactions to hearing things we don't like as human beings. Listening respectfully and using a "broken record" can help dissipate strong feelings and make sure that your clear request for action is taken seriously.

7. **End on a positive note**. Thank the person for their willingness to listen. State your belief that the supervisor or co-worker can and will handle the problem.
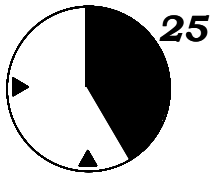
Step 3

25

Grapevine communication exercise

Includes the following components:

a. Grapevine activity
b. Facilitated discussion
c. Flipchart of Benefits and Drawbacks
d. Concluding Points

Project a fun attitude! Mention this is like a game we used to play in grade school.

Tool 2

TIP! Do not show overhead # 8 until all the last person hears the message.

A. Grapevine activity/Instructions. Without advance discussion, tell participants that they will now take part in an activity that deals with workplace communication. Lead the activity using the following guidelines:

1. Ask 5 or 6 volunteers to leave the room. The rest of the participants act as observers.

2. Explain to the volunteers that they will be called back into the room one-at-a-time to receive a message, which they must then pass on to the next person.

3. Call the first volunteer back into the room, and read the message aloud (see Overhead # 8). It is then passed on from memory.

4. Call the second person back into the room to hear the message from the first person. Repeat the process until the last person hears the message.

Step 3 continued...

    5.   Ask the last person to say the message aloud, as he/she understood it.

    6.   *Show overhead (#10) of original message and read it aloud.*

B. Facilitated Discussion.

❖ **Have** participants return to their chairs, and ask them for feedback on what happened using a flip chart to record their answers. Specifically, use these **discussion questions**:

    1. Which parts of the message got distorted, omitted, or changed?

    2. How did this happen?

    3. In what ways does this exercise remind you of the office "grapevine"?

    4. What does it say about "grapevine" communication?

> I cannot wait to report this accident to the police. I must get to the hospital as soon as possible. The delivery truck was heading south and turned right at the intersection just when the sports car that was heading north attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns, but continued to turn without slowing down. In fact, I think the sports car actually sped up just before the crash.
>
> 10

Overhead 8

Accident Report

❖ **Prime** participants for a discussion of the benefits and drawbacks of grapevine with the following points.

    1. The obvious purpose of this activity has been to draw your attention to problems inherent in "grapevine" communication in the workplace.

    2. All workplaces have formal and informal communication networks. Formal networks are usually business and work related. Informal networks often still pertain to work, but also involve personal opinions, feelings, and ideas. Gossip, rumor, and vendettas can also get caught up in the grapevine.

    3. Despite its problems, the "grapevine" is an important part of any social communication system.

    4. We all "get from" and "give to" the grapevine. That is, we take information off of it, and we put information on it.

Step 3 continued...

C. Benefits and Drawbacks of Grapevine.

❖ *Ask*: "What are the BENEFITS of grapevine communication and what are the DRAWBACKS?

❖ *List* participant responses on flipchart and discuss

The Grapevine

BENEFITS	DRAWBACKS

Lead a brief discussion on issues of substance abuse policy and the grapevine. Include some of the following **discussion questions:**
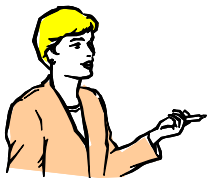
1. In weighing the benefits and drawbacks of the grapevine, what's the best advice we can follow?
2. What is the craziest thing you ever heard off the grapevine that turned out to be completely false?
3. What responsibilities do we have when it comes to grapevine communication?
4. When it comes to Alcohol and Drug Issues (or other issues where a worker has personal problems) what do we need to keep in mind about the grapevine?

Discuss and emphasize Point 4.

D. Concluding Points

❖ **SAY:** "When there is a lot of gossip, people may be less likely to talk about what is bothering them because they fear information will leak into the grapevine. They may wall themselves off from others unless:

- They feel information will be kept private or confidential
- They trust others to respect their private concerns

As we talk more about how to help others, it is important to remember things we have talked about earlier: (1) It is better to get help before problems get bigger, and (2) An ounce of prevention is worth a pound of cure. The goal of this module is to help you create a climate at work that is willing to address problems. A big part of this is being able to really listen to others, even when you don't like what you hear.

Step 4

25

<u>Real</u>ly Listening Exercise

Includes the following components:

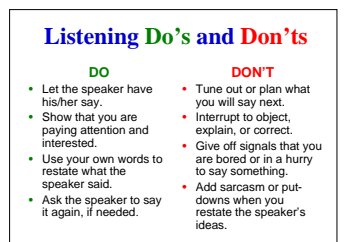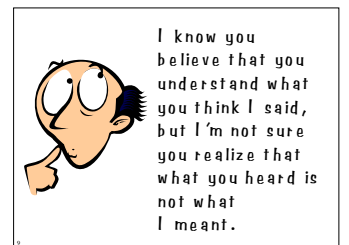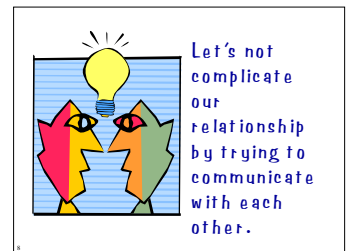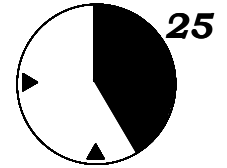a. Listening Do's and Don'ts
b. Really Listening Group Exercise
c. Discussion
d. Concluding Points

A. Listening Do's And Don'ts

❖ **SHOW** and read Overhead # 9 and #10 *("Lets not complicate..." and "I know you believe that you understand)*

❖ **SAY:** "We are about to do a listening exercise. As we can see from this overhead (#10), listening and hearing are not the same thing. We can listen very well and believe that we understand what was said. Unfortunately, what we listen to, what we hear, and what we understand may have little to do with the message intended for us."

❖ **SHOW** Overhead #11 (Listening Do's and Don'ts) and review each point.

◈◈ **Option**: Create a handout from Overhead #11

❖ **SAY** (after reviewing the overhead): "I will leave this overhead up during the exercise so you can refer to it as needed."

B. Really Listening Group Exercise.

❖ **ASK** participants to get into groups of thee or four individuals.

❖ **DISTRIBUTE** Handout "Really Listening" so that each group has at least one handout.

❖ **REVIEW Handout and Instruct** participants to take about 2 minutes each to express their views. Ask them to monitor themselves so that everyone gets a chance to speak and respond.

❖ **SHOW** and emphasize the rule in Overhead #12 *("Each person can speak only after restating the ideas of the previous speaker accurately…")*

Let's not complicate our relationship by trying to communicate with each other.

I know you believe that you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant.

Listening Do's and Don'ts

DO
- Let the speaker have his/her say.
- Show that you are paying attention and interested.
- Use your own words to restate what the speaker said.
- Ask the speaker to say it again, if needed.

DON'T
- Tune out or plan what you will say next.
- Interrupt to object, explain, or correct.
- Give off signals that you are bored or in a hurry to say something.
- Add sarcasm or put-downs when you restate the speaker's ideas.

Each person can speak only after restating the ideas and opinions of the previous speaker accurately and to that person's satisfaction.

Step 4 continued...

Tool 3

*Be mindful that
some of the topics
chosen may be
considered very
controversial.
Monitor group
interaction and
keep participants
on task—i.e.,
LISTENING.*

*You might say
"Being able to
really listen
when you
disagree is a
good skill to
have. Why?"*

Instruction Handout (Overhead 13) for "*Really Listening" is copied below.

REALLY LISTENING

👂 In a group of three or four, select one of the following issues (or pick your own "controversial" topic). This will be the topic you will talk about with each other during this activity. You will discuss your topic by following the guideline below.

Topics
Capital punishment
Euthanasia
Liberal politics
Conservative politics
How to Best Deal with Terrorism
Gun Control
Censorship
Frozen human embryos
Salaries of football players
Sports team rivals
(for example, Cowboys fans vs.Bronco fans, etc.)
Cloning
The US Space program
The United Nations
Schools/Education

👂 Before beginning, read over the following guideline. Make sure all group members understand.

Each person can speak only after restating the ideas and opinions of the previous speaker, accurately and to that speaker's satisfaction.

👂 Someone should volunteer to begin the discussion by talking briefly about his/her thoughts and opinions about the chosen issue.

👂 When you want to give your ideas on the issue, you must first show the previous speaker that you got his/her meaning. You can say things like "You believe that…" or "You think that…", or "Your opinion is that…" to get started. Then use your own words to restate what you heard the previous speaker say. If the previous speaker is satisfied that you "got his/her meaning," then you can give your opinion.

👂 Give it a try!

Step 4 continued...

C. Discussion

❖ *Lead a Discussion* using the following discussion questions

> **1.** Was it easy to really listen, or was it hard to do?
> - What was hardest to remember to do?
> - What came easiest?
> - Did it get easier as you went along?

> **2.** How did this kind of listening compare with the kind you do every day?

> **3.** Did this method of listening help you see other people's point of view?

> **4.** How could you use this kind of listening to increase how well you understand what other people are trying to say?

D. Concluding Points

❖ Make the following concluding points:

- Listening is the foundation of effective communication.

- Effective listening leads to effective speaking. If nothing else, it helps us avoid jumping to conclusions, putting a foot in the mouth, etc.

- Listening is a skill. Honest. The more you practice, the better you get at it.

- The world loves a listener. When asked to list the qualities they truly respect in others, most people put "good listener" on the list.

- Learning to listen better can help reduce stress and confusion in most areas of life: work, family, relationships, healthcare.

- As we will see next (Module 6), listening is also the foundation of being able to encourage people who might need to get help.

OVERHEADS AND HANDOUTS

There are 11 slides or overheads and 2 Handouts. All of these are located in the accompanying PDF file, called "**Module5(Communication)ho.pdf.**"

◆ STEP 1: Mini-Lecture	
OVERHEADS ONLY	
1. TITLE	
2. PURPOSE OF SESSION	
3. WHY COMMUNICATION	
4. COMMUNICATION SETTINGS	
5. COMMUNICATION RESPONSIBILTY	

◆ STEP 2: Seven Guidelines for Effective Communication	
OVERHEADS	**HANDOUTS**
6. COMMUNICATION REVIEW	
7. SEVEN GUIDELINES	1. SEVEN GUIDELINES (Overhead 14)

◆ STEP 3. Grapevine Exercise	
8. GRAPEVINE MESSAGE	

◆ STEP 4. Really Listening Exercise	
9. "Let's Not Complicate…"	
10. "I know you believe.."	
11. Listening Do's and Don'ts	2. Really Listening Handout (Overhead 15)
12. Rule for Listening	