

# COMMUNICATION: EFFECTIVE SPOKEN COMMUNICATION

# 3-E



Job Performance  
Situation 3:  
Building Essential  
Skills  
in Facilitation,  
Decision-Making, and  
Communication

HEAD START  
*MOVING AHEAD*  
COMPETENCY-BASED TRAINING PROGRAM



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## REFERENCE

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This activity develops skill competencies in *effective spoken communication*.

Participants will learn how to ask questions that help others understand interpretations of their own assumptions and viewpoints. They will be able to summarize the remarks of other people to gain clarity and will learn to present information, distinguishing between fact and interpretation. Finally, they will learn how to build rapport in interpersonal communication.

Related skill activities include 3–C, Facilitation: Fundamentals of Leading Meetings; 3–E, Communication: Effective Spoken Communication; 3–F, Communication: Active Listening Skills; and 3–G, Communication: Effective Written Communication.

*Sources. Facilitator's Skills Development Process, Conflict Resolution Skills.* 1994. U.S. Center for Substance Abuse Prevention, Washington, DC. *Head Start Social Services Training Manual.* 1990. U.S. Department of Health and Human Services, Washington, DC. Training Guides for the Head Start Learning Community, *Communicating with Parents.* 1997; U.S. Department of Health and Human Services, Washington, DC. *Instructor's Guide for Facilitation Training.* 1993. U.S. Department of Health and Human Services, Washington, DC.

## Effective Spoken Communication

**Outcomes.** Participants who complete this activity will be able to

- determine when the content of a message is clear
- identify clashes between verbal and nonverbal messages
- recognize when communication is being blocked
- demonstrate how communication can be kept open and moving forward
- identify opportunities for demonstrating respect and building rapport
- recognize when cultural differences and/or personal factors will impact communication

**Materials.** Newsprint and markers; copy of videotape you have made from the script “Communication Messages” (the Step 4 Worksheet) if you select that option, VCR and monitor

### Components

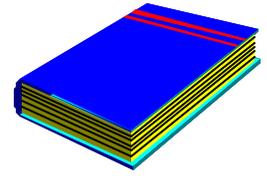
This activity can be done by one person, an informal group, or a formal workshop. We have provided suggested times, but participants and facilitators may wish to adjust these to their own timetables.

Step 1. Background Reading: Elements of Effective Spoken Communication Handout: Communication Styles	20 min.
	10 min.
Step 2. Worksheet: Expressing Ideas and Feelings Openly	20 min.
Step 3. Worksheet: Communication Analysis	20 min.
Step 4. Worksheet/Video: Analyzing the Situation	40 min.
Step 5. Summary	10 min.
Suggested total time	2 hrs.

This activity contains 20 pages.

# STEP 1. BACKGROUND READING: EFFECTIVE SPOKEN COMMUNICATION

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Suggested time: 20 min.

Study the following reading. Feel free to highlight sections or write comments in the margins.

## I. ELEMENTS OF COMMUNICATION

Communication may be defined as the shared process of speaking, listening, and responding that we use to achieve mutual understanding and responsive interaction. Within Head Start, communication is essential to effective program planning, implementation, management, and monitoring at the federal and program levels. Mutual understanding and responsive interaction are crucial to the performance of critical tasks that require staff to function collaboratively and in sync with Head Start guidelines, principles, and values.

Effective communication encompasses a number of key elements, including<sup>1</sup>

- *Content*: the meaning of the message, that is, an idea or a feeling (content can be direct or have hidden meaning, or both).
- *Purpose*: the reason that the message is being sent, for example, to share information, to express feeling.
- *Method*: how the message is delivered, for example, spoken, written, or e-mailed.
- *Nonverbal clues*: the accompanying gestures or facial expressions.
- *Verbal patterns*: the tone, pace, volume, pitch; the use of colloquial expressions.
- *Relationship*: who sent the message and to whom; the relative roles and past history.
- *Expectations*: each person's expectations of the other.
- *Receptivity*: each person's willingness to hear what the other is saying.

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<sup>1</sup> Adapted from *Head Start Social Services Training Manual*. 1990. U.S. Department of Health and Human Services. Washington, DC. Participant Materials, p.24.

- *Emotional climate*: each person’s emotional state at the time of the communication.
- *Timing*: the interaction with and relationship to other events.
- *Context*: the location and the presence or absence of others.

Communicating in a way that fosters progress in job performance involves all these elements. For example, a thoughtlessly worded message can result in an unexpected or unintended response; or emotions can run so high that the spoken words lose their meaning. A facial expression or tone of voice can contradict the words themselves. When you are aware of these complexities, you can become more sensitive to the possibilities for miscommunication. You can also acquire the ability to see where you need to improve your skills. This in turn can help you be even more forthright in saying what you mean.

## II. CLARIFYING COMMUNICATIONS

Often, communication problems arise simply because we fail to understand each other; our messages are unclear, or our interpretations of messages are inaccurate. This lack of clarity becomes especially crucial in three situations:

- when strong feelings increase the possibility that comments will be misunderstood
- when a position or issue is being questioned or misinterpreted
- when people’s planning and execution of a task depends on their receiving accurate information

The common trap of misunderstandings can be avoided by using techniques to clarify messages—both those we send and those we receive.

### Describing the Behaviors We Observe In Someone Accurately And Specifically

We can avoid making judgments about the meaning of another’s behavior if we describe what we see and hear, not what we *think* about the behavior. Accurate descriptions of behavior leave an opening for response and discussion and can help forestall conflicts and misunderstandings. For example, a person speaking in a loud tone of voice may give the impression that he or she is angry. You might say to that person, “Why are you so angry?” However, an accurate description would not include a judgment as to whether the person was angry or why, but would focus on the behavior. Therefore, a more appropriate question would be, “I hear you raising your voice; does this mean that you are upset?”

## Knowing How and When To Express Our Feelings About Something That Is Said Or Heard

It is unfair and unproductive to expect others to interpret our feelings accurately. We can avoid guessing games by making clear statements that identify our feelings, such as

- “It seems as if you are blaming me for something that is not within my domain, and I am angry about that.”
- “I felt really disrespected when you said my idea was stupid.”

Feelings are conveyed in what we say and do. Our tone of voice, word emphasis, gestures, and facial expressions all illustrate feelings when we communicate. Therefore, one important step in clarifying messages is to become aware of how we communicate our feelings; another is to learn to express them in constructive ways. It is important to remember that it is not always appropriate to express feelings in a particular situation. For example, expressing anger and frustration with a co-worker who is having difficulty with a particular task will more than likely hamper performance. Providing constructive feedback and direction in an unemotional way will do more to enhance that person’s performance. First decide if it is the time and place to express feelings, and if it is, determine how they can be conveyed clearly and objectively.

## Checking Out Assumptions About The Meaning and/or Intent of a Communication, As Opposed To Assuming We Know What Was Meant

Many of us fall into the trap of thinking we know what another person means. We listen to what is being said or we observe actions and we make assumptions about the message and feelings being communicated. If we do not check out our assumptions, we run the risk that we may, in fact, be mistaken. Such misunderstandings often pave the way for unnecessary confusion and conflict. Treating interpretations of communications as hypotheses that must be checked for accuracy invites the speaker to clarify what she meant and facilitates mutual understanding.

When there is a possibility that we have misinterpreted a message, we can rephrase it. Stating the message in our own words invites the person who gave the message to confirm our understanding or, if necessary, explain the message in a different way. Demonstrating an interest in being certain of the other person’s meaning conveys respect and avoids confusion.

### III. BUILDING RESPECT AND RAPPORT THROUGH COMMUNICATION<sup>2</sup>

A major characteristic of an effective communicator is that he is able to establish rapport and build respect. Developing this characteristic entails

- being open to new ideas
- respecting the rights, needs, and opinions of others
- seeking clarification to foster understanding
- keeping intent up-front and avoiding hidden agendas
- being able to see another person's perspective

Building rapport involves establishing an environment of trust and openness in which everyone is committed to engaging in communication that moves the process forward. Being able to identify and commit to a common objective for the communication gives all involved the opportunity to explore and define common concerns and highlight areas of discourse and conflict. Building rapport before and during communications can be accomplished by seeking answers to the following questions:

- What do all involved want to accomplish through this communication?
- What are our common concerns?
- What are the areas of difference or the sources of conflict?
- How can I better understand the other person's perspective or position?
- How can I communicate my own perspective or position in a constructive way?
- How can I adjust my verbal responses and nonverbal behavior to establish an open discussion?

Part of building rapport is conveying respect for others involved in the communication. Often conversations break down when those involved feel that their views, opinions, or needs are not being respected. It would be difficult, if not impossible, to establish rapport without also conveying respect. Showing respect for the other person(s) in a conversation involves

- Giving people time to form thoughts, to respond, and to complete their statements instead of interrupting when someone is talking.
- Focusing on the concern that the other person is expressing, as opposed to trying to switch the focus to your own concern or changing the subject all together.

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<sup>2</sup> Adapted from *Head Start Social Services Training Guide*, p. 52.

- Letting the other person begin the conversation or do a lot of the talking. Providing an up-front opportunity for her to express needs and issues illustrates an interest and concern for her point of view.

#### IV. FEELINGS, BLOCKERS, AND HELPERS

##### Expressing Feelings<sup>3</sup>

Sometimes work colleagues have difficulty expressing their ideas and feelings. They may discourage an open expression of ideas via feelings or may handle the open expression of emotion ineffectively. The reasons can vary widely and include the following:

- Someone is experiencing difficulties at home, preoccupations with health, or conflicts with family members.
- Team members aren't sure how others will respond.
- Team members aren't listening to each other.
- Team members are blocking each other's communications.
- Someone has a poor opinion of his or her own ideas.
- Power and influence patterns in the team discourage some members from expressing themselves.

At other times, emotions may break out in the open. It is important for a working group to develop an atmosphere that promotes open sharing and allows for feelings to be expressed and handled effectively. Such an atmosphere develops when team members practice active listening, showing that all thoughts are welcome and accepted, even if not everyone agrees.

Often there are unspoken feelings associated with ideas. The active listener tries to understand what the speaker is feeling and respond in a way that shows awareness of the feelings. Listen for the other person's feelings by observing his or her nonverbal behavior carefully. Make a conscious effort to read these signals.

##### Communication Blockers<sup>4</sup>

Communication can also be hindered by certain behaviors. Communication "blocking" behaviors include

- Blaming: "We wouldn't be in this situation if you hadn't..."
- Saying "always" or "never": "You always see things your own way." "I would never approach a task the way you did."

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<sup>3</sup> Adapted from *Instructor's Guide for Facilitator Training*. 1993. U.S. Department of Health and Human Services, Washington, DC, pp. 4-13, 4-16.

<sup>4</sup> Adapted from *Head Start Social Services Training Guide*, p. 54.

- Name calling or labeling: “You are such a workaholic.” “You are a typical manager.”
- Giving advice or commentary: “If I were in your shoes I would...”
- Negating what the person has said: “No, it’s not that way at all.” Or, “You’re not seeing it clearly.”

## Communication Helpers

Keeping communication open and moving forward is essential to achieving mutual understanding and responsive interaction among those involved. The following techniques can be used to help the process of communication.

- Door openers : “Would you like to talk about it?” “You seem upset.”
- Encouragers: “I’d like to hear more about what you think.” “I’m here if you ever want to talk over your ideas.”
- Open questions: “What do you hope to accomplish in your approach to this task?” “What are some of your ideas for our review team approach?”
- Gestures: Nodding (nonverbal gesture of agreement or understanding) and saying, “I hear you” or “Tell me more.”
- Body language: Facial and body expressions that show interest.

## V. CULTURAL DIFFERENCES AND PERSONAL STYLE IN COMMUNICATION<sup>5</sup>

The manner in which individuals engage in communications with others is directly related to personal style and cultural influences. These factors have a role in how people express themselves and react to what they hear and see. While it is not helpful or appropriate to use blanket generalizations about people based on their cultural backgrounds, it is crucial to be sensitive to how such factors can impact communications. Cultural differences that can affect communication, include the following:

- differences in race, age, and gender between the communicators
- language barriers that impact understanding of meaning and intent
- geographic differences (e.g., urban, suburban, rural) that shape perspectives
- political and socioeconomic differences that shape beliefs and attitudes

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<sup>5</sup> Adapted from *Facilitator’s Skills Developmental Process, Conflict Resolution Skill*. 1994. U.S. Center for Substance Abuse Prevention, Module 4, p. T-4.5.

- differences in the use of and reaction to nonverbal gestures and tone of speaking

Personal style is also a key factor in communication. The way in which different people are inclined to approach a conversation indicates what they consider important. Being sensitive to this in ourselves and in others can help create better and more mutual understanding. Consider the following styles of communication when thinking about how you and others tend to approach conversations.

- Style 1.* An action-oriented person who prefers to focus on doing, getting things done, solving problems, achieving, and improving.
- Style 2.* A process-oriented person who likes to focus on facts, organizing, structuring, and setting up strategies and tactics.
- Style 3.* A people-oriented person who likes to focus on social processes, interactions, communication, teamwork, motivation, and social systems.
- Style 4.* An idea-oriented person who likes to focus on concepts, theories, exchange of ideas, innovation, creativity, and novelty.

The chart on the following page provides an overview of the kind of content you may notice in conversations of people with each of these styles, as well as some clues about the kind of process and approach you can expect from each.



# HANDOUT: COMMUNICATION STYLES<sup>6</sup>

Suggested time: 10 min.

Styles	Content (What)	Process (How)
<b>Action</b>	<p>They talk about</p> <ul style="list-style-type: none"> <li>• Results</li> <li>• Objectives</li> <li>• Performance</li> <li>• Productivity</li> <li>• Efficiency</li> <li>• Advancing</li> <li>• Responsibility</li> <li>• Feedback</li> <li>• Experience</li> <li>• Challenges</li> <li>• Achievement</li> <li>• Change</li> <li>• Decisions</li> </ul>	<p>They are</p> <ul style="list-style-type: none"> <li>• Pragmatic (down to earth)</li> <li>• Direct, to the point</li> <li>• Impatient</li> <li>• Decisive</li> <li>• Quick (they jump from idea on to another)</li> <li>• Energetic</li> </ul>
<b>Process</b>	<p>They talk about</p> <ul style="list-style-type: none"> <li>• Facts</li> <li>• Procedures</li> <li>• Planning</li> <li>• Organizing</li> <li>• Taking charge</li> <li>• Testing</li> <li>• Trying</li> <li>• Analysis</li> <li>• Observations</li> <li>• Proof</li> <li>• Details</li> </ul>	<p>They are</p> <ul style="list-style-type: none"> <li>• Systematic</li> <li>• Logical (cause and effect)</li> <li>• Factual</li> <li>• Verbose</li> <li>• Unemotional</li> <li>• Cautious</li> <li>• Patient</li> </ul>
<b>People</b>	<p>They talk about</p> <ul style="list-style-type: none"> <li>• People</li> <li>• Needs</li> <li>• Motivations</li> <li>• Teamwork</li> <li>• Communications</li> <li>• Feelings</li> <li>• Team spirit</li> <li>• Understanding</li> <li>• Sensitivity</li> <li>• Awareness</li> <li>• Cooperation</li> <li>• Beliefs</li> <li>• Values</li> <li>• Expectations</li> <li>• Relations</li> <li>• Self-development</li> </ul>	<p>They are</p> <ul style="list-style-type: none"> <li>• Spontaneous</li> <li>• Empathetic</li> <li>• Warm</li> <li>• Subjective</li> <li>• Emotional</li> <li>• Perceptive</li> <li>• Sensitive</li> </ul>
<b>Idea</b>	<p>They talk about</p> <ul style="list-style-type: none"> <li>• Concepts</li> <li>• Innovation</li> <li>• Creativity</li> <li>• Opportunities</li> <li>• Possibilities</li> <li>• Grand designs</li> <li>• Issues</li> <li>• New ways</li> <li>• New meanings</li> <li>• Improving problems</li> <li>• Potentials</li> <li>• Alternative</li> <li>• What's new in the field</li> </ul>	<p>They are</p> <ul style="list-style-type: none"> <li>• Imaginative</li> <li>• Charismatic</li> <li>• Difficult to understand</li> <li>• Egocentric</li> <li>• Unrealistic</li> <li>• Creative</li> <li>• Full of ideas</li> <li>• Provocative</li> </ul>

<sup>6</sup> Ibid.

## STEP 2. WORKSHEET: EXPRESSING IDEAS AND FEELINGS OPENLY<sup>7</sup>

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Suggested time: 20 min.

**Purpose:** To give participants an opportunity to practice what they have learned about expressing and responding to feelings when they arise in a work situation.

**Part I (10 min.)** Take a moment to look at the situations and statements below. Make note of how you would respond to the statement using phrases, such as:

“You probably feel...”

“You are concerned that...”

“You feel frustrated that...”

“You get angry when...”

After each turn, other participants who are observing the dialogue can critique the response.

**Situation 1.** (sample). The team spent an entire meeting without completing any agenda items.

**Statement:** “We have got to be better organized.”

**Response:** “You feel concerned that we have not completed our agenda items.”

**Situation 2.** The team is not implementing one person’s ideas.

**Statement:** “I’m just going to be quiet from now on. I keep making suggestions but nothing gets done.”

**Response:**

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<sup>7</sup> Adapted from *Instructor’s Guide for Facilitator Training*, 1993, p.4-24.

Situation 3. Team meetings never start on time.

Statement: "I get tired of waiting for the same people every time before we can start these meetings."

Response:

Situation 4. A team member has just been asked to take an assignment.

Statement: "Sorry, no way. It's all I can do to come to these meetings. I don't have time for anything else."

Response:

Situation 5. The team has a rule that minutes should be done before the next meeting. One person never gets them done on time.

Statement: "I'm getting tired of these late minutes. We keep going back over things because we don't remember what we talked about last time."

Response:

Situation 6. There have been two full meetings of arguing about how to measure a problem.

Statement: "Let's just forget this. We all know it's a big problem, but if we can't agree on how to measure it, what's the use?"

Response:

Situation 7. One person has been dominating the meeting.

Statement: "Betty has all the answers. I don't know why the rest of us bother to show up."

Response:

Part II (10 min.) If you are working in pairs or in a small group, pair up with another participant and take turns: one reads the statement, the other responds. When it is your turn to respond, practice showing understanding of how the other person may feel. Do not show agreement or disagreement or offer suggestions on what to do. Just show your understanding of possible feelings. Participants can critique the response after it is offered.



## STEP 3. WORKSHEET: COMMUNICATION ANALYSIS

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Suggested time: 20 min.

**Purpose:** To give participants a chance to apply what they have learned about the way misunderstandings can occur when any aspect of a communication is misinterpreted or unclear.

**Part I (10 min.)** On your own, take a few moments to think of a recent conversation (face to face or on the telephone) that you had with a colleague, co-worker, or family member in which there was a misunderstanding about what that person communicated. With that conversation in mind, answer the following questions. Feel free to refer back to the reading. (If you cannot think of a recent conversation, use the sample conversation on the next page.)

1. What was the essence of what was said, as you heard it? (Write it down only if you feel comfortable doing so.)
2. What did you think the speaker meant?
3. What did the speaker *say* that he or she meant?
4. Was there a difference between what was said, how you heard and interpreted it, and the speaker's intended meaning? If so, please explain.
5. Did something in the speaker's behavior lead you to interpret what was being said the way you did, (tone of voice, facial expression, physical stance)? If so, please describe the behavior and your reaction to it.
6. Given her behavior, what did you assume the speaker was feeling about what she said?

7. What steps will you take in the future to clarify communications with others?

Part II (10 min.) If you are part of a small group, ask for a volunteer to share the recent conversation that he analyzed. As a group, discuss steps that the speaker could have taken to clarify the communication.

### Sample Conversation

Sonia: I'm very hesitant about asking the program director for more information about the management team's planning meetings.

Roseanne: I never feel that she's willing to respond to any questions.

Sonia: It's not that. I'm just not sure if it's appropriate for me to be inquiring about the details, though I am interested.

Roseanne: She's one of those people who always act so busy. Like everything she's doing is so important.

Sonia: Well—what do you think—is it appropriate?

Roseanne: Is what appropriate?



## STEP 4. WORKSHEET/ VIDEO: ANALYZING THE SITUATION

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Suggested time: 40 min.

**Purpose:** To give participants a chance to apply what they have learned about communication behaviors and discuss their observations.

**Part I (10 min.)** The video script below can be used in three ways.

*Making a local video:* Using local studio equipment in a nearby school or community college, or even a hand-held video cam, choose several participants who are willing to be cast in the parts. After the players have run through the parts several times, shoot the video. Play back the video so that other participants—individually, in pairs, or in small groups—can watch it.

*Using the video script for a staged reading:* Assign participants to play the parts, then present the script as a staged reading. After the players have read through their parts once, hold the reading with the players at the front of the room and other participants as observers.

*Reading the script:* If it is not possible to bring several participants together for either of these two options, as individual participants you can read the script aloud, trying out differences in tone of voice, body language, and so on.

*For all three options:* Respond to the questions in Parts II and III.

### Video Script: “Communication Messages”

**Scene.** A meeting has been called by the Delaney Head Start Program review team leader to discuss a difference of opinion between two review team members about an observation made during a federal review. The review team leader has asked the two team members to meet with her in a small conference room.

### Scripted Dialogue

*Andy (review team leader):* “I have asked you both to come to this meeting so we can determine why your observations regarding the program’s hygiene practices are so different. It is important that we all understand the basis for your review comments and rating in this program area.”

*Jackie (review team member 1):* “I think Dan’s comments about this program area are misguided, and he’s somewhat naïve about what really

happens at this program. He's not experienced enough to know how to look below the surface during these site visits."

*Dan (review team member 2):* "Who are you calling naïve? I think you should at least listen to my perspective on this before you judge my comments or me. Besides, you said yourself that everything looked to be—"

*Jackie (interrupts Dan before he completes his statement):* "Yes, everything looked in place, but that's not the only factor here."

*Andy (smiling and holding both hands up):* "Hold on...let's not turn this into an argument. We need to get to the bottom of the differences."

*Dan (folding his arms across his chest and frowning):* "Well, since I'm so naïve, maybe Jackie can shed some light on why my observations were so misguided."

*Jackie (looking at Andy):* "I based my observations on what I saw and my interviews with the staff. Although the program had all the hygiene procedures posted and everything in the facility looked clean and it appeared that staff were following procedures, my interviews with the staff revealed that they do not routinely follow the procedures. For example, because some sinks are not easily accessible, staff don't always wash their hands after helping a child blow her nose. So I assumed that what I observed on that day may not always be the case. Thus I rated them low in that area."

*Andy:* "So Dan, why were your observation and rating different?"

*Dan (looking directly at Jackie):* "I really feel that sometimes we need to give these programs the benefit of the doubt. I observed a clean, well-cared-for facility, in which all the hygiene procedures are posted. In my interviews with the staff I discovered that many of the staff are new and are still trying to get a feel for all the daily hygiene procedures they have to follow."

*Jackie:* "Being new is no excuse for not following the procedures as posted."

*Dan:* "I also checked the center's state licensing review and it revealed no problem in these areas. In addition I made a note to recommend that additional guidance be given to the new staff on following hygiene procedures on a daily basis. I based my observations and the high rating on this information."

*Andy (clearing his throat to get Jackie's attention):* "Jackie...do you now understand why Dan rated this program area the way he did?"

*Jackie (looking directly at Dan):* "I guess we both had our reasons for rating the program as we did. But I still think that as you get more

experience in doing these reviews, you'll begin to share my concern about not always believing what you see."

*Dan:* "Jackie, that may or may not be true, but before you judge my opinions, please give me an opportunity to share my point of view. I think we share the same concerns, although from a different perspective. We don't have to see things the same way as long as we both seek to understand the basis for our differences."

**Part II (10 min.)** Watch the video (or the staged reading) once. Then use this sheet to make notes on your observations.

### Video Observations

<b>Behavior Observed</b>	<b>Andy</b>	<b>Jackie</b>	<b>Dan</b>
▪ Body language			
▪ Tone of voice			
▪ Gestures			
▪ Physical stance			
▪ Facial expressions			
▪ Aggressive language			
▪ Other			

**Part III (20 min.)** If you are part of a small group, discuss the following questions. If you are completing this activity on your own, record your answers to the following questions in the spaces provided. Feel free to refer back to the video script to find support for your point of view.

1. What, in your opinion, was the nature of the disagreement between the review team members?
2. What assumptions did you make about what was said, given your observations of both verbal and nonverbal cues in the conversation?
3. Was the position of each review team member clearly communicated? If not, in your opinion, what was unclear?

4. What are the potential “blockers” to communication between the review team members (blaming, saying “always” or “never,” name calling, giving advice or commentary, etc.)?



## STEP 5. SUMMARY

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Suggested time: 10 min.

### Key Points

- The key elements that affect communication
- Ways to make communication clearer
- Ways to build respect and rapport
- Features of different communication styles
- Blockers and helpers to good communication

### Personal Review

What did you learn from this activity?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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How will you use your new knowledge and skills in your work?

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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What else do you think you might need to learn in order to master the skill of effective communication?

1. \_\_\_\_\_  
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