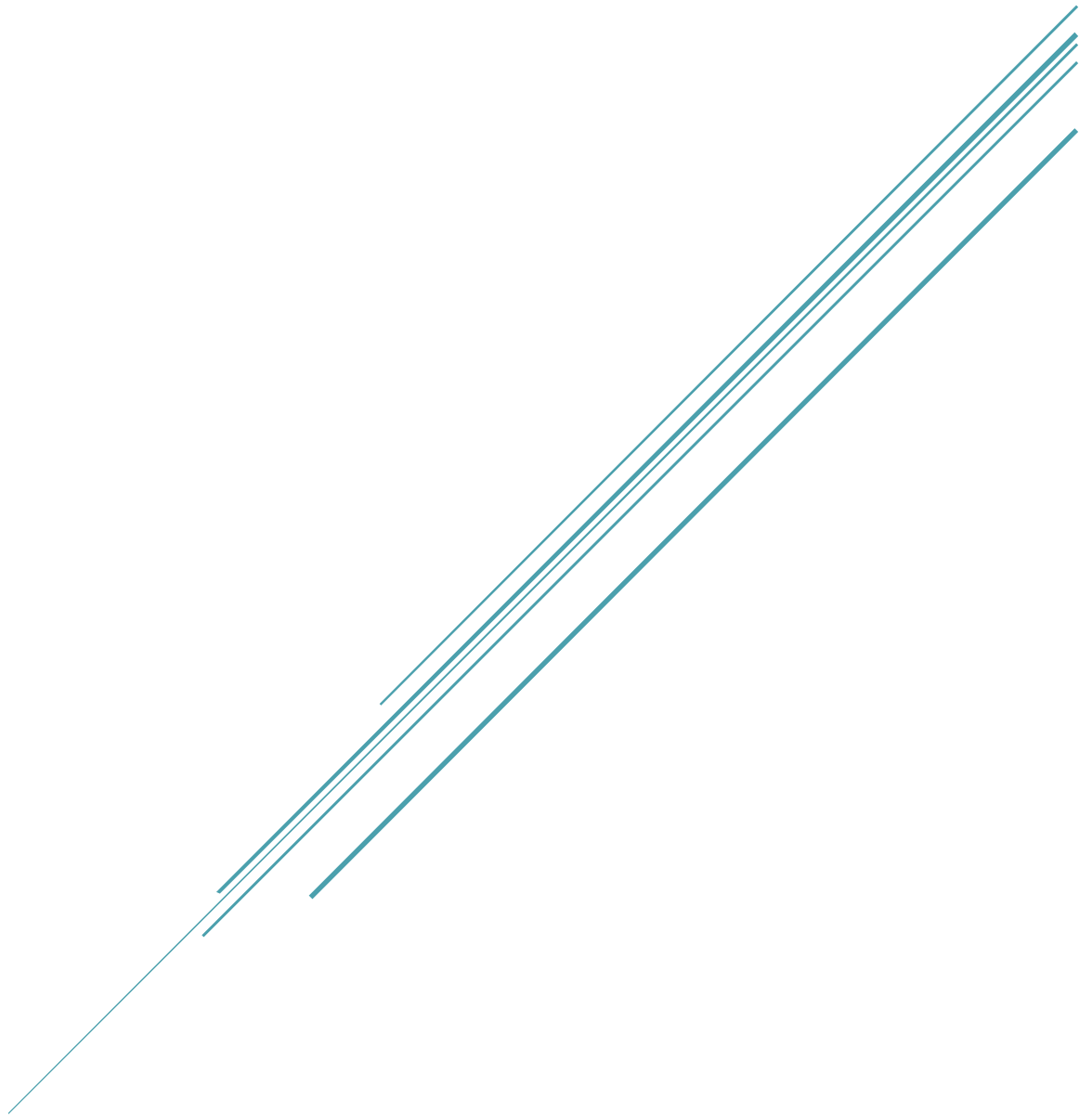


# THN VOLUNTEER TRAINING

## MODULE 1

Concepts in Communication - Consolidated Participants  
Handouts



Toronto HIV AIDS Network  
Concepts in Communication

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### GOALS IN COMMUNICATION

- ❖ To begin to explore types of communication: Verbal, non-verbal.
- ❖ To foster listening skills
- ❖ To share and gather information.
- ❖ To begin to understand others.
- ❖ To begin to explore boundaries with communication.
- ❖ To foster patience in communication.
- ❖ To empower ourselves and others through communication

### FEELING WORDS

#### ANGER

- a. Disgust: Contempt, disgust, revulsion,
- b. Envy: jealousy
- c. Exasperation: frustration
- d. Irritation: Aggravation, agitation, annoyance, grouchiness, grumpiness
- e. Rage: Anger, bitterness, dislike, ferocity, fury, hate, hostility, loathing, outrage, resentment, scorn, spite, vengeance, wrath,
- f. Torment:

#### FEAR

- g. Horror: Alarm, fear, fright, hysteria, mortification, panic, shock, terror
- h. Nervousness: [Anxiety](#), apprehension, distress, dread, tenseness, uneasiness, worry

#### JOY

- i. Cheerfulness: Amusement, bliss, delight, ecstasy, elation, enjoyment, euphoria, gaiety, gladness, glee, happiness, jolliness, joviality, joy, jubilation, satisfaction,
- j. Contentment: pleasure, enthrallment: rapture,
- k. Optimism: Eagerness, hope,
- l. Pride: triumph, Relief
- m. Enthusiasm, excitement, exhilaration, thrill, zeal, zest

#### LOVE

- n. Affection: Adoration, attraction, caring, compassion, fondness, liking, love, sentimentality, tenderness
- o. Longing: Longing
- p. Lust: Arousal, desire, infatuation, lust, passion

#### SADNESS

- q. Disappointment: dismay, displeasure
- r. Neglect: Alienation, defeat, dejection, embarrassment, homesickness, humiliation, insecurity, isolation, insult, loneliness, neglect, rejection
- s. Sadness: Depression, despair, gloom, glumness, grief, hopelessness, melancholy, misery, sorrow, unhappiness, woe
- t. Shame: Guilt, regret, remorse,
- u. Suffering: Agony, anguish, hurt,
- v. Sympathy: Pity,

#### SURPRISE

- w. Surprise: Amazement, astonishment, surprise

\*This is not an exhaustive list

### WORKING WITH FEELINGS: SELF – REFLECTION

	1. Very Seldom	2 Occasionally	3. Sometimes	4. Often	5. Most of the time
I am aware of my emotions as they arise.					
I express my emotions openly and honestly.					
I actively practice emotional self-regulation during stressful situations.					
I am compassionate and forgiving toward myself when I make mistakes or feel negative emotions.					
I actively listen to and empathize with the emotions of others.					
I learn from my emotional experiences and use them for personal growth.					
I effectively communicate my emotional needs to others.					
I am in touch with a wide range of emotions, including both positive and negative feelings.					
I handle emotionally charged situations calmly and with composure.					
I create a supportive and emotionally healthy environment for myself and those around me.					

Self-Reflection Comments:

## EMPATHY

### ACTIVE LISTENING QUIZ

Rate yourself on the following ten elements of listening. For a richer assessment, ask the people to whom you listen to rate you independently.

	Rarely	Sometimes	Often	Usually,	Always
I consciously clear my mind of personal worries and other concerns before entering the conversation.					
I stay tuned in even when the other person is overly detailed or verbose.					
I remain focused on the other person's conversation even when I do not think it is relevant to the topic at hand.					
I wait for the other person to finish before thinking about my response.					
I am comfortable with silence and allow space for the other person to think.					
If I do not understand, I ask the other person to repeat or clarify what he or she said.					
I do not finish the other person's sentences for them.					
I do not interrupt, even if I think I know what the other person is saying. I let them finish.					
I do not multi-task. All my attention is on the other person.					
I can continue to listen, even if the other person presents information that is disagreeable to me.					

If you answered "usually" or "always" to most of these questions, you are a rather good listener. Adapted from *The Coach U Personal and Corporate Coach Training Handbook*, John Wiley & Sons, Inc., 2005, page 134.

### BRENE BROWN: EMPATHY VS SYMPATHY



### WORKING WITH EMOTIONS

#### WHY IS IT IMPORTANT THAT WE ADDRESS EMOTIONS?

- ☐ Reach a deeper level of understanding.
- ☐ To make connections with others
- ☐ When we avoid emotion, we send a message that feelings are not safe or valued.

An important function in communication is being able to identify and express feelings associated with experiences. While feelings may not be the sole focus of the interaction, it is important that volunteers/helpers encourage the creation of an atmosphere which allows for and encourages emotion.

In all human endeavors, the element of emotion is always present and how we deal with expressed emotion is culture-bound.

#### ARE SOME EMOTIONS EASIER TO DEAL WITH THAN OTHERS?

- ☐ Intense emotions in others can be frightening or anxiety producing for several reasons, including:
- ☐ The expressed emotion may echo emotions in ourselves which we are not yet ready to explore.
- ☐ The expressed emotion may evoke responses in ourselves which we feel uncomfortable with



## Concepts in Communication Core Skills Training

- ☐ We may have concerns that the expression of strong emotions may “open the floodgate.”
- ☐ Emotions of others may “trigger” an emotional reaction in us we may believe that we are unable to respond to that emotion.

### EMPATHY

Empathy is the ability to enter the life of another person, to try to accurately perceive his/her feelings and what those feelings mean. It is not the same as being sympathetic or feeling sorry for someone; rather it means sharing their experience and being in tune with their thoughts and emotions while still understanding that it is **their** experience. While you work to understand and share his/ her experience, maintain an appreciation and respect for the fact that the experience belongs to them.

We demonstrate empathy towards others through Active Listening.

### ACTIVE LISTENING QUIZ

Rate yourself on the following ten elements of listening. For a richer assessment, ask the people to whom you listen to rate you independently.

	Never	Sometimes	Often	Usually,	Always
I consciously clear my mind of personal worries and other concerns before entering the conversation.					
I stay tuned in even when the other person is overly detailed or verbose.					
I remain focused on the other person’s conversation even when I do not think it is relevant to the topic at hand.					
I wait for the other person to finish before thinking about my response.					
I am comfortable with silence and allow space for the other person to think.					
If I don’t understand, I ask the other person to repeat or clarify what he or she said.					
I don’t finish the other person’s sentences for them.					

## Concepts in Communication Core Skills Training

I don't interrupt, even if I think I know what the other person is saying. I let them finish.					
I don't multi-task. All my attention is on the other person.					
I can continue to listen, even if the other person presents information that is disagreeable to me.					

If you answered "usually" or "always" to most of these questions, you are probably a rather good listener.

### VERBAL & NON-VERBAL CUES GIVEN BY ACTIVE LISTENERS.

Verbal Cues given by Active Listeners	Non-Verbal Cues given by Active Listeners
<p><b>Reflecting</b></p> <ul style="list-style-type: none"> <li>• Involves repeating part of the speaker's message back to them.</li> <li>• Try to reflect 'feeling words.'</li> <li>• Use the same word as the speaker.</li> <li>• Allows the speaker to hear the word they used and to clarify if this word represents their feeling and/or experience.</li> </ul> <p><i>"you've said you were so <u>mad</u> at him. because he let you down again."</i></p> <p><b>Clarifying</b></p> <ul style="list-style-type: none"> <li>• Allows the listener to ensure they understand the speaker correctly.</li> <li>• Allows the speaker to determine if they have communicated what they meant to</li> <li>• Use after reflection.</li> </ul> <p><i>"Is that right?"</i></p> <p><i>"Do I understand you correctly?"</i></p>	<p><b>Posture</b></p> <ul style="list-style-type: none"> <li>• Relaxed</li> <li>• Leaning into speaker</li> </ul> <p><b>Position</b></p> <ul style="list-style-type: none"> <li>• Stand or sit at the same level as the speaker. • Sit or stand close enough to hear but not too close to make speaker feel uncomfortable/crowded.</li> <li>• Face the speaker.</li> </ul> <p><b>Facial Expression</b></p> <ul style="list-style-type: none"> <li>• Appropriate based on topic of conversation • Warm – smiling.</li> <li>• Interested – raising eyebrows.</li> </ul> <p><b>Eye Contact</b></p> <ul style="list-style-type: none"> <li>• Direct eye contact considered respectful in some cultures, aggressive in others.</li> </ul>

## Concepts in Communication Core Skills Training

Verbal Cues given by Active Listeners	Non-Verbal Cues given by Active Listeners
<p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Open questions ask for more information or description and encourage sharing.</li> <li>(Who? What? When? Where? How?) •</li> <li>Closed questions can be used to clarify facts (Usually answered with yes/no or one word)</li> <li>• Questions that begin with <u>how</u> or <u>what</u> can be used to encourage the speaker to share feelings</li> </ul> <p><i>“How did that make you feel?”</i></p> <p><i>“What was that like for you?”</i></p> <p><b>Minimal Encouragers</b></p> <ul style="list-style-type: none"> <li>• Sounds that encourage the speaker to continue talking</li> </ul> <p><i>“Mmm hmmm...”</i></p> <p><i>“Uh huh...”</i></p>	<p><b>Tone/Pitch/Speed/Volume of Speech •</b> Appropriate to environment</p> <ul style="list-style-type: none"> <li>• Respectful</li> <li>• Calm</li> <li>• Sit with silences</li> <li>• Let the speaker finish what they are saying before you speak</li> </ul> <p><b>Physical Responses</b></p> <ul style="list-style-type: none"> <li>• Be aware of physical responses (Yawning, blushing, gasping)</li> <li>• Explain your reactions to the speaker, if appropriate</li> </ul> <p><b>Matching or Mirroring</b></p> <ul style="list-style-type: none"> <li>• Use the speaker’s verbal and nonverbal cues as a guide</li> <li>• Matching or mirroring these cues is likely to create a safe, comfortable communication environment for the speaker</li> </ul>

Adapted from The Coach U Personal and Corporate Coach Training Handbook, John Wiley & Sons, Inc., 2005, pag134.

## STRUCTURED FEEDBACK

Effective feedback is feedback that results in positive change. For this to happen, the criticism must be heard and acted upon. To maximize the chances of this happening, it is necessary for the critic to demonstrate:

- ☐ Respect for the person being criticized.
- ☐ Understanding of whatever is being criticized.
- ☐ The skills to identify the positive parts.
- ☐ The ability to indicate a useful change.

## STRUCTURED FEEDBACK:

A short, personal evaluation which contains your assessment of the positive and negative aspects of a meeting, an opinion, an idea, something someone has said or done, etc.

1. Briefly state at least two or three positive things about whatever it is you want to give feedback on or criticize. Two or three things that you like, learned, understood in a new way, want more of, found useful, interesting, etc.
2. Briefly state the single most important thing you think should be changed. Say something like, "I see the main issue as how to..." or "I wish that..."

NOT, "I didn't like...", or "You didn't...", or "You should...", or "I really like that idea but..."

Example:

*"John, I really liked that you were able to share your feelings; I was able to learn more about how you cope in situations, and I can understand more about how you experience anger. John, I wish that you would feel comfortable speaking up more in our meetings."*

## FEEDBACK MAGIC: 10 STYLES TO GUIDE YOUR JOURNEY

1. *The Compliment Sandwich* - Pro: Sprinkles positivity. - Con: Sometimes the filling hides the veggies.
2. *The Coaching Guru* - Pro: Nurtures growth. - Con: Feels like a coach in your ear.
3. *The Cheerful Appreciator* - Pro: Boosts your self-esteem. - Con: Avoids the tough love.
4. *The Pendulum Swing* - Pro: Balances light and dark. - Con: Can feel rehearsed.
5. *The CSI Investigator (Situation-Behavior-Impact)* - Pro: Sherlock-style precision. - Con: Lacks a friendly hug.
6. *The STAR Storyteller* - Pro: Weaves tales with examples. - Con: Simplifies complex sagas.
7. *The Drama Critic (Critical Incident)* - Pro: Focuses on the blockbuster moments. - Con: Skips the previews.
8. *The 360° Explorer* - Pro: Views from all angles. - Con: Can make you dizzy.
9. *The BARS Artist (Behaviorally Anchored Rating Scale)* - Pro: Paints a clear picture. - Con: Takes time to craft the canvas.

## Concepts in Communication Core Skills Training

*10. The Goal-Oriented Dreamer - Pro: Chases those specific dreams. - Con: Not everyone's cup of tea.*

### GIVING FEEDBACK:

- Be like Picasso: Paint the picture with specifics.
- Mix your praise and pointers like a cocktail, not a blender.

### ADDITIONAL CONSIDERATIONS FOR COMMUNICATING WITH SERVICE USERS, VOLUNTEERS & STAFF

#### USE OF TOUCH IN COMMUNICATION

Many people are inclined to use touch as a means of communicating support, understanding, comfort, etc. when interacting with others. It is essential to respect the personal and cultural meaning of touch for others, and not assume that it is okay to touch someone without first gaining permission. Even a hand on the shoulder can be uncomfortable or threatening if it is an unwanted or unexpected touch.

#### THINGS TO AVOID IN COMMUNICATION

- ◆ Not responding at all
- ◆ Using distracting questions
- ◆ Clichés (“Don’t worry, it’ll be okay”)
- ◆ Interpretation
- ◆ Advice Giving
- ◆ Ordering or demanding
- ◆ Warning or threatening
- ◆ Lecturing
- ◆ Criticizing or blaming
- ◆ Inappropriate questions (asking out of curiosity)
- ◆ Joking or use of sarcasm
- ◆ Re-focusing the conversation to your own experiences
- ◆ Interrupting

### BUILDING RAPPORT & TRUST

If you are warm, friendly, and genuine, the person you are speaking to will be more at ease. It's okay to smile, laugh and joke if the situation is right if you are respectful and professional.

Once you have built trust with someone, they may feel it is safer to be honest about their feelings and experiences. This can take time, sometimes a long time. Let the person you're speaking with open when they're ready. Let them share what they think is important. Respect their privacy by asking questions that are relevant to the service you're providing, as opposed to those that satisfy your own curiosity.

### SHOWING SUPPORT

Remember that you are already helping by being a good listener. Instead of trying to solve a problem faced by the person you're speaking with, concentrate on being an active listener. Though you may feel you're offering comforting words, sometimes using clichés (i.e., "Don't worry, it'll be okay") can sound to the speaker like you're minimizing their experience.

### USE OF TOUCH IN COMMUNICATION

Many people are inclined to use touch as a means of communicating support, understanding and comfort. It is important to respect the personal and cultural meaning of touch for others by asking permission before making physical contact. Even a hand on the shoulder can be uncomfortable or threatening if it is unwanted or unexpected.

### NON-JUDGMENTAL COMMUNICATION

Your life experiences have shaped your beliefs, values, and ways of doing things. Because these are part of who you are, they can impact the way you communicate with others. Communicating in a nonjudgmental way means being aware of your own beliefs, values and experiences and understanding how these can impact the way you understand/interpret what others are saying, as well as what you say (verbally or non-verbally) in return, and/or how you say it.

Sometimes you may not agree with another person's views or share their opinions. Other times you may feel they should be doing something differently or not doing something at all. Communicating in a non-judgmental way means trying to understand what is important to the other person, even if it is different from what is important to you.

Active listening can help you reach this level of understanding. Create a safe environment which enables the speaker to share by avoiding criticism, blaming, demanding, warning, or threatening.

### SELF-DISCLOSURE: SHARING YOUR OPINIONS OR EXPERIENCES.

Sometimes you may recognize during your volunteer work that you share a mutual feeling or experience with

## Concepts in Communication Core Skills Training

the person you're working with. In this case, you may feel like sharing some information about yourself with this person. There are times when this can be appropriate and helpful and other times when it may not be.

By sharing something about yourself, you are demonstrating how to communicate openly and, as a result, the other person may feel 'safer' to share their feelings or experiences. Self-disclosure that benefits the person you are working with can sometimes be appropriate.

Self-disclosure is not appropriate when it is in your best interest, not the best interest of the person you are working with, for example, when sharing information makes you the focus of the conversation. Similarly, giving *advice*, whether based on your own experience or not, is not the same as self-disclosure. Advice is telling someone else what they should do. Since you are a trained volunteer, some service users may see you as an 'expert' and feel that they should follow your advice even if it is not right for them.

Self-disclosure should not be something you plan to do in advance, it should happen naturally if the situation calls for it. However, it is something you can prepare for. Think about what information you feel comfortable sharing about yourself, with whom, and in what context.

***Self-Disclosure*** by Chuck Marino, ACT Support Group Facilitation Training Manual *Counselling Skills*, Bob Shebib, British Columbia Ministry of Education, Skills & Training, 1997

### WHEN TO SEEK ADDITIONAL SUPPORT

Communication can sometimes be difficult. There are times when it is best to seek support from a staff member such as your supervisor or the 'first responder.'

These situations include emergencies (medical, fire, violence, etc.), when you are dealing with someone who is aggressive or angry, when you do not have the information the other person is looking for, or when you feel triggered by the communication.

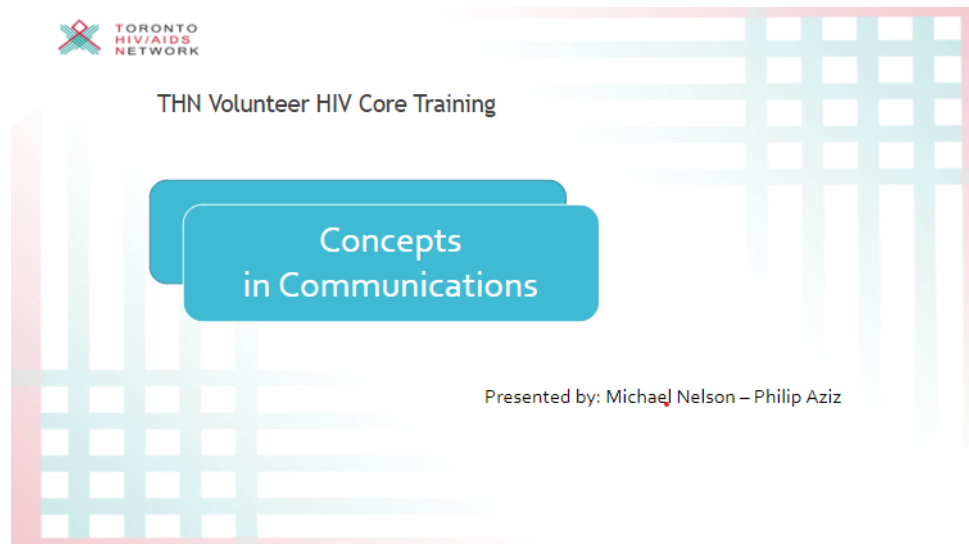
### FEEDBACK

<https://forms.office.com/r/dAkfPA1NjN>



## POWERPOINT SLIDES WITH NOTES

### CONCEPTS IN COMMUNICATIONS - SLIDE ONE



### ACKNOWLEDGEMENT OF PARTNERS SLIDE TWO





## LEARNING OBJECTIVES - SLIDE THREE



This module will support your' capacity to communicate with service users, staff, and other volunteers effectively and appropriately. You will gain skills and knowledge related to active listening, working with emotions, empathy, and structured feedback.

## GETTING TO KNOW EACH OTHER SLIDE FOUR



\*HANDOUT: Icebreaker – Getting to Know You

## Concepts in Communication Core Skills Training

Have people work in small groups of two or three, then introduce their partner/s to the group (name, pronouns, and the answer to ONE of the questions).

### GETTING TO KNOW YOU SLIDE FIVE

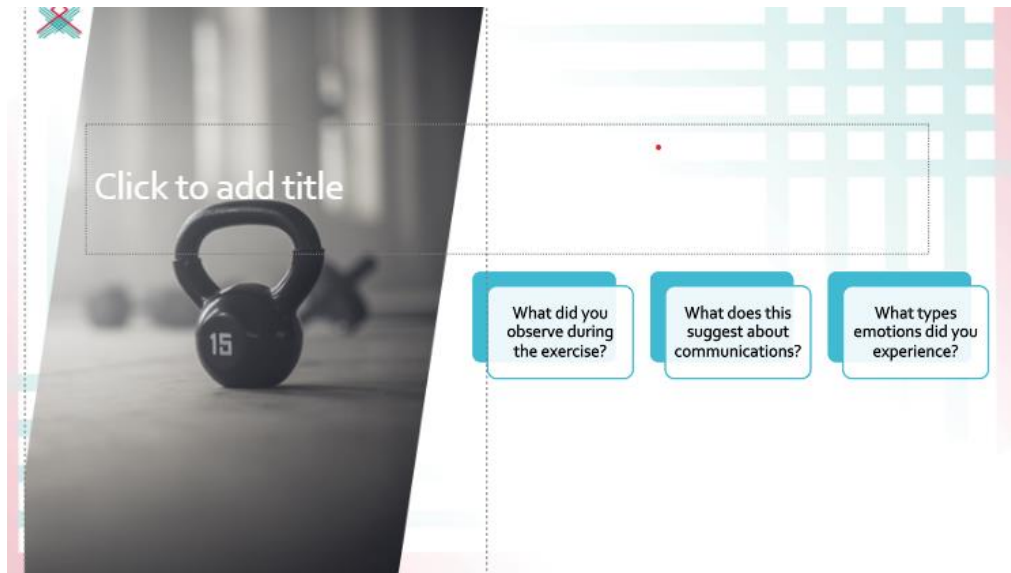


In pairs, please ask each other the following questions:	1. What is your name?	2. What pronouns do you use? (He/Him, She/Her, They/Them, etc.)	3. Where did you grow up?
4. What motivated you to volunteer in the HIV/AIDS community?	5. What is your favourite food?	6. Do you have a pet? If so, what kind?	7. What is your favourite T.V. show?
	8. What are you most proud of?	9. What is the nicest thing someone has ever done for you?	

Copy any Post to Chat

1. What is your name?
2. What pronouns do you use? (He/Him, She/Her, They/Them, or choose)
3. Where did you grow up?
4. What motivated you to volunteer in the HIV/AIDS community?
5. What is your favourite food?
6. Do you have a pet? If so, what kind?
7. What is your favourite T.V. show?
8. What are you most proud of?
9. What is the nicest thing someone has ever done for you?

### WORKING WITH EMOTIONS / FEELINGS - SLIDE SIX



Why is it important that we address emotions?

Are some emotions easier to deal with than others?

Families of Emotions Dealing with Emotions

Primary and Secondary Emotions Helping and Non-Helping Responses

- a) Put up emotion flip chart sheets (i.e., Fear, Anger, Sadness, Enjoyment, Love, Disgust, Surprise, Shame)
- b) **Ask the group** what kinds of feelings come up when to have to plan something or work on a project with a friend, family member, or co-worker? -- especially when you did not understand each other's point of view. [Refer to ice breaker exercise as an example – what emotions did it evoke?]
- c) If participant volunteers to share, write in appropriate flip chart heading (e.g., “frustrated” might go under Sadness). Discuss results with group.
- d) **Discuss Daniel Goleman's** “families of emotions” from his book Emotional Intelligence: Fear (Safety); Anger (Justice); Sadness (Loss); Enjoyment (Gain); Love (Attraction); Disgust (Repulsion); Surprise (Attention); Shame (Self-control) [https://www.youtube.com/watch?v=xJujfW\\_0-3A](https://www.youtube.com/watch?v=xJujfW_0-3A)
- e) Describe why it is important that we address emotions: to reach a deeper level of understanding; to make connections with others; to make people feel safe and valued.
- f) **Discuss** how some emotions are easier to deal with than others because of an individual's unique experience, triggers, and level of comfort with the topic being discussed.
- g) Define primary emotion and secondary emotion and discuss how anger can be both.

## Concepts in Communication Core Skills Training

h) Introduce the *ABC Framework* to help participants contact their emotions:

(A) **Activating** Event or Situation

(B) **Beliefs** and Self-Talk

(C) Emotional and Behavioral **Consequences**

i) Explain Non-Helping and Helping Responses and provide examples

### EMPATHY VIDEO SLIDE SEVEN

 TORONTO  
HIV/AIDS  
NETWORK

What is it?

Is it different than sympathy?

Why is it important?

- Brené Brown: Empathy vs Sympathy



3 Minute video introduces empathy and explains all the above

### WHAT IS EMPATHY SLIDE EIGHT

 TORONTO  
HIV/AIDS  
NETWORK

Is feeling with other people

Is not judgmental

Fuels connection

Is a vulnerable choice



ASK “Define empathy.

– discuss how this differs from sympathy or pity

Handout *Working with Emotions – Self-Reflection* for participants to complete for their own reflection on how they work with emotions -- this can be completed later. a

#### SELF REFLECTION - SLIDE NINE



#### Self-Reflection Comments:

Working with feeling link for chat if the slide does not load.

<https://forms.office.com/r/Pn7hrGALbi>

#### Why is it important that we address emotions?

- Reach a deeper level of understanding.
- To make connections with others
- When we avoid emotion, we send a message that feelings are not safe or valued.

An important function in communication is being able to identify and express feelings associated with experiences. While feelings may not be the sole focus of the interaction, it is important that volunteers/helpers encourage the creation of an atmosphere which allows for and encourages emotion. In all human endeavors, the element of emotion is always present and how we deal with expressed emotion is culture-bound. Are some emotions easier to deal with than others? Intense emotions in others can be frightening or anxiety producing for several reasons, including:

- The expressed emotion may echo emotions in ourselves which we are not yet ready to explore.

## Concepts in Communication Core Skills Training

- The expressed emotion may evoke responses in ourselves which we feel uncomfortable with
- We may have concerns that the expression of strong emotions may “open the floodgate.”
- Emotions of others may “trigger” an emotional reaction in us we may believe that we are unable to respond to that emotion.

### ACTIVE LISTENING SLIDE TEN



### VERBAL QUES GIVEN BY ACTIVE LISTENERS

#### REFLECTING

- ·Involves repeating part of the speaker’s message back to them
- ·Try to reflect ‘feeling words’
- ·Use the same word as the speaker
- ·Allows the speaker to hear the word they used and to clarify if this word represents their feeling and/or experience
- *“You’ve said you were so mad at him because he let you down again.”*

#### CLARIFYING

- ·Allows the listener to ensure they understand the speaker correctly
- ·Allows the speaker to determine if they have communicated what they meant to
- ·Use after reflection
- *“Is that right?” “Do I understand you correctly?”*

#### QUESTIONS

- ·Open questions ask for more information or description and encourage sharing (Who? What? When? Where? How?)
- ·Closed questions can be used to clarify facts (usually answered with yes/no or one word)
- ·Questions that begin with how or what can be used to encourage the speaker to share feelings

## Concepts in Communication Core Skills Training

- “How did that make you feel?” “What was that like for you?”

---

### MINIMAL ENCOURAGERS

- ·Sounds that encourage the speaker to continue talking
- “*Mmm hmmm...*” “*Uh huh...*”

---

### NON-VERBAL CUES GIVEN BY ACTIVE LISTENERS

#### POSTURE

- ·Relaxed
- ·Leaning into speaker

---

#### POSITION

- ·Stand or sit at the same level as the speaker
- ·Sit or stand close enough to hear but not too close to make speaker feel uncomfortable/crowded
- ·Face the speaker

---

#### FACIAL EXPRESSION

- Appropriate based on topic of conversation
- ·Warm smiling
- ·Interested –raising eyebrows

---

#### EYE CONTACT

- ·Direct eye contact considered respectful in some cultures, aggressive in others

---

#### TONE/PITCH/SPEED/VOLUME OF SPEECH

- ·Appropriate to environment
- ·Respectful
- ·Calm
- ·Sit with silences
- ·Let the speaker finish what they are saying before you speak

---

#### PHYSICAL RESPONSES

- ·Be aware of physical responses (yawning, blushing, gasping)
- ·Explain your reactions to the speaker, if appropriate

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#### MATCHING OR MIRRORING

- ·Use the speaker’s verbal and non-verbal cues as a guide
- ·Matching or mirroring these cues is likely to create a safe, comfortable communication environment for the speaker

## ACTIVE LISTENING SELF -REFLECTIVE SLIDE ELEVEN



## Listening Skills

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**Let's look at each line and its meaning.**

1. **Clearing Your Mind:** This is an excellent practice. Clearing your mind of personal worries and concerns before entering a conversation allows you to be fully present and attentive to the speaker.
2. **Staying Tuned In:** Being patient and attentive even when someone is being detailed or verbose is a key aspect of active listening. It shows your commitment to understanding their perspective.
3. **Remaining Focused:** Staying focused on the other person's conversation, even if it initially doesn't seem relevant, can lead to valuable insights and a deeper understanding of their thoughts and feelings.
4. **Waiting for the Other Person to Finish:** Allowing the other person to finish speaking before thinking about your response is a crucial component of active listening. It shows respect for their viewpoint.
5. **Comfort with Silence:** Comfort with silence is a sign of strong active listening skills. It allows the speaker time to gather their thoughts and express themselves fully.
6. **Asking for Clarification:** Asking for clarification when you don't understand something is a proactive way to ensure that you're on the same page and that you genuinely grasp the speaker's message.
7. **Not Finishing Sentences:** Refraining from finishing the other person's sentences demonstrates respect for their autonomy in expressing themselves.



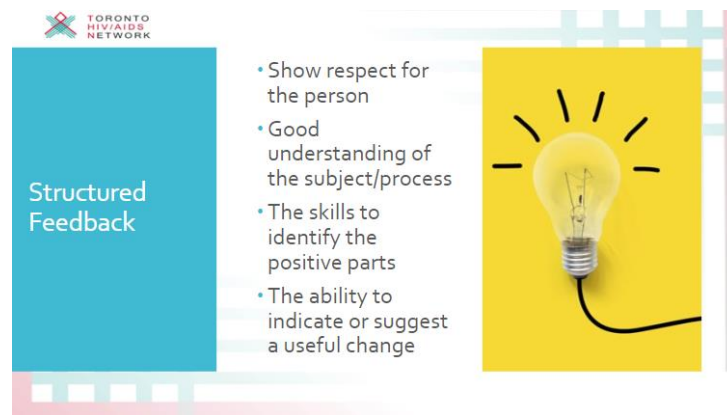
## Concepts in Communication Core Skills Training

8. **Avoiding Interruptions:** Not interrupting, even when you believe you know what the other person is saying, is a fundamental rule of active listening. It shows that you value their perspective.
9. **Avoiding Multi-Tasking:** Giving your undivided attention to the conversation and avoiding multitasking is essential for effective active listening. It demonstrates your commitment to the interaction.
10. **Listening Despite Disagreement:** Continuing to listen, even when the other person presents disagreeable information, is a sign of emotional maturity and respect for diverse viewpoints. It can lead to more productive conversations.

These statements align with the principles of active listening, which are essential for building strong relationships, effective communication, and being a supportive coach or conversational partner. Practicing and improving these skills can lead to better communication and more successful interactions.

If you answered “usually” or “always” to most of these questions, you are a good listener.

### STRUCTURED FEEDBACK SLIDE TWELVE



The slide features a blue box on the left with the text 'Structured Feedback'. To its right is a list of four bullet points. Further right is a yellow box containing a glowing lightbulb icon.

- Show respect for the person
- Good understanding of the subject/process
- The skills to identify the positive parts
- The ability to indicate or suggest a useful change

### Structured Feedback:

A short, personal evaluation which has your assessment of the positive and negative aspects of a meeting, an opinion, an idea, something someone has said or done, etc.

1. *The Compliment Sandwich* - Pro: Sprinkles positivity. - Con: Sometimes the filling hides the veggies.
2. *The Coaching Guru* - Pro: Nurtures growth. - Con: Feels like a coach in your ear.
3. *The Cheerful Appreciator* - Pro: Boosts your self-esteem. - Con: Avoids the tough love.
4. *The Pendulum Swing* - Pro: Balances light and dark. - Con: Can feel rehearsed.
5. *The CSI Investigator (Situation-Behavior-Impact)* - Pro: Sherlock-style precision. - Con: Lacks a friendly hug.
6. *The STAR Storyteller* - Pro: Weaves tales with examples. - Con: Simplifies complex sagas.
7. *The Drama Critic (Critical Incident)* - Pro: Focuses on the blockbuster moments. - Con: Skips the previews.
8. *The 360° Explorer* - Pro: Views from all angles. - Con: Can make you dizzy.
9. *The BARS Artist (Behaviorally Anchored Rating Scale)* - Pro: Paints a clear picture. - Con: Takes time to craft the canvas.
10. *The Goal-Oriented Dreamer* - Pro: Chases those specific dreams. - Con: Not everyone's cup of tea.

## Concepts in Communication Core Skills Training

1. Briefly state at least two or three positive things about whatever it is you want to give feedback on or criticize. Two or three things that you like, learned, understood in a new way, want more of, found useful, interesting, etc.

2. Briefly state the single most important thing you think should be changed. Say something like, "I see the main issue as how to..." or "I wish that..." NOT, "I didn't like...", or "You didn't...", or "You should...", or "I really like that idea but..."

" Example: "John, I really liked that you were able to share your feelings; I was able to learn more about how you cope in situations, and I am able to understand more about how you experience anger. John, I wish that you would feel comfortable speaking up more in our meetings."

### USE OF SELF BOUNDARIES SLIDE THIRTEEN



### BUILDING RAPPORT & TRUST

If you are warm, friendly, and genuine, the person you are speaking to will be more at ease. It is okay to smile, laugh and joke if the situation is right if you are respectful and professional. Once you have built trust with someone, they may feel it is safer to be honest about their feelings and experiences. This can take time, sometimes a long time. Let the person you are speaking with open-up when they are ready. Let them share what they think is important. Respect their privacy by asking questions that are relevant to the service you are providing, as opposed to those that satisfy your own curiosity.

### SHOWING SUPPORT

Remember that you are already helping by being a good listener. Instead of trying to solve a problem faced by the person you are speaking with, concentrate on being an active listener. Though you may feel you are offering comforting words, sometimes using clichés (i.e., "Don't worry, it'll be okay") can sound to the speaker like you are minimizing their experience.

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### USE OF TOUCH IN COMMUNICATION

Many people are inclined to use touch as a means of communicating support, understanding and comfort. It is important to respect the personal and cultural meaning of touch for others by asking permission before making physical contact. Even a hand on the shoulder can be uncomfortable or threatening if it is unwanted or unexpected.

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### NON-JUDGMENTAL COMMUNICATION

Your life experiences have shaped your beliefs, values, and ways of doing things. Because these are part of who you are, they can affect the way you communicate with others. Communicating in a non-judgmental way means being aware of your own beliefs, values and experiences and understanding how these can impact the way you understand/interpret what others are saying, as well as what you say (verbally or non-verbally) in return, and/or how you say it. Sometimes you may not agree with another person's views or share their opinions. Other times you may feel they should be doing something differently or not doing something at all. Communicating in a non-judgmental way means trying to understand what is important to the other person, even if it is different from what is important to you.

Active listening can help you reach this level of understanding. Create a safe environment which enables the speaker to share by avoiding criticism, blaming, demanding, warning, or threatening.

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### SELF DISCLOSURE:

**Sharing your Opinions or Experiences** Sometimes you may recognize during your volunteer work that you share a mutual feeling or experience with the person you are working with. In this case, you may want to share some information about yourself with this person. There are times when this can be appropriate and helpful and other times when it may not be. By sharing something about yourself, you are demonstrating how to communicate openly and, as a result, the other person may feel 'safer' to share their feelings or experiences. Self-disclosure that benefits the person you are working with can sometimes be appropriate. Self-disclosure is not appropriate when it is in your best interest, not the best interest of the person you are working with, for example, when sharing information makes you the focus of the conversation. Similarly, giving advice, whether based on your own experience or not, is not the same as self-disclosure. Advice is telling someone else what they should do. Since you are a trained volunteer, some service users may see you as an 'expert' and feel that they should follow your advice even if it is not right for them.

Self-disclosure should not be something you plan to do in advance, it should happen naturally if the situation calls for it. However, it is something you can prepare for. Think about what information you feel comfortable sharing about yourself, with whom, and in what context.

## PARTICIPANTS FEEDBACK SLIDE FOURTEEN



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## WRAP-UP - &amp; DISCUSSION SLIDE FIFTEEN

