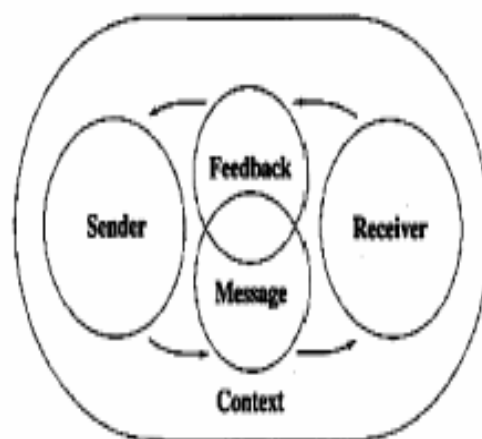


Do you hear what I hear? Becoming an “HD” listener

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Townsville, JCU
Kristin Wicking

Five Elements of Communication

(Cormier et al., 1986, p. 4)



Elements of Communication

- Sender (encoder)
- Message
- Medium (Channel)
- Noise
- Receiver (decoder)
- Feedback
- Context



Focus today on.....

- Receiver skills
 - Noise
 - Feedback

Your Communication Network

- WHO do you communicate with in your role.....?
- Using the backside of your handout, draw a diagram of your communication network.
- Put yourself in the middle, as a circle or square (or whatever takes your fancy).
- Now draw in the people/positions that you would interact with in a typical week, in the course of doing your usual job.

Customers

- Continuous Quality Improvement model encourages us to think of our external customers and our internal customers.
 - Other Uni staff: academics & admin.
 - Students
 - Staff at our partner placement facilities
 - The end client of those facilities (i.e. primary school students, patients)
- The ultimate or final customer is the common denominator---our placement facilities and our Uni staff can all agree that good patient care or good teaching for primary school students....in the present and in the future....is something we can all get behind and support.

What do they want from me!?!?!?

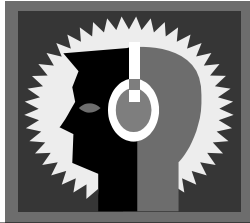
- For each of the people/positions on your communication network, what would they tell you makes them a 'happy customer?'
- What do they need/want from you?
- Are they getting it?

Why does listening matter?

- Excellent listening skills can help us to:
 - Form and maintain good relationships with our industry partners
 - Get and keep the preferred placements that give our students positive and productive learning experiences in the field.
 - Problem solve, negotiate and resolve conflicts that may arise during field placements.
 - Keep everyone in the "matrix" in synchrony.....
 - So that students can learn while the core business of the facility still continues without undue disruption.
 - Students, facility staff, facility clients and Uni staff all go home happy and fulfilled!

The difference between hearing and listening...

- HEARING
Being able to receive sound but not necessarily understand what you are hearing
- LISTENING
Involves hearing sounds and also understanding their meaning
- ACTIVE LISTENING
Addition of showing you understand what you're hearing



Barriers to effective listening

- Thinking we must explain
- Believing we should have all the answers
- Giving advice
- Becoming defensive
- Preparing our 'rebuttal'
- Speak 100-150 words per minute
- Can understand 600 words per minute (Adler & Proctor, 2007)
- What are you doing with the spare time.....



Why we don't listen better

- Message Overload
 - Internal Noise
 - External Noise
 - Degree of effort (TPR rise)
 - (Think we've) heard it all before
 - Too complex to grasp, why bother
-
- (Adler & Proctor, 2007)

"Messy Packaging"



- It's rare for our senders to neatly package their message in clear, concise, logically sequenced format.
- More often it's a pile of words that look like a game of pick-up sticks, and we're the ones who need to do the picking up.



Noise: Minimise what you can...as quickly and as often as you can

➤ External

- TV
- Radio
- Other nearby conversations
- Phones ringing, printers, faxes, etc. etc. etc.

➤ Internal

- Preoccupation with other worries
- Past 'baggage' with the speaker
- Rushed, needing to be elsewhere.
- An example of internal noise.....

Penny for your thoughts....

- Study in sophomore (year two) Uni psych class in Detroit, Michigan.
- Shot off a gun at sporadic intervals over 9 weeks. 85 students to write what they had been thinking about @ gun shot.

- Paying attention to the lecture = 20%
- Actively listening to the lecture = 12%
- Reminiscing about something = 20%
- Worrying, daydreaming, thinking about lunch or about religion = 8%
- Miscellaneous = 20%
- Pursuing erotic thoughts = 20%

Attending skills

Being ready

Define availability & create suitable space

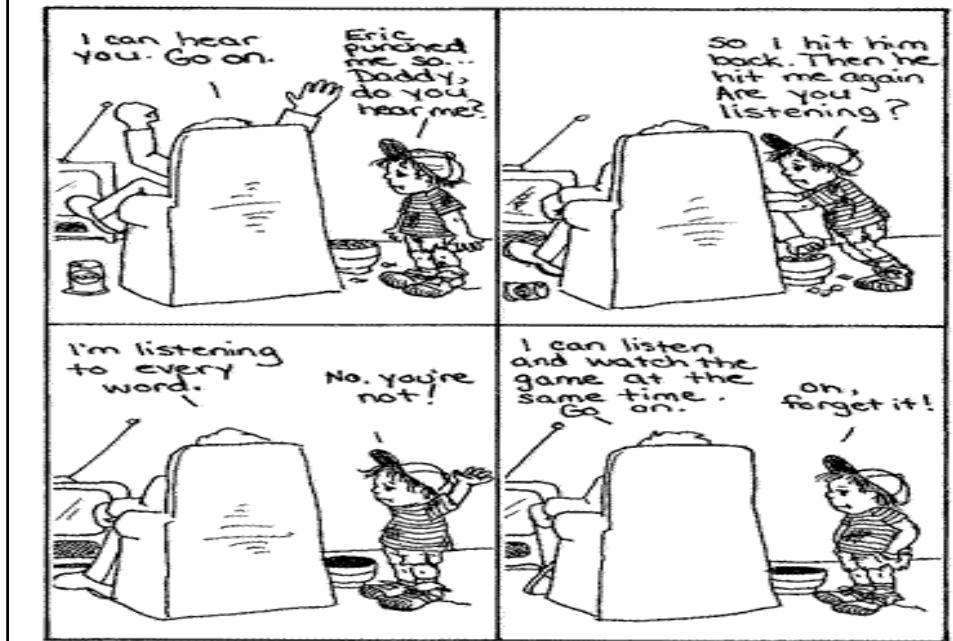
Attend to immediate needs

Eye contact, attentive posture

Eliminate distractions

Appropriate movement & psychological attention

half listening...



Appropriate non-verbal communication - Attending

- Squarely facing
- Open posture
- Leaning forward
- Decent distance
- Eye contact
- Relaxed posture



(Kotzman, 1984)

Time's up!!!

- So for the receiver (green handout)---
- What was this like for you?
- Now, for the sender (blue handout)
- What was this like for you?

- Do we give out any Academy Awards for best actor.....?



Listening in phone mode

- Focal point, like a woman in labour
- Close eyes completely
- Take notes
- What else have you found?

We need to listen with our...

- Ears
- Eyes (for the body language)
- Head (for the cognitive processing)
- Heart (to detect the emotional content)

- Detecting and accurately interpreting
Non-verbal communication is what
separates the HD listener from the pack.
- Let's see how you go.....Watch this

A visit to New York....

- Set-up for video clip from an episode of the sitcom Friends:
- Ross is temporarily living in Chandler and Joey's apartment and driving them nuts with his quirky habits.
- Chandler and Joey hustle Ross to look at a small and fairly awful apartment and railroad him in to renting it right away, to get him out of their own apartment (and out of their hair).
- Joey & Chandler are now home by themselves, discussing what they've just done to Ross.



So how well did you listen? T/F

- | | |
|-------|--|
| 1. F | 1. Joey wants to order take-out Chinese |
| 2. T | 2. Chandler is feeling guilty |
| 3. T | 3. Chandler has a good intention for his lies about Ross |
| 4. F | 4. Chandler stated that Ross owned a cat. |
| 5. F | 5. Chandler stated that Ross was a salsa dancer. |
| 6. F | 6. Chandler stated that Ross was a drug dealer. |
| 7. T | 7. Joey was indignant when Chandler lied. |
| 8. T | 8. Chandler was pleased with himself. |
| 9. T | 9. Chandler was impatient with Joey |
| 10. T | 10. The dawning light of comprehension was visible on Joey's face as he realized Chandler's strategy and agreed with it. |

Following skills



- Invitations
 - Minimal encouragers
 - Use of open questions
 - Avoiding closed questions

Open questions



- Require more than a yes/no response
- Help conversation by drawing speaker to give more detail or expand on an area...
- Very useful to CLARIFY a situation
- – *What worries you about your exams?*
- *How are things different for you now you've started at uni?*

Closed questions



- Need a monosyllabic response
 - Also have a place in communication (e.g. clarification: "So it's the time limits on exams that make you tense?") but shouldn't be used often
 - Rarely contribute to the progress of the conversation
- e.g.. - *Are you worried about your exams?*
- *Are things different for you now that you've started uni?*

Reflecting skills (Paraphrasing)



- Reflecting facts
- Reflecting feelings
- Reflecting themes (summarising)
- Useful phrases

2 aspects to reflecting

1. Demonstrating interest and clarifying if we have the message right

2. Mirroring back to the speaker what they've been saying



Paraphrasing...

- *restating in your own words the feeling &/or content of the other person's communication that demonstrates understanding & acceptance* (Kotzman, 1984)
 - A sentence stem: 'sounds like...'
 - Key words & construct systems used by speaker
 - Essence of what was said in summarised form
 - **ALWAYS** Checkout for accuracy at end: 'was that close?'
- ie - reflecting meaning
- reflecting your interpretation of what was said

Paraphrasing

'So what you're saying is...'

'Am I correct in saying that you...?'

'In other words...'

'Let me see if I understand correctly...'

(Stein-Parbury, 2000)



The empathy statement

- Combines reflection of content AND reflection of feeling
- Standard formula =
*'It seems you feel.....
because.....'*

*'It sounds as if
you're.....
because.....'*



Useful phrases for beginning sentences...

- WHEN YOU'RE NOT SO SURE...
'let me see if I understand, you feel...'
- 'I wonder if I've got it right, you're...'
 - 'Could this be going on, you...'

WHEN YOU'RE MORE SURE YOU UNDERSTAND

- 'it seems to you that...'
- 'you're saying that...'
- 'you reckon that...'

Effective listening Skills

Attending skills <i>Being ready</i>	Following skills <i>Opening the door</i>	Reflecting skills <i>Keep the door open</i>
Define availability & create suitable space	Invitations	Responding effectively
Attend to immediate needs	Avoiding blocks to communication	Reflective response: paraphrasing
Eye contact, attentive posture	Minimal encouragers	Reflecting facts
Eliminate distractions	Open questions	Reflecting feelings
Appropriate movement & psychological attention	Empathic silences	Reflecting themes –summarising

Give yourself a score:

- Use your handout: Listening Skills
- For each one, rate yourself on how often you use that skill:
 - 0 = Never
 - 1 = Rarely
 - 2 = Occasionally
 - 3 = Frequently
- Now total up your score, higher is better, how did you do? (Perfect score = 45)

Pick three

- Pick three skills that you have indicated you use never or rarely, and....
- Make a conscious & deliberate effort to use at least one of those skills in the next 2-3 days, preferably all of them.
- You'll have lots of conversations over the conference & weekend, and since you've all been in this together, you can help each other practice.
- Then when you need them on the job next week, voila' ---you are ready to rock and roll!

A bedtime story.....

- Nursing example of a patient's response and appreciation when her nurse did an excellent job of "just" listening.....