

Techniques for listening so people talk – actively listening to them.

A. – silence builds trust and autonomy.

B. – invitations to say more.

"Oh"	"I see"
"Uh huh"	"Really"
"Interesting"	"Tell me more about that"
"You did, huh"	"Describe what that was like for you"
"I'd like to hear more"	"I'd be interested in hearing more"
"You're feeling very strong about that"	
"You looked like you were going to say something"	

C. – questions that do not elicit a "yes" or "no" answer.

"What might you do differently next time?"
"What are options to _____?"
"What was it like for you when _____?"
"What are some alternatives?"
"How did you feel about that?"
"How did that work for you?"

D. – saying in other words what the participants has said.
Listening to the factual level.

Participant: "I can't get these women to understand the benefits of breastfeeding when their mothers and grandmothers are around."

Listener: "It's difficult for you to explain the importance of breastfeeding to your WIC clients because their relatives undermine you."

E. – trying to extend the thought or idea that the person has just said.

- Repeat the end of his/her sentence...."trouble with the computer?"
- "If you did that, thenwhat would happen?"
- "Your worst fantasy about that is?"
- Recreate with elaborate description the scene for the participant.

F. – responsive (or active) listening – for example, feeding back to the person an educated guess about their feelings about what they said.

Teenager: "I couldn't go to a doctor with those symptoms. I mean my parents would kill me if they thought I had had sex."

Listener: "You're afraid of your parents' reaction if you really do have an STD."

Techniques for listening so people talk – actively listening to them.

A. – silence builds trust and autonomy.

B. – invitations to say more.

“Oh”

“I see”

“Uh huh”

“Really”

“Interesting”

“Tell me more about that”

“You did, huh”

“Describe what that was like for you”

“I’d like to hear more”

“I’d be interested in hearing more”

“You’re feeling very strong
about that”

“You looked like you were
going to say something”

C. – questions that do not elicit a “yes” or “no”
answer.

“What might you do differently next time?”

“What are options to _____?”

“What was it like for you when _____?”

“What are some alternatives?”

“How did you feel about that?”

“How did that work for you?”

D. – saying in other words what the participants has said.
Listening to the factual level.

Participant: “I can’t get these women to understand the benefits of
breastfeeding when their mothers and grandmothers are around.”

4. A neighbor says to you, "You know, it makes me so mad all these women who are going back to work. What about a woman's being in the home? Don't they care about their kids? They're all going to grow up to be delinquents."

You paraphrase by saying,

" _____

_____ "

5. A pregnant woman says to you, "Am I going to hurt my kid because I smoke too much?"

You paraphrase by saying,

" _____

_____ "

ROADBLOCKS TO COMMUNICATION

A. Ordering or directing (no one likes to be told what to do)

"Tell your supervisor if she won't let you take vacation next week you just won't show up for work."

"If you are in that much pain, go to a doctor."

B. Advising, giving suggestions or solutions

"Yes, but"

"Why don't you try talking it over with Susie."

"Have you talked to your boss about the problem?"

"I think it's time you see a lawyer."

C. Interpreting, analyzing, diagnosing

"It's probably because you don't have teen-agers that you don't understand the situation with the pregnant adolescents."

"Sally gets away with murder because she's Bill's friend."

D. Probing, questioning

"How long will you let the situation go on like that?"

"Why did you react that way to that customer?"

A. Moralizing or preaching

"It damages people's self-esteem when they are yelled at like you just did!"

"Everyone loves to be complimented."

"It's just not right to interview only your clients for the annual report."

B. Logical arguments

"These years are the best years of your life."

"If you want her to listen to you, you'll have to listen to her."

C. Labeling, stereotyping, assuming

"Okay, smart mouth...."

"Women are more emotional than men."

"How many of you have a spouse?"

"The children who are not doing well in school are probably the ones who are truant."

A. Reassuring or sympathizing

"You'll feel better in the morning."

"I know just how you feel."

"Things will work out well for you if you get into our program."

B. Praising

"You are not a lousy writer!"

"Oh, I think you are a good mother."

C. Withdrawing, diverting

"Don't worry about it."

"This isn't the time to talk about that."

"Yes, well, let's move on to something else."

D. Judging

"You don't really want to do such a horrible thing to that restaurant owner, do you?"

"That's a lousy idea."

"We can't do it that way!"

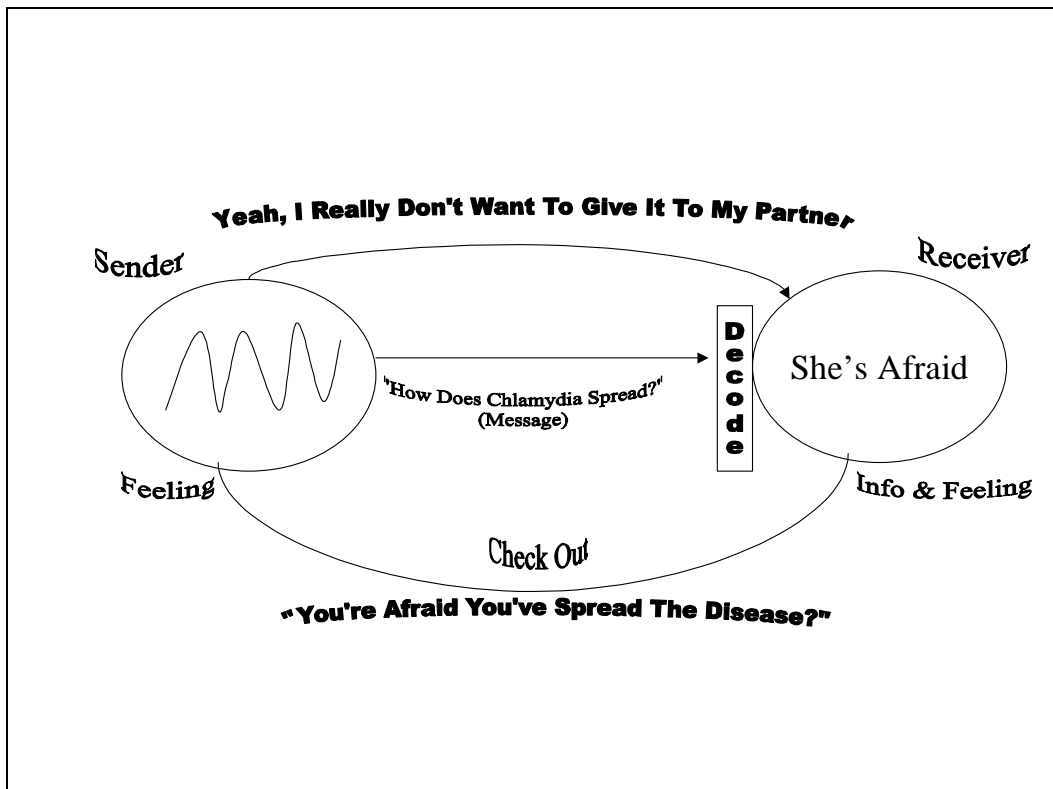
For Active Listening, use stems like:

You're _____?

It sounds like you were _____?

You were _____ when it happened?

It's _____ to you?



Activity B: Listening

1. Write down a time you received a very clear message without words.

2. Choose three roadblocks that you are most prone to use.

3. Paraphrase three different situations this week and write down a brief description of the situation and how you paraphrased.

	Situation	Paraphrasing
A.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
B.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
C.	<hr/> <hr/>	<hr/> <hr/>

4. List 25 feeling words.

5. This week, concentrate on the feelings you think are being communicated by co-workers, family members, and friends. Make a mental note of these. Afterwards, jot them down below along with the cues that indicate the feeling to you. Please include at least five situations below.

Situations	Cues	Feelings

6. Write down three different feelings a person might have if she were to say the following.

A. "The kids have just left for summer camp."

B. "My wife wants to leave me."

C. "My boss is talking to me about a promotion."

D. "I'm looking for another job."

Activity C: Active Listening

Please write an Active Listening response for each of the following examples.

1. A co-worker says to you, "The more I do around here, the less it's noticed." You actively listen by saying,

" _____

_____ "

2. A fellow supervisor says to you, "It shouldn't take field workers all week to get that information!" You actively listen by saying,

" _____

_____ "

3. An administrator in your agency says, "No one seems to care about the quality of work around here." You respond by saying,

" _____

_____ "

4. A mother who is a potential client in the WIC program calls you and says, "You're going to kill my baby because you won't give me that WIC food!" You actively listen by saying,

" _____

_____ "

5. A co-worker says to you, "Do you have any idea how you can get promoted here – or is it possible??" You reply,

" _____

_____ "

6. A co-worker in your clinic says to you, "Could you help me do this test? I've never done one before?" And you say,

" _____

_____ "

7. A colleague asks you, "Do you think this is a good evaluation report? Should I give it to administration to give to the commissioner?" You say,

" _____

_____ "

8. Your supervisor says to you, "The head of the health department is observing us today!" and you say,

" _____

_____ "

9. A disgruntled employee comes to you and says, "I've worked in this department for years. I don't need him to tell me how to do my job." You say,

" _____

_____ "

10. Your supervisor relates to you, "Professors from the university want to do some kind of a study with our clients." You say,

" _____

_____ "

11. A colleague of yours says, "Why don't these moms keep their appointments?" And you say,

" _____

_____ "

12. A co-worker says to you, "So what am I supposed to do if no one on my staff speaks Spanish?" and you say,

" _____

_____ "

13. A co-worker tells you, "That restaurant owner called me a petty bureaucrat!" you respond,

" _____

_____ "

14. A supervisor says, "You don't know how easy you have it, if you worked in my program, you'd work hard." You actively listen by saying,

" _____

_____ "

15. You're facilitating a kick-off event for your agency's new childhood immunization program. Unfortunately, due to circumstances beyond your control, community members were not included in the planning process for the program or the kick-off event, and now they seem hostile and mistrusting of the agency. During the question and answer period of the kick-off, a woman stands up and identifies herself as President of a neighborhood block club. She states that she doesn't trust anyone who wants to stick needles into her babies. Furthermore, she indicates that agency staff making well-child home visits in her neighborhood will not be welcome. Actively listen by responding,

" _____

_____ "

16. Every year representatives from your department present a human sexuality and safer sex curriculum to the senior students at a local high school. Every year you participate in a School Board meeting in order to gain approval for your curriculum. Your curriculum has always been approved without incident. However, this year, a student group attending the School Board meeting objects to your curriculum because it doesn't address issues specific to gay, lesbian, bisexual and transgender youth. Actively listening by saying,

" _____

_____ "

17. You are representing your agency at a coalition meeting for heart disease prevention in the city. A representative from a community-based organization accuses your agency of offering competing and redundant services with theirs, cultural insensitivity to the neighborhood residents, and basically encroaching on their turf. Actively listen by responding,

" _____

_____ "

KEY POINTS ABOUT ACTIVE LISTENING

1. Active Listening provides feedback. The receiver could pick up incorrect feelings. This feedback gives the speaker a chance to correct them. It also helps the speaker find the appropriate feeling within him/herself.
2. Active Listening is not a skill for solving the sender's problem, or even coming to a decision, though that may happen.
3. It proves to the sender that not only have you heard him/her, you have understood. Understanding does not necessarily mean agreeing with.
4. It shows the sender that you are interested in him/her as a person. The listener needs to be willing to take a back seat and suspend if necessary his/her own emotions temporarily.
5. It gives the sender a chance to ventilate. Feelings can be fleeting.
6. It communicates acceptance of the sender. Acceptance of the sender is different from accepting what he/she says.
7. It fosters the other's doing his/her own problem - definition and problem - solving. He/she holds onto the ball.
8. It fosters the sender's moving from a superficial to a deeper, more basic level.

Cross-cutting Competencies for the 21st Century Public Health Workforce

I-Messages:

- Focus on yourself and your feelings
- Maximize the possibility that the other person changes his/her behavior
- Minimize the risk to the relationship
- Leave what to do about the situation up to the other

Activity A: I-Messages

1. A co-worker keeps coming to you asking you for help. At first you answered their questions but they've continued to interrupt you all day. You get the sense that they want you to do the work for them. You say,

" _____

_____ "

2. Your friend and co-worker has been quiet and sulking all day; you say to her using an I-message,

" _____

_____ "

3. Your shift ends at 2:00 and Mary comes in 2:00 to 10:00 to replace you. It is now 4:00 and you have not heard from her. The door opens and Mary walks in and says "Hi". You say,

" _____

_____ "

4. Your co-worker who is in a cubicle next to yours talks very loudly when he is on the phone. After weeks of being distracted by his loud talking you say,

" _____

_____ "

5. Your supervisor asks you to give a 15-minute presentation to the county commissioners about the strengths and weaknesses of your program. She (your supervisor) lets you know that they are trying to figure out whether to fund your program again or not. You send an I-message by saying,

" _____

_____ "

6. Someone from the community calls and says their water is dirty and he wants a representative to come to his house within the hour and you say,

" _____

_____ "

7. You are so tired when you get home, you're hungry but you don't have the energy to make dinner, and you don't want to spend the money to go out. You say to your partner, using an I-message,

" _____

_____ "

8. You are in a community meeting and a committee member keeps on having side conversations very loudly. You can't hear some of the meeting and you say,

" _____

_____ "

9. You feel that several people you supervise are deliberately dawdling and that is the reason your statistics aren't as high as they have been in the past. You call

them together and say,

" _____

_____ "

10. Your neighbor has parked his car so it blocks your driveway for the 12th time this month you say to him,

" _____

_____ "

Constructing a Long I-Message:

<u>FEELING</u>	<u>BEHAVIOR</u>	<u>CONSEQUENCES</u>
Descriptive	Of the other, nonblameful and descriptive	To you a tangible consequence
"I _____	"When you _____	"Because _____

KEY POINTS ABOUT SENDING MY MESSAGE

1. For a long I-Message, the phrase from each column can be combined in any order.
2. If there are no tangible and concrete CONSEQUENCES to you, then make a short I-Message not a long one.
3. CONSEQUENCES must be evident to the other.
4. CONSEQUENCES answer the question "so what?"
5. An I-Message like "I worry when you stay out late because I care about you" may evoke guilt.
6. If someone is arguing with you when you make your I-message, you might need to act like a "broken record", that is, repeating over and over again your I-message without responding to the "arguments."
7. I-Messages can increase the likelihood of the other's changing his/her behavior. There are no guarantees.

The response might be "O.K."

The response might also be "What the hell!" When this happens, obviously the other is feeling strongly (he has a problem, which is your I-Message). This is a time for you to switch gears and Active Listen.

8. Send I-Messages the way you really feel, no overkill or underkill.
9. The I-Message is the behavior of the moment. STAY CURRENT.
10. Be sure to use "you" in the second column because if you generalize the other person might agree with you.
11. With I-Messages "I" take a risk.
12. Often a solution will not work until the feelings are out. Remember Active Listening.
13. When there are options about how the other can change his/her behavior (an example is your being upset that a friend has his/her feet on your white couch because you do not want the couch to get dirty. The other can take off his/her shoes, put a magazine under his/her feet, move to a chair, etc.) leave the choice up to him or her. When you want the other to change his/her behavior in a specific way - state that clearly.

A Practical Skill for Negotiating Needs

THE NEED FORMULA

- N = Identify the real needs.
Send your I-Message and be prepared to Actively Listen to the other person.

- E = Elicit solutions.
Use brainstorming if necessary (quantity is more important than quality; no commenting on any suggestions; far out ideas are encouraged).

- E = Evaluate the suggested solutions.
Remember, anyone can cross out any suggestions after all suggestions are made.

- D = Decide on a solution

Activity: Needs Negotiation

1. When you phone teens to invite them to participate in focus groups as part of a community health assessment, parents are unwilling to let you speak to their teens, much less let them participate in focus groups. An irate parent demands that you stop targeting their children for government questioning. You respond by saying,

" _____

_____ "

2. Your supervisor asks you to assume full and sole responsibility for the data analysis of your department's year-end program evaluation. You are not qualified as a statistician and therefore are not comfortable assuming full and sole responsibility for data analysis. You are, however, willing to contribute to the overall program evaluation as part of the team. You say,

" _____

_____ "

3. Your supervisor asks you to "use the data we have" for an evaluation design. The data collected is not particularly accurate. You respond by saying,

" _____

_____ "

4. Your department is conducting a community health assessment. During the “focus the design” step, it becomes clear that management does not want to interview community members about their perceived health needs. Your feeling is that management is afraid that community members input will skew the results of the community health assessment. You strongly disagree and firmly believe that the community health assessment must reflect the community member’s health priorities in their own voices. A solution needs to be worked out immediately. You approach your manager and say,

“ _____

_____”

5. You’re riding a public bus with a colleague in order to attend a work-related meeting at the University. While on the bus, your colleague mentions a patient’s full name, neighborhood, and diagnosis, thus violating patient confidentiality. You say,

“ _____

_____”

6. Your department announces major funding for an injury prevention initiative in zip code 15266. The initiative will distribute free bicycle helmets to resident children under 12 years old. During the public event for helmet distribution, a community member says loudly, “What we really want is to get the vacant lot next to the school cleaned up. We don’t give a damn about bike helmets – our kids can’t even ride their bikes over these broken-up, run-down old roads full of potholes. Why don’t you guys ever ask us what WE want? You respond by saying,

“ _____

_____”

