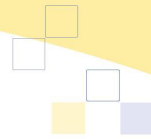


MCP²

Multidisciplinary
Collaborative Primary
Maternity Care Project

Projet de soins
primaires obstétricaux
concertés



The Multidisciplinary Collaborative

Primary Maternity Care Model

Module 4

Communicating Effectively

Final Version - May 2006

Communicating Effectively

Table of Contents

Introduction	4
Importance of Communication	5
The Three Components of Communication	7
Verbal Messages	8
Nonverbal Messages	10
Paraverbal Messages	11
The Importance of Consistency Among the Components	11
Communication is Contextual	12
Inner Personal Communication	11
Effective Listening	13
Levels of Listening	14
Level 1	14
Level 2	15
Level 3	15
Active Listening	16
Empathic Listening	16
Dealing with Conflict	18
Personal Skills and Techniques	19
Summary	25
Useful Web Linkages	27
Recommended Reading	27

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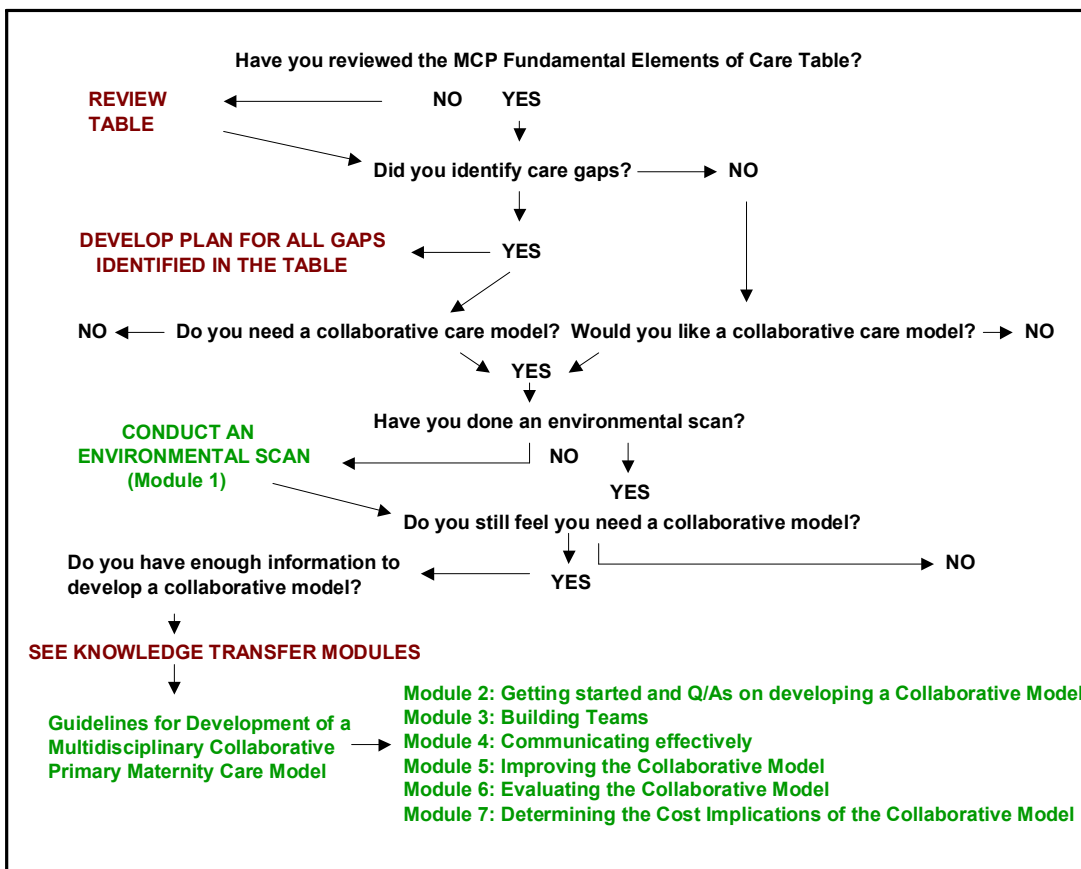
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Communicating Effectively

Introduction

This module includes communication information, tools and tips to help ensure strong communications in a multi-disciplinary collaborative maternity care team. The modules are inter-related. They are designed to guide decision-makers through a generic process of development, activities, reflection and ongoing improvement.

This is Module 4 in a series of seven modules designed to support the implementation and development of the multidisciplinary collaborative primary maternity care model (MCPMC Model). The logic behind this and the other modules (shown in the diagram below) is that key stakeholders such as the professionals in the model and government decision-makers have a consistent frame of reference for the model's implementation in the respective communities.



The Importance of Communication

"Communication is power. Those who master its effective use can change their own experience of the world and the world's experience of them."

Anthony Robbins

Communication is central to relationships, which are themselves the essence of collaboration. Although the relationships reflect the basic principles, ideally the principles never have to be referred to.

Effective and ongoing communication is a fundamental necessity. Without it the model will unlikely realize its full potential, there could be inefficiencies in care, and the emergence of complications for providers and those who are receiving care. Ineffective communication will also lead to team members leaving the model disillusioned – because effective communication is a central enabler of a common philosophy of care. They will be frustrated with the poor (or no) communication which may cause problems with how and when they provide care.

Team members need to acknowledge that effective communication requires significant time commitment and investment. This is both *structured time* commitment such as meetings each week, and *unstructured time* through social interaction. Both time investments are important for building rapport and respect. The ideal form of communication is face-to-face – even if it is occasional hallway consultation, then telephone, followed by notes. Regardless, ongoing communication in any form is essential.

Two forms of effective communication are required.

- ☞ **Formalized communication** such as protocol development and use for the coordination of care, reports on activities and utilization, and so on.
- ☞ **Informal day-to-day communication** among the team and with support staff. Exchange of information is continuous at the interface of the activities among and between the health professionals' and the support staff. Informal, communicative ties bind the members into a cohesive team.

Both informal and formal communications require consistent and clear messages. Effective communication also extends to the relationships with professionals outside the model, such as the informal and formal consultations with obstetricians when required.

Similarly, it is essential to have effective communication between institutions for a range of interactions, such as exchanging information on laboratory results or information required from patient records.

Communication is not hierarchic but rather two-way, facilitating the exchange of knowledge. If there is any questioning of the approach to care by team members this should be delivered in a manner that enhances knowledge and improves care without being seen as criticism.

Ongoing discussions and consultations by health professionals with support staff is fundamental because it reaffirms the importance of everyone's role on the team. A team's effectiveness is based on the engagement of everyone meeting or exceeding their expected roles and functions, and helping others do the same. Although technology is a significant enabler for this exchange, ultimately it is the face-to-face and verbal communications of all team members that make it happen effectively. As a team member or leader, your ability to communicate with other members of the team can mean the difference between success and failure.

Effective communications is measured by *what you actually achieve*, not by how your message was delivered. Effective communication is assertive, which simply means you speak and act from choice. Being an effective communicator does not mean always being in control or always answering correctly and without emotion. Effective communication reflects your ability to act out and helps you to deal with difficult situations by letting you express feelings without losing control of them.

The Three Components of Communication

Every member of your collaborative team will have different opinions, values, beliefs, and needs than your own. Your ability to exchange ideas with others, understand others perspectives, solve problems and successfully use the material in these modules will depend significantly on how effectively you are able to communicate with others. There are three components in the act of communicating:

- ☞ **Verbal:** Refers to the content of our message, the choice and arrangement of our words (*the words you say*).
- ☞ **Nonverbal:** Refers to the message we send through our body language (*what the listener saw*).
- ☞ **Para verbal:** Refers to how we say what we say – the tone, pacing and volume of our voices (*how you sounded to the listener*).

Tip! In order to communicate effectively, we must use all three components to do two things:

- ☞ Ensure that you, as the sender of the communication, has clear knowledge and understanding of the meaning you wish to convey, and
- ☞ That the receivers interpret the message in such a manner that they receive your intended meaning

Communication Involves Three Components

In his book, Silent Messages, Professor Albert Mehrabian established this classic statistic for the effectiveness of spoken communications:

Component	Definition	% of Meaning
1. Verbal Messages	the words you say	7%
2. Para verbal Messages	how you say the words	38%
3. Nonverbal Messages	your body language	55%

Tips for Communicating with the Written Word

- ☞ Organize your thoughts before you begin.
- ☞ Avoid slogans, catchwords, jargon. Use words or phrases which you could use naturally in conversation. Exceptions are technical terms and abbreviations which your reader will understand.
- ☞ Use simple words and few of them.
- ☞ Keep paragraphs and sentences short.
- ☞ Prepare draft replies to e-mails but only post the replies after some hours, which allows considering, validating, completing and improving the draft.
- ☞ Pay attention to tone, formal, familiar.
- ☞ Correct spelling – an e-mail full of errors shows a lack of attention (and can be sometimes perceived as a lack of respect)
- ☞ Be polite and direct

Verbal Messages (7%)

While the Mehrabian research found that the verbal message only contributes to 7% of what your listener understands, that does not relieve you of your responsibility to find the right words to convey your message.

Improve the Verbal Messaging

- ☞ Language has tremendous power in the type of atmosphere that is created at the problem-solving table. Words that are critical, blaming, judgmental or accusatory create a resistant and defensive mindset that is not conducive to productive problem solving. On the other hand, we can choose words that normalize the issues and problems and reduce resistance. Phrases such as

- *"in some areas, people may . . ."*,
- *"it is not uncommon for . . ."* and
- *"for some folks in similar situations"*

- ☞ State your point of view as briefly and succinctly as possible. Listening to a rambling, unorganized speaker is tedious and discouraging. This is your opportunity to help the listener understand YOUR perspective and point of view. Choose your words with the intent of making your message as clear as possible, avoiding jargon and unnecessary, tangential information.
- ☞ One of the most common causes of misunderstanding comes from assuming that the word being used *is the object*. Two people can be arguing about a concept, referring to it by using the same word, arguing because this word means something different to each of them.

“There is the semantic problem, of course. The words bear a different connotation for you than they do for me. Consequently, I can never tell you what you said, but only what I heard. I will have to rephrase what you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion.”

- John Powell, theologian

Effective Verbal Messages

- ☞ Are brief, succinct, and organized
- ☞ Use “I” statements. Talk in terms of yourself. Example “I really feel frustrated when you ask me to”
- ☞ Avoid “you” statement. Language that begins with the word you is often interpreted as personal evaluation or accusation.
- ☞ Avoid Jargon –using specialized, overly obscure terminology can make your listener feel on ‘unequal’ footing.
- ☞ Avoid Trigger words. These terms have such strong emotional associations that they set off an intense emotional reaction in certain listeners. You own the impact of your words.
- ☞ Speak honestly and openly.
- ☞ You have the right to say “no” and state your needs and the changes you would like to happen (as does your listener).
- ☞ Do not create resistance in the listener.

Verbal Communication Barriers

- ☞ Attacking (interrogating, criticizing, blaming, shaming)
- ☞ "You Messages" (moralizing, preaching, advising, diagnosing)
- ☞ Showing Power (ordering, threatening, commanding, directing)
- ☞ Other Verbal Barriers: shouting, name calling, refusing to speak.

Nonverbal Messages (55%)

Mehrabian says the messages we send through our posture, gestures, facial expression, and spatial distance account for 55% of what is perceived and understood by others. Whether we want to or not, we are always communicating through our body language.

Nonverbal messages are the primary way that we communicate emotions:

- ☞ Facial Expression: enthusiasm, energy, approval, confusion, boredom, displeasure, joy, sadness, anger, or confusion does not need words. Just eyes.
- ☞ Postures and Gestures: warm openness or cold rejection, anticipation and interest, inflexibility, discomfort ... these feelings do not need words. Just bodies.

Effective Non Verbal Messages

- ☞ Be aware of your body language at all times.
- ☞ Monitor your inner-talk. How you feel about yourself is clearly conveyed to your listener

Nonverbal Communication Barriers

- ☞ Flashing or rolling eyes
- ☞ Quick or slow movements
- ☞ Arms crossed, legs crossed
- ☞ Gestures made with exasperation
- ☞ Slouching, hunching over
- ☞ Poor personal care
- ☞ Doodling

- ☞ Staring at people or avoiding eye contact
- ☞ Excessive fidgeting with materials

Paraverbal Messages (38%)

Paraverbal communication refers to the messages that we transmit through the tone, pitch, and pacing of our voices. It is *how* we say something, not *what* we say. Mehrabian states that the paraverbal message is the emotion behind the words.

A sentence can convey entirely different meanings depending on the emphasis on words and the tone of voice. For example, the statement, "I didn't say you were angry" has six different meanings, depending on which word is emphasized. For example:

"I didn't **SAY** you were angry"

"I didn't say **YOU** were angry"

"I didn't say you were **ANGRY**"

Points to Remember About our Paraverbal Communication

- ☞ When we are angry or excited, our speech tends to become more rapid and higher pitched.
- ☞ When we are bored or feeling down, our speech tends to slow and take on a monotone quality.
- ☞ When we are feeling defensive, our speech is often abrupt.

The Importance of Consistency between the Components

The key to three effective components of communication is the concept of consistency – consistent verbal, paraverbal and nonverbal messages. When our messages are inconsistent, the listener may become confused. Inconsistency can also create a lack of trust and undermine the chance to build a good working relationship.

When a person sends a message with conflicting verbal, paraverbal and nonverbal information, the **nonverbal information tends to be believed over the verbal**. Consider the example of someone, through a clenched jaw, hard eyes, and steely voice, telling you there are happy

with the solution the group has landed on. Which are you likely to believe? What you see or what you hear?

Communication is Contextual

It is as important to understand the components of communication as it is to understand the context of communication. There are many different contexts:

- ☞ **Psychological context**, which is who you are and what you bring to the interaction. Your needs, desires, values, personality, etc., all form the psychological context.
- ☞ **Relational context**, which concerns your reactions to the other person – the "mix."
- ☞ **Situational context** deals with the psycho-social "where" you are communicating. An interaction that takes place in a classroom will be very different from one that takes place in a bar.
- ☞ **Environmental context** deals with the physical "where" you are communicating. Furniture, location, noise level, temperature, season, time of day, all are examples of factors in the environmental context.
- ☞ **Cultural context** includes all the learned behaviours and rules that affect the interaction. If you come from a culture (foreign or within your own country) where it is considered rude to make long, direct eye contact, you will out of politeness avoid eye contact. If the other person comes from a culture where long, direct eye contact signals trustworthiness, then we have in the cultural context a basis for misunderstanding.

Tip! While you have little to no control over some of the context of your communication, paying attention to the context in advance can help build some understanding on the effectiveness of your communication.

'Inner Personal' Communication

Before we can truly understand and communicate effectively with others we must first understand and communicate effectively with ourselves. Though most people think in terms of how they interact with others, it's crucial to examine your inner personal relationship (how you

talk to yourself) first. Whether we like it or not, people look at us and size us up before we say a word.

- ☞ If you brainwash yourself with defeatist beliefs, it diminishes your worth, sabotages your goals, and the life you want continues to elude you.
- ☞ In **interpersonal** relationships (communicating with others) do you send out confusing or ineffective messages? One example is when someone makes a powerful verbal stand, but ends the point with a nervous giggle or with a shy turn away. The message not only becomes contradictory, it loses its punch.
- ☞ Another example is ending an emphatic statement with an **"up" inflection**. "I have a solution for this problem." versus "I have a solution for this problem (?)" The latter seeks approval. The former conveys certainty. To be taken seriously, *what* you say and *how* you say it must be in sync.
- ☞ The **impact of nonverbal communication** is equally important. Slumped posture, shuffling feet, head down, poor eye contact....These project low confidence. Head up, eyes alert, determined gait, smiling....this project high confidence.

Tip! Since your mind can hold only one thought at a time, either positive or negative, if you deliberately choose the positive thought to dwell upon, you keep your mind optimistic and your emotions positive.

Since your thoughts and feelings determine your actions, if you keep your words and thoughts positive, you will automatically be a more positive person, communicate more positively, and move more rapidly toward your goals.

Effective Listening

- Think about the role of listening in your life—how important is it?
- How would you rate yourself as a listener?
- What are your strengths and weaknesses in listening?
- Who are some listening role models in your life? What can you learn from them?

For most people, listening is the most frequent type of communication on the job, occupying more time than speaking, writing, or reading. The act of open listening, listening without judgment, or prejudice, putting your agenda to one side and focusing on the other person is so effective that, if approached with good intent, will attract people to you like a magnet. Put on top of that the ability to ask questions, knowing how to listen and what to listen for, (listening for the meaning) so you can ask further questions to gain deeper understanding, will create an energy field that will attract people to you. This will differentiate you from most others. It is called listening with your heart as well as your mind.

The good news is that anyone can learn how to be an effective listener if they are willing to commit the time and energy.

The first place listening breaks down is due to lack of attention. Consider the following four actions in listening:

- ☞ Sensing: Do you hear the words?
- ☞ Interpretation: Do you understand the words?
- ☞ Evaluation/judging: Do you accept or reject the words?
- ☞ Responding: Do you take a final action that results from the conversation?

Listening:

- ☞ Requires concentration and energy
- ☞ Involves a psychological connection with the speaker
- ☞ Includes a desire and willingness to try and see things from another's perspective
- ☞ Requires that we suspend judgment and evaluation

Levels of Listening

Listening Level 1 – Internal listening

Here, we hear the words of the speaker – we hear the word but our focus is on what it means to us. *How am I affected? How does this change things for me? What do I stand to gain?* In level 1 listening, we may appear to be listening on the outside, but we have a tape running in our heads... “What should I make for dinner? I can’t believe I forgot my gloves...” This is all about me listening, and often, the speaker is aware.

Signs that you are level 1 listening:

- Interrupting the speaker.
- Not looking at the speaker.
- Rushing the speaker and making him or her feel that he or she is wasting the listener's time.
- Showing interest in something other than the conversation.
- Getting ahead of the speaker and finishing his or her thoughts.
- Not responding to the speaker's requests.
- Saying, "Yes, but..." which indicates partial disagreement before the speaker has completed his or her statement.
- Topping the speaker's story with "that reminds me..." or "that's nothing, let me tell you about..."
- Forgetting what was talked about previously.
- Asking too many questions about details.

Level 2 – Focused Listening

The listener's attention is laser focused over on to the speaker. Here, you are hearing their words and are actively listening to what they have to say. This is where **Active Listening** skills reside.

Level 3 – Global Listening

This level requires the most concentration and effort. This is hearing that picks up emotion, body language, and the environment itself – the different contexts of the conversation. Level 1 and 2 listen primarily for words – Level 3 picks up everything else, including all of the sensory data such as moods, tastes and energy. This is where **Empathic Listening** skills reside.

Source: Co-Active Coaching, Whitworth, Kimsey-house and Sandahl (1998). Davies-Black Publishing.

Active Listening

Found in Level 2 and 3 listening, 'Active Listening' describes the effort on the part of the listener. Active listening involves giving verbal feedback on the content of what was said, along with recognition of the feelings underneath. At this level of listening, you are listening with the whole body, saying to the speaker, "What you are saying is very important. I am totally present and intent on understanding you".

In his book, People Skills, Robert Bolton, Ph.D., refers to it as "listening with the whole body". We create a posture of involvement by:

- ☞ Leaning gently towards the speaker
- ☞ Facing the other person squarely
- ☞ Eliminating all distractions
- ☞ Maintaining an open posture with arms and legs uncrossed
- ☞ Maintaining an appropriate distance between us and the speaker
- ☞ Moving our bodies in response to the speaker, i.e., appropriate head nodding, facial expressions.

Active listening is not only your posture and the probing questions you ask. As psychiatrist Franklin Ernst, Jr. writes in his book, Who's Listening?".

"To listen is to move. To listen is to be moved by the talker - physically and psychologically . . . The non-moving, unblinking person can reliably be estimated to be a non-listener . . . When other visible moving has ceased and the eye blink rate has fallen to less than once in six seconds, listening, for practical purposes, has stopped."

Empathic Listening

Empathic listening lives in Level 3 listening and requires concentration, willingness and practice (and perhaps a bit of courage). In just about every statement a person makes, there are two parts: feelings and content/ situation. Often, the statement of feelings is overlooked in communication – however, it is not possible to use empathy effectively unless you are able to

recognize and restate another's feelings. "It sounds like you are feeling (feeling) because (content)."

Empathetic Conversation Leads

- | | |
|--|---|
| <input checked="" type="checkbox"/> You feel... | <input checked="" type="checkbox"/> In your experience... |
| <input checked="" type="checkbox"/> Where you are coming from... | <input checked="" type="checkbox"/> As you see it... |
| <input checked="" type="checkbox"/> Are you saying....? | <input checked="" type="checkbox"/> What I hear you saying... |
| <input checked="" type="checkbox"/> From your point of view... | <input checked="" type="checkbox"/> You are feeling... |
| <input checked="" type="checkbox"/> It seems to you... | <input checked="" type="checkbox"/> I hear you say that... |

Common Mistakes in Empathic Listening

- | | |
|---|--|
| <input checked="" type="checkbox"/> Sounding like a parrot or robot | <input checked="" type="checkbox"/> Giving advice |
| <input checked="" type="checkbox"/> Talking about content only, ignoring feelings | <input checked="" type="checkbox"/> Using poor attending skills |
| <input checked="" type="checkbox"/> Using empathic listening when not necessary (i.e. if individual just wants information, etc.) | <input checked="" type="checkbox"/> Shifting attention to yourself |

When to Listen With Empathy

- To begin a relationship of trust and caring.
- To help others understand themselves better and get more closely in touch with their feelings and attitudes.
- When you find it hard to understand what someone is saying, or don't know what they mean by what they say.
- When in doubt- empathize!

Source: "Volunteer Synchronicity". Monika Penner, Kelowna Women's Resource Centre (2002).

Dealing with Conflict

As outlined in both active and empathetic listening, we must be able to gain an understanding about both the *feeling* and the *content* of the message. People are often more comfortable dealing with the content rather than the feelings, particularly when the feelings are intense. In order to avoid conflict, it is most people's tendency to try and ignore the emotional aspect of the message/conflict and move directly to the content issues.

More often than not, however, avoiding the emotion can lead to an escalation of even greater emotions. It may be necessary to deal directly with the relationship problem by openly acknowledging and naming the feelings and having an honest discussion about them prior to moving into the substantive issues. If the emotional aspect is left unaddressed, important information about the problem will be missed and you risk derailing the communication process.

Understanding Conflict

Functioning effectively in teams requires many skills. However, none is more important than the ability to **handle conflict clashes** over differences in ideas, opinions, goals, or procedures. Conflict can be both constructive and destructive to a team's effectiveness.

- ☞ **Conflict is constructive** if it increases the involvement of team members and results in the solution to a problem.
- ☞ **Conflict is destructive** if it diverts energy from more important issues, destroys the morale of teams or individual team members, or polarizes or divides the team, thus causing tension, anxiety and stress that may affect individual healthy state of well-being.

Conflict can Arise for Any Number of Reasons

- ☞ Teams and individuals may believe they are competing for scarce or declining resources, such as money, information, and supplies.
- ☞ Team members may disagree about who is responsible for a specific task (usually the result of poorly defined responsibilities and job boundaries).
- ☞ Basic differences in values, attitudes, and personalities may lead to arguments.

- ☞ Power struggles may result when one party questions the authority of another or when people or teams with limited authority attempt to increase their power or exert more influence.
- ☞ Individuals or teams are pursuing different goals.

Resolving Conflicts

Effective teams know how to manage conflict so that it makes a positive contribution. The following measures can help team members successfully resolve conflict:

- ☞ **Proaction.** Deal with minor conflict before it becomes major conflict.
- ☞ **Communication.** Get those directly involved in the conflict to participate in resolving it.
- ☞ **Openness.** Get feelings out in the open before dealing with the main issues.
- ☞ **Research.** Seek factual reasons for the problem before seeking solutions.
- ☞ **Flexibility.** Don't let anyone lock into a position before considering other solutions.
- ☞ **Fair play.** Don't let anyone avoid a fair solution by hiding behind the rules.
- ☞ **Alliance.** Get parties to fight together against an "outside force" instead of against each other.

Personal Skills and Techniques

Verbal Communication Tools

☞ Paraphrasing

A brief, succinct statement reflecting the content of the speaker's message. A paraphrase should be brief, succinct, and focus on the facts or ideas of the message rather than the feeling. The paraphrase should be in the listener's own words rather than "parroting back", using the speaker's words.

☞ Reflective Listening Skills

A statement, in a way that conveys understanding, of the feeling that the listener has heard. Reflective listening or responding is the process of restating, in our words, the feeling and/or

content that is being expressed and is part of the verbal component of sending and receiving messages. By reflecting back to the speaker what we believe we understand, we validate that person by giving them the experience of being heard and acknowledged. We also provide an opportunity for the speaker to give us feedback about the accuracy of our perceptions, thereby increasing the effectiveness of our overall communication.

Summarizing

A statement of the main ideas and feelings to show understanding. The listener pulls together the main ideas and feelings of the speaker to show understanding. This skill is used after a considerable amount of information sharing has gone on and shows that the listener grasps the total meaning of the message. It also helps the speaker gain an integrated picture of what she has been saying.

Questioning

Asking open questions to gain information encourages the speaker to tell her story, and gain clarification.

Types of Questions to Ask

Open-Ended Questions

Definition: Questions which do not fix attention on any specific factor. They allow respondents to structure an answer along any of several dimensions and encourage an expansive reply. Usually, they begin with when, what, where, who, or how. Most of the questions in the discussion guide will be open-ended.

Examples

What do you think are the biggest problems facing --- today?

Can you tell me about your situation?

How are you feeling right now?

Can you tell me more about that?

How is it for you when that happens?

How long have things been this way?

Can you tell me why you are feeling?

Can you tell me more about this?

Who have you talked to about this in the past?

Benefits

- Can provide a substantial amount of information because the speaker is not bound to a limited answer.
- Reveals what is truly on the speaker's mind as opposed to what the listener suspects is on the speaker's mind.

Drawback

- Can result in lengthy replies, which may make it more difficult to control in groups.

Dichotomous Questions

Definition: Questions that can be answered by “yes” or “no,” or some variation, such as “yeah” and “I guess so.”

Example

“Are you happy with that?”

Benefits

- Can be used to discourage someone from monopolizing the discussion.
- Can confirm or clarify a point.

Drawbacks

- Limits conversation.
- Can elicit ambiguous responses.

Specific Questions

Definition: Questions that require a precise reply.

Examples:

“How long did that process take?”

“How many times did you meet with your team last month?”

Benefits

Can confirm or clarify a point.

Are useful in controlling a conversation.

Drawback

Limits and controls a conversation.

Probing Questions

Definition: Probes reveal more in–depth information by clarifying or expanding on previous statements by a speaker. Probes can also test the strength of someone’s opinion and encourage dissenters to speak up.

Good probing generates conversation by focusing attention on the response rather than on individuals. Probes may be open–ended or closed–ended, but are usually open–ended.

Examples

“What specifically could be done to overcome that?”

How so?

In what way?

“What is it about _____ that causes you to feel that way?”

What else?

Anything else?

Help me understand...

How does that _____ apply to you...to others?

What does “(Descriptive word)” mean for you?

How would you describe the feeling/thought...to someone who didn’t know (from another place of work)?

Please tell me more about...

Please give me an example of...

What can someone else tell me about this?

What ideas/reactions have I/we missed...not heard yet?

Can someone help (Name) out?

When was the last time you saw/felt/thought...?

Does anyone feel differently about this issue?

What’s the “good news/bad news” about this issue?

☞ **Questions to Avoid Using**

Double–barrelled Questions

These require two sets of responses. For example, “*How do you feel about the requirement and what are you going to do about it?*” or, “*How do you feel about the timeliness and flexibility of _____?*”

“Why” Questions – Use with Caution

“Why” questions turn people off because:

“Why?” has only one answer form—“Because,” which restricts the range of answers.

“Why?” may sound attacking, like an interrogation, so the reply is often defensive.

“Why?” puts people on the spot, making them feel as if they have to think of a plausible reason at once.

“Why?” can be very personal, touchy, inflammatory and just plain rude—not eliciting, encouraging, or inviting?

“Why?” invites rational thinking or responses that seem appropriate to the situation rather than emotional or spontaneous responses.

Dichotomous Questions

Because these questions tend to limit the discussion, they should be used only sparingly.

Leading Questions

All questions should convey the least amount of information about the listener's personal expectations or opinions. A leading question has the answer already embedded in the question. For example: "*Why do you think _____ never seems to allocate enough funds for _____ to do its job effectively?*"

Summary

In this module we have presented a range of information on the essential elements of communicating effectively. Coupled with Module 2 – Getting Started and Module 3 – Building Teams, the fabric for an effective multidisciplinary primary maternity care team is in place. As the modules have noted, above all else, it is **relationships** – their development and ongoing nurturing – that is central to an effective collaborative team.

Useful Web Linkages

Community Toolbox

http://ctb.ku.edu/tools/en/chapter_1005.htm

Practical Advice for communicating effectively

<http://www.charityvillage.com/cv/research/rvol36.html>

The website of Harvard Business School Publishing: press books, newsletters, e-learning

www.harvardbusinessonline.com

Communication Skills Portal

www.hodu.com

Building Team Communication Matrix

<http://www.groupjazz.com/pdf/matrix.pdf>

Recommended Reading

Bessette G (2004) **Involving the Community: A Guide to Participatory Development Communication** IDRC/Southbound

Munter M (2003) **Guide to Managerial Communication: Effective Business Writing and Speaking** Prentice Hall

Nichols RG, Stevens LA, Bartolone F, Argyris C (1999) Harvard Business Review on Effective Communication **HBR Publishing Corp.**