Mindful Communication

Facilitator's Guide |

Module 8

TOC

Contents

How to use this guide

This training guide was developed in order to help you deliver the best training you can in either a live environment, or online using whichever technology works best for you.

Read through the entire guide and familiarize yourself with the different portions of the guide before delivering your training. We have included a number of tips and key points to help you through the process.

We suggest reading this document and PRACTICE facilitating the training before delivery, to give you the best chance of success and understand the materials fully.

This training module is a little over an hour, and we recommend 90 minutes to leave room for late starts and questions & diversions, which are inevitable.

The slide deck is represented in the SLIDES section below, and the notes from the slides will give you some guidance and key talking points. Our developers have taken great care to build out these modules to give you the appropriate information needed for the subject, but feel free to expand on these suggestions and adapt to your style and audience

We wish you the best of luck in your training!

Instructions for facilitator

Audience:

This training was developed primarily for community-based organizations.

You will most likely be facilitating a group of 15 – 25 participants per training.

Some things to remember about your audience is that some might have varied levels and types of English proficiency: some may be fluent in English, while others may have weaker proficiency skills or speak English as a second language and need more assistance with understanding concepts. Please refer to *Tips to Engage a Diverse Audience* on page 7.

Overview:

Hello fellow facilitator, and welcome to the CCCEF Module 8 Training. This training is intended for community organizers to be able focus on the foundations of mindful communication and learn new ways of paying attention in a particular way, by being aware of our own internal thoughts and reactions and listening without judgement.

Your goal in this remote and/or live training is to help your audience engage participants in understanding and applying the principles of mindful listening and speaking in order for employees to feel seen and heard. This workshop is intended to assess current behavioral styles and to prepare service providers and leaders to better be able to learn new ways of mindfully communicating with others in various situations.

This guide is best used with the associated slide-deck but may be used on its own to help facilitate a live discussion. The slides can be used by themselves if this facilitator's guide is not present.

Note: Participants will fill-out an assessment and you will share a resource (community toolbox). Please email the links to them before the training. If this is a remote training, you may email the link and/or send them via chat.

- Assessment Link: https://richardstep.com/dope-personality-type-quiz/dope-bird-4-personality-types-test-questions-online-version/
- Community Toolbox Link (resource): https://ctb.ku.edu/en/table-of-contents

Facilitator Guide Checklist

- ☐ Ensure the training has been included on the meeting agenda
- ☐ Confirm that at least 90 minutes will be permitted for the training
- ☐ Copy enough participant guides and handouts for all participants
- ☐ Prepare with your co-facilitator or guest(s) – determine who will facilitate each module component.

Remote Facilitation Guide

Remote Facilitation Tips

1. **Set an agenda or pre-class checklist.**
   Make sure all attendees are prepared beforehand. This can include micro training and videos for context.
2. **Take some time to break the ice & add levity**
   People want to have fun while they learn. It helps relax the audience and makes them more likely to be engaged.
3. **Have ground rules in place for your training.**
   When to speak, when to raise hands, who watches for requests (see number 6)
4. **Ensure every attendee is on the same page.**
   Let them know what they are there and agree to the rules of engagement.
5. **Examine & remember the culture of your audience**
   Every culture can be unique. When training, know your audience and their collective needs and language.
6. **Have a training partner.**
   It is always helpful to train with another person familiar with the material. They can field questions, keep you on track for time, and add to the conversation to give a second perspective.
7. **Actively facilitate.**
   For example, "Sasha, please share your thoughts") to keep them engaged. You might even consider keeping a tally to be sure all are contributing and all voices are heard.
8. **Start and end on time.**
   Nothing kills momentum like a 15-minute delay because people need to download software, can't get the video or audio to work, or encounter other technical hiccups.

Remote Training Sources & Further Reading:
Research-based insights can improve your remote meetings and keep participants engaged.

- 11 Tips for More Effective, Less Annoying Remote Meetings | STANFORD magazine
- How to Train Remote Employees: The Ultimate Guide for 2021 (ispringsolutions.com)
- Bring It Home: 10 Tips for Delivering Remote Training - Training Industry

Remote Conference Software:

Remote Conference Software Tips:

Video conferencing software is a great tool for collaborating with our teams. It allows us to share video, text, and other materials in real time. So we can work on projects together no matter where we are. Whether using MS Teams, Zoom, or any other conferencing software solutions, there are some general tips to keep in mind.

1. **Be Tech Ready:** When using a video conferencing software for training, to get the most out of it you should have a reliable internet connection. It's also important to make sure that you have a clear camera and sound.

2. **Desktop/Laptop is best:** This software can be accessed from computers, mobile devices, and tablets. For the best possible experience, we suggest participants use a laptop or desktop. If on mobile devices or tablets, download the app from the Apple App Store or Google Play Store. *Facilitators should always use a desktop or laptop for all training.*

3. **Show to teach:** You can use Zoom to share videos or your screen with others in the meeting. And you can also use Zoom's screen share feature to display content from your laptop or tablet so that everyone in the meeting can easily see what you are doing.

4. **Screen Share:** Another great feature of video conferencing software is that you can share your screen with the other person with just one click. So if you want to show them something, you don't have to type it out and email it over. You just share the file by sending it as an attachment from your computer or like sharing it from a mail program such as Outlook, Thunderbird, etcetera.

5. **Practice beforehand:** We highly suggest learning how to use breakout sessions or rooms beforehand. Then, with a training partner, test the application and run through the entire training to familiarize yourself with the technology.

MS Teams Tips

If you are new to Microsoft Teams, or not feeling particularly adept at facilitation, we do suggest taking WERC's MS Teams training which is made specifically for your organization's needs, or you can find more general information on Microsoft's Teams site at:

Microsoft Teams help & learning - Microsoft Support | https://support.microsoft.com/en-us/teams

Zoom Tips

Zoom, like Teams is another great remote collaboration tool. They have a lot of support resources, and depending on your subscription, have a very helpful support staff as well. Here are some learning resources from their site.
Zoom Help Center | https://support.zoom.us/hc/en-us

Live Facilitation Guide

Live Facilitation Tips

In a live training in which you're delivering the content, you should be prepared to think on your feet and be ready for anything that might happen. Remain engaging, and personable without coming off as an expert. Make each training session about learning together with an attitude of service.

Practical tips:

- Create an agenda before the session so you know what is expected of you.

- Practice your presentation ahead of time and make sure it looks good on paper as well as in practice.

- Do not memorize your entire presentation word for word but instead come up with a set of bullet points or topics to speak about.

- Introduce each point with a clear statement so audience knows its purpose before diving into specific details or examples.

- Interact with the audience by asking questions or giving them opportunities for discussion

- Encourage open discussion and listening skills

Tips to engage a diverse audience.

It can be a challenge to provide a quality training to a diverse audience. The trainer needs to think about the various backgrounds that are in the room and tailor their content to cater to all of them.

We recommend thinking about your target audience and making sure that the participants know what they are getting into before they even show up for the training. Send out an email, give them some information about the topic, and provide links for research materials.

- Create a safe environment for all participants to share their thoughts without fear of judgment or retaliation from others.

- Provide examples of real-life cases from different backgrounds and cultures that demonstrate skillsets in action.

- Keep in mind that participants might have varied levels and types of English proficiency: some may be fluent in English, while others may have weaker proficiency skills or speak English as a second language and need more assistance with understanding concepts.

- Be mindful about using images, videos, graphs etc., as these will vary between cultures due to different beliefs around what is appropriate.

Live Facilitator Checklist

❏ The Facilitator Guide which will serve as your notes for the training.

❏ The attendance sign-in sheet, which is included on the next page.

❏ Download the presentation to the desktop of the computer you are using in the training room.

❏ Test any links and videos in the presentation.

❏ Confirm the slides project well on a screen everyone can see.

❏ Ensure the room has enough chairs and a table in front for your materials.

❏ Have access to a flip chart or dry erase board and markers.

❏ Practice your presentation using the talking points and slides; time yourself.

❏ Review all materials and ensure everything is ready and backed up on a memory stick and/or loaded to the computer to be used.

❏ Prepare to introduce the training objectives, the community agreements and yourself (as well as other trainers and guests).

❏ Print handouts for participants as well as the workshop feedback forms and resource pages.

❏ Check in with other facilitators or guests to make sure everyone is ready and has what they need.

Live Training Sources & Further Reading:

How to Improve Your Facilitation Skills (and be a Great Facilitator) | SessionLab

SLIDES

Slide 1

TITLE PAGE

Mindful Communication

Module 8

This is Module 8 of CCCEF DHS Community Organizer training. This training will focus on the foundations of mindful communication and learn new ways of paying attention in a particular way, by being aware of our own internal thoughts and reactions and listening without judgement.

Slide 2

Section 0 | Welcome Introduction [5 min]
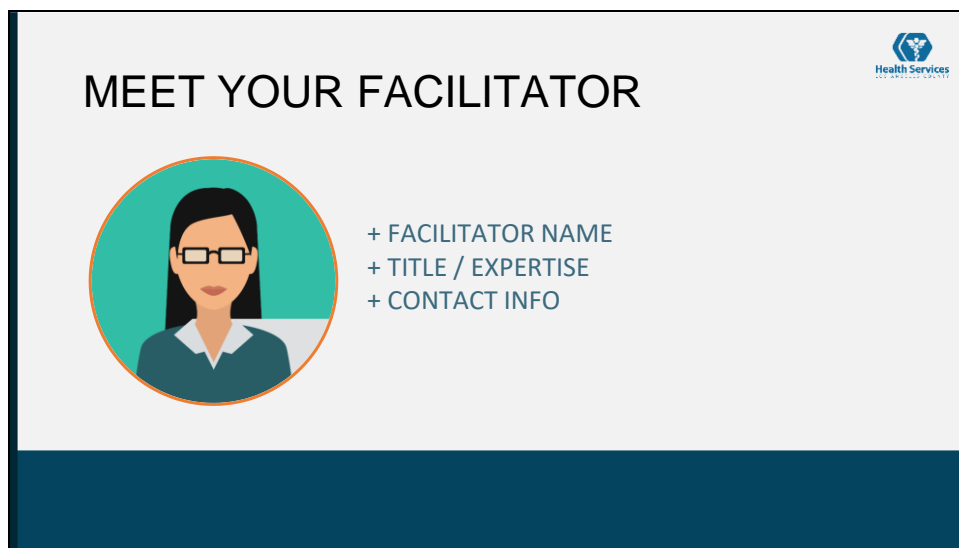
Key Message: Introduce the training and welcome the participants. This is the section of the training that prepares the learner as to what to expect from the training and to build rapport as the facilitator as well as with each other.

Section Content:

Meet your facilitator **[3 min]**

Icebreaker Questions **[1 min]**

Training Objectives **[1 min]**

Slide 3

Section 0 | Welcome and Introductions

Meet Your Facilitator [3 min]

Facilitator Notes:

Introduce yourself as a facilitator. Let the audience know who you are and how you are connected to the materials that are being taught. Tips: be personable. Connect with the participant to let them know you are there for them, and not as an authority figure. Let knowledge be the authority, and you remain a messenger.

Content:

- Facilitator Name
- Title / Expertise
- Contact Info

A few reminders:

- Training: Time [min]
- Q & A's (middle and end of training)
- Handouts will be emailed

Slide 4

Section 0 | Welcome and Introductions

Ice-Breaker [1 min]

Facilitator's Notes:

In this section you're looking for responses that reinforce the objectives of the training.

Content:

- Let's reflect on this quote together: "Once you can communicate with yourself, you'll be able to communicate outwardly with more clarity. The way in is the way out."
- What does this mean to you?
- Ask participants to share with the group.

Slide 5

Section 0 | Welcome and Introductions

Training Objectives [1 min]

Facilitator's Notes:

Facilitator will read the training objectives and describe the goals of the workshop.

Content:

- The goal of the workshop is to engage participants in understanding and applying the principles of mindful listening and speaking in order for employees to feel seen and heard. This workshop is intended to assess leaders' current behavioral styles and learn new ways of mindfully communicating with others in various situations.
- You will learn mindful communication – will improve your interpersonal and relationship skills by identifying the power of using mindfulness when talking with others, showing you how to listen with respect, convey your ideas efficiently, and most of all deepen your connections with others.
- Learning Objectives
  - Assess current behavioral styles
  - Describe the principles of mindful communication and motivational interviewing
  - Identify and utilize mindful communication tools and strategies in practice scenarios

Slide 6

SECTION 1

Behavioral Styles

Section 1 | Behavioral Styles [20 min]

Key Message: Knowing the different types of behavioral styles will help for build productive relationships and work with each other's differences.

Section Content:

- Behavioral Styles [5 min]
- DiSC Behavioral Styles [5 min]
- D.O.P.E. Assessment [10 min]
- D.O.P.E. Assessment Results [5 min]

Slide 7

BEHAVIORAL STYLES

Health Services
LOS ANGELES COUNTY

Tendencies for how a person acts/reacts when dealing with tasks or other people

The major points of differentiation of Behavior Style are illustrated in four preferences of behavior:
1. The way people make decisions.
2. The way people achieve quality, accuracy and perfection.
3. The type of environment people prefer to work in.
4. The way people interact with others.

Section 1 | Behavioral Styles [5 min]
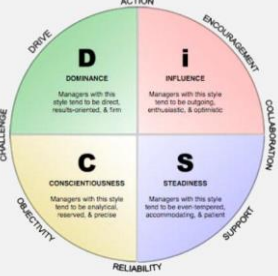
Facilitator Notes:

Facilitator will describe and share the importance of being aware of our own behavioral styles.

Content:

- Behavioral styles are tendencies for how a person acts/reacts when dealing with tasks or people
- Behavior Styles are not designed to change a person.
- It is a tool for building productive relationships and working better with the differences.
- Influences how we work with others and our leadership ability.
- By treating others as they want to be treated, we can communicate effectively.

Slide 8

Section 1 | Behavioral Styles

DiSC Behavioral Styles [5 min]

Facilitator Notes:

Facilitator will describe the DiSC Behavioral styles and highlight the importance of knowing the different styles.

Content:

- Knowing about DiSC Behavioral Styles can improve communications, productivity and reduce stress.
- The DiSC Behavior Styles that are so popular today are based on theories developed by the Harvard educated psychologist, Dr. William Moulton Marston. His DiSC Profile theory recognizes four basic, predictable behavior patterns observed in human beings.
- DiSC Behavioral Styles provide a powerful method for better understanding yourself and others.
- D i S C is an acronym for the four behavioral styles of Dominance, Influence, Steadiness and Conscientiousness. The science behind DISC Behavioral Styles suggests that all people possess these four basic behavioral tendencies to differing degrees.
- Understanding your behavior style can help you play to your strengths and find ways to anticipate and even mitigate your challenges.
- All styles have valuable traits that can contribute to teamwork and leadership.

(Continued on next slide)

Slide 8 (continued)

- **Dominance**
  - **Prioritizes:** Task and Results
    Motivated by: Challenges
    Appears To Be: Direct & Self Assured
    Fears: Being taken advantage of
- **Influence**

  - **Prioritizes:** People and Communication
    Motivated by: Social Recognition
    Appears to be: Persuasive & enthusiastic
    Fears: Social Rejection

- **Steadiness**

  - **Prioritizes:** People and Collaboration
    Motivated by: Stability and Status Quo
    Appears to be: A Loyal Team Person
    Fears: Unplanned Change

- **Conscientiousness (others call this Compliance)**
  - **Prioritizes:** Task and Accuracy
    Motivated by: Order & Proper Ways
    Appears to be: Detail Oriented
    Fears: Criticism of work

Source: https://jamessonsolutions.com/part-3-talk-walk-leverage-behavior-style-effective-presentations/

Slide 9

Section 1 | Behavioral Styles

D.O.P.E. Assessment Activity [10 min]

Facilitator Notes:

Facilitator will introduce the D.O.P.E. Assessment [5 min] and will invite the participants to take the assessment [5 min].

Content:

- Introduce DOPE assessment. Richard M. Stevenson created a 4 Bird Personality Test as a way for people to easily relate to the four personality categories. Because we are familiar with the 4 birds used, dove, own, peacock, and eagle, we can relate the image of the animal the typical personality trats that we might assign to each. This makes it easier to remember your own personality style as represented by a bird. Knowing the behavioral style of those around you helps you to partner better with them because can see how they have a different perspective, strategy, and preference than you do. Each bird personality type has a different way of handling relationships, emotions, communications, and conflict.
- Invite participants to take the assessment and give them five minutes to take the test.
(Continued on next slide)

Slide 9 (continued)

- Provide instructions (can also be read from link) then give the participants 5 minutes to take the assessment
- Instructions:
  - For each question, pick the word that best describes you (don't think too much)
  - If you want to know what a word means, hover over that word's radio select button
  - Answer honestly and expect to get something useful out of your results

- If this is an in-person training, send link to the participants before the training.
- If this is a remote training, add link to the assessment in chat
- **Link to D.O.P.E. Assessment:** https://richardstep.com/dope-personality-type-quiz/dope-bird-4-personality-types-test-questions-online-version/

Slide 10

DOVE:
patient and accommodating

OWL:
analytical and systematic

PEACOCK:
outgoing and enthusiastic

EAGLE:
firm and direct

D.O.P.E. Assessment: What are your results?

Section 1 | Behavioral Styles

D.O.P.E. Assessment Results [5 min]

Facilitator Notes:

After 5 minutes, facilitator will ask the group to share their results.

Content:

- Notice what bird is the most common in the group.
- Let participants know that we are not making any conclusions about our personalities by taking this one personality test. The goal is to learn and increase your awareness of other BIRD personalities, to help us understand others better.

Slide 11

Section 2 | Mindful Communication [25 min]

Key Message:

Mindful communication is about bringing a greater level of awareness to the two major components of communication: listening and speaking.

Section Content

Communication [3 min]

Mindfulness [3 min]

Introduction to Mindful Communication [3 min]

Important Components of Mindful Communication [3 min]

Principles of Mindful Communication [3 min]

Chat Question [3 min]

Introduction to Motivational Interviewing [3 min]

Principles of Motivational Interviewing [4 min]

Slide 12

Section 2 | Mindful Communication

Communication [3 min]

Facilitator Notes:

Facilitator will describe communication and explain the two models: Transactional Model of Communication and Constructivist Model of Communication

Content:

- The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference.

- Transactional Model – Researchers have observed that when communication takes place, the source and the receiver may send messages at the same time, often overlapping. You, as the speaker, will often play both roles, as source and receiver. You'll focus on the communication and the reception of your messages to the audience. The audience will respond in the form of feedback that will give you important clues. While there are many models of communication, here we will focus on two that offer perspectives and lessons for business communicators.
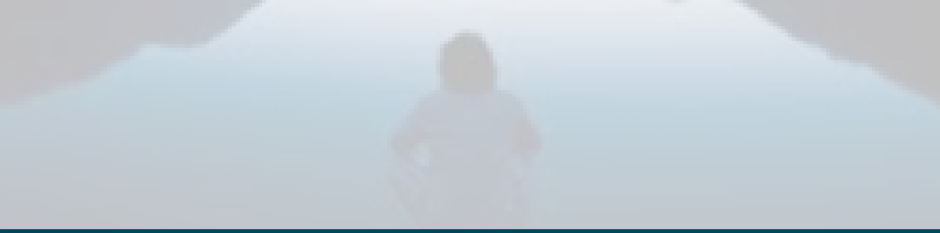
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Slide 12 (continued)

- Rather than looking at the source sending a message and someone receiving it as two distinct acts, researchers often view communication as a transactional process, with actions often happening at the same time. The distinction between source and receiver is blurred in conversational turn-taking, for example, where both participants play both roles simultaneously.

- The Constructivist Model – Researchers have also examined the idea that we all construct our own interpretations of the message. As the State Department quote at the beginning of this chapter indicates, what I said and what you heard may be different. In the constructivist model, we focus on the negotiated meaning, or common ground, when trying to describe communication (Pearce & Cronen, 1980)

Source: https://open.lib.umn.edu/businesscommunication/chapter/1-2-what-is-communication/

Slide 13

Section 2 | Mindful Communication
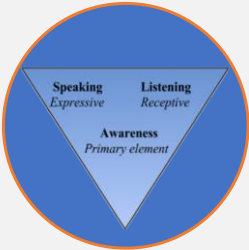
Mindfulness [3 min]

Facilitator Notes:

Facilitator will define mindfulness.

Content:

- Mindfulness encourages you to be aware of the present moment, and to let go of distractions and your physical and emotional reactions to what people say to you.

- When you're not mindful, you can be distracted by your own thoughts and worries, and fail to see and hear what other people are doing and saying.

Slide 14

Section 2 | Mindful Communication

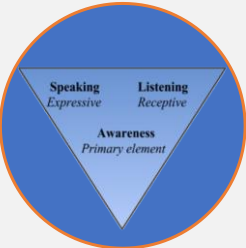Introduction to Mindful Communication [3 min]

Facilitator Notes:

Facilitator will introduce mindful communication, its purpose and read the quote.

Content:

- Mindful communication involves applying principles of mindfulness to the way we correspond with others.

- The goal of mindful listening is to silence the internal noise of your own thoughts, so that you can hear the whole message, and so that the speaker feels understood' and being aware of the choices we're making

- Mindful communication involves applying principles of mindfulness to the way we correspond with others. These principles include setting an intention, being fully present, remaining open and non-judgmental, and relating to others with compassion. In essence, mindful communication is about bringing a greater level of awareness to the two major components of communication: listening and speaking.

- The goal of mindful listening is to be receptive and silence the internal noise of your own thoughts, so that you can hear the whole message, and so that the speaker feels understood.

- *Example: Talking Mindfully –*

  o Think before you speak and make a conscious decision.

  o Conscious of the words you choose.

  o Mindful of your intention and aware of expectation that may or may not be met.

Section 2 | Mindful Communication [min]

Important Components of Mindful Communication [4 min]

Facilitator Notes:

Facilitator will describe the three important components of mindful communication.

Content:

- Practicing the art of mindful communication is a challenge, as it requires us to slow down, be thoughtful and learn to listen more.
- When the mind, body and heart are not in alignment, they could very well be communicating things that are not intended. Just as good posture helps you and your clients stay in physical alignment, mindfulness is the posture that helps your mind, body and heart to be in alignment with your intentions.
- In mindful communication, the mind is involved through the process of attention. Attention creates connection. The body expresses itself through physical posture, gestures, eye contact and tone of voice. The heart is involved in the sense that mindful communication is infused with acceptance, kindness and compassion.
- Listening closely to what others are communicating is the foundation of mindful communication. Listening, not speaking, is the core skill. It's also important to observe your thoughts and speech in the process of mindfully communicating to others. However, listening comes first, especially when you're in the role of serving others.
- The seeds of healing connection are watered through mindfulness and mindful communication.

Slide 16

MINDFUL COMMUNICATION

- LISTEN
- NOTICE
- REFLECT FIRST
- TRY
  UNDERSTANDING

- IDENTIFY WANTS
- EMOTIONAL AWARENESS
- TAKE RESPONSIBILITY
- HEAR THE NEED

PRINCIPLES

Section 2 | Mindful Communication

Principles of Mindful Communication [3 min]

Facilitator Notes:

Facilitator will summarize the principles of mindful communication.

Content:

- Mindful Communication goes beyond active listening
- Listening closely to what others are communicating is the foundation of mindful communication. Listening, not speaking, is the core skill. It's also important to observe your thoughts and speech in the process of mindfully communicating to others. However, listening comes first, especially when you're in the role of serving others.
- The seeds of healing connection are watered through mindfulness and mindful communication.
- When all parties feel heard and respected, there is more engagement and collaboration and resolving conflicts will be improved.

Slide 17

Section 2 | Mindful Communication

Icebreaker Question [1 min]

Facilitator Notes:

Facilitator will read the icebreaker question to help participants reflect on roadblocks they observe in their own conversations.

Content:

- Ask participants to share their responses with the group.
- There are four common roadblocks to mindful listening that can draw our attention away from what is being said and take us out of the present moment, interfering with our ability to truly understand what others are saying.
- Comparing your thoughts and experiences to others
- Mind Reading and trying to predict what the speaker will say next
- Rehearsing what you plan to say
- Judging what the speaker is saying before they have finished

Slide 18

MOTIVATIONAL INTERVIEWING (MI)

Health Services
LOS ANGELES COUNTY

- "MI is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strength personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion." (Miller & Rollnick,2013, p. 29)
- a client-centered, yet directive approach for facilitating change by helping people to resolve ambivalence and find intrinsic reasons for making needed behavior change.

INTRODUCTION

Section 2 | Mindful Communication

Introduction to Motivational Interviewing [4 min]

Facilitator Notes:

Facilitator will briefly describe motivational interviewing and how MI techniques involve mindful communication.

Content:

- Motivational interviewing is an evidence-based practice and an approach to behavior change.
- MI is a guiding style of communication, that sits between following (good listening) and directing (giving information and advice).
- MI is designed to empower people to change by drawing out their own meaning, importance and capacity for change.
- MI is based on a respectful and curious way of being with people that facilitates the natural process of change and honors client autonomy.

Slide 19

MOTIVATIONAL INTERVIEWING (MI)

Health Services
LOS ANGELES COUNTY

• Develop Discrepancy
• Express Empathy
• Avoid Argumentation
• Roll with Resistance
• Support Self-Efficacy

PRINCIPLES

Section 2 | Mindful Communication

Principles of Motivational Interviewing [4 min]

Facilitator Notes:

Facilitator will describe the principles of motivational interviewing.

Content:

With MI, we facilitate conversations to help people move towards change who may not yet be ready and to support those who are on their way.

Develop Discrepancy
Create and amplify a discrepancy between present behavior and broader goals. When a behavior is seen as conflicting with important personal goals, change is likely to occur.
(Tool: Decisional Balance – Weighing the Pros and Cons)

Express Empathy
Understand your team member's feelings and perspective without judging, criticizing, or blaming. Ambivalence is accepted a as normal part of human experience and change, not as a pathological trait or defensiveness.
(continued on next page)

Slide 19 (continued)

Avoid Argumentation

Resist our need to give advice. The team member is the source of their own answers and solutions.

Roll with Resistance

Invite the team member to consider new information and is offered new perspectives. You do not impose new views or goals.

Support Self-Efficacy

Believe in the team member's ability to carry out and succeed with a specific task. Your expectations about a person's recovery can have a powerful impact on outcome.

Slide 20

Section 3 | Mindful Communication Strategies and Tools [15 min]

Key Message: Now that the participants have a better understanding of mindful communication, they can now create their own (or add to their) toolbox of communication strategies and tools.
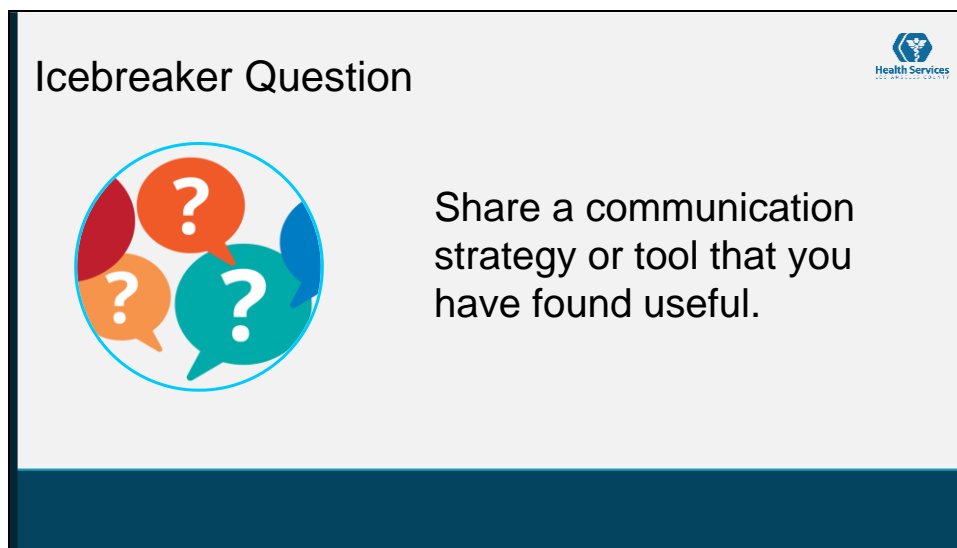
Section Content

Chat Question [3 min]

Tool #1: Inner Self-Check [2 min]

Tool #2: Checklist [4 min]

Tool #3 Motivational Interviewing Techniques [6 min]

Slide 21

Section 3 | Mindful Communication Strategies and Tools

Icebreaker Question [3 min]

Facilitator Notes:

Facilitator will transition into Section 3 with an icebreaker question.

Content:

- Ask participants to share communication strategy or tool that you have found useful.
- If this is an in-person training, send link to the participants before the training.
- If this is a remote training, add link to the assessment in chat.
- **Link to Community Toolbox:** https://ctb.ku.edu/en/table-of-contents

Slide 22

Section 3 | Mindful Communication Strategies and Tools
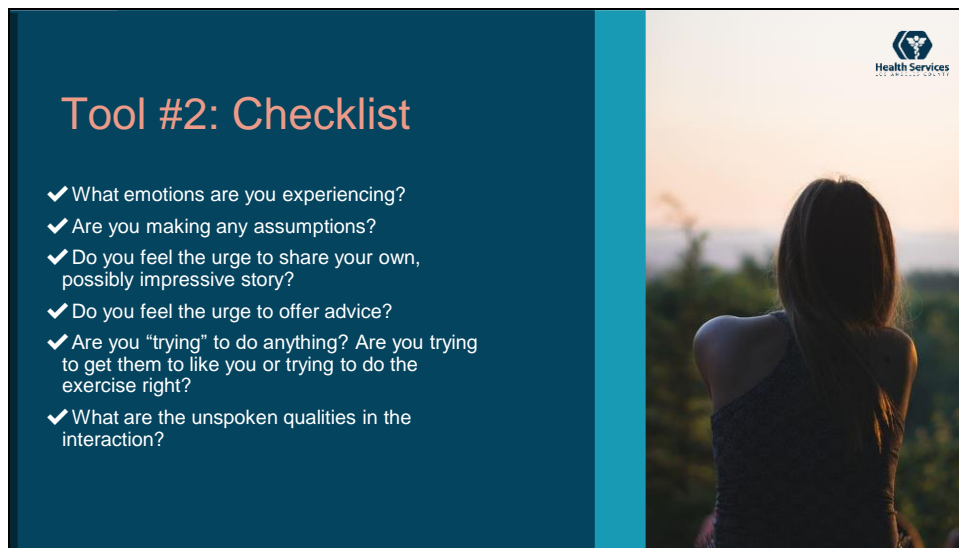
Tool #1: Inner Self-Check [2 min]

Facilitator Notes:

Facilitator will share the 1st tool – Inner Self-Check.

Content:

- Inner self-check is a form of self-regulation and allows you to pause and reflect on the present.
- What is happening in your body, mind, heart, etc. when you do this?

Slide 23

Section 3 | Mindful Communication Strategies and Tools

Tool #2: Checklist [4 min]

Facilitator Notes:

Facilitator will share the 2nd tool – Checklist.

Content:

- Ask participants to reflect on this checklist, a way to increase mindful listening.
- Before you speak, it is necessary for us to listen, for the underlying messages speak in the silence of the heart.

Slide 24

Section 3 | Mindful Communication Strategies and Tools

Tool #3 Motivational Interviewing Techniques [6 min]

Facilitator Notes:

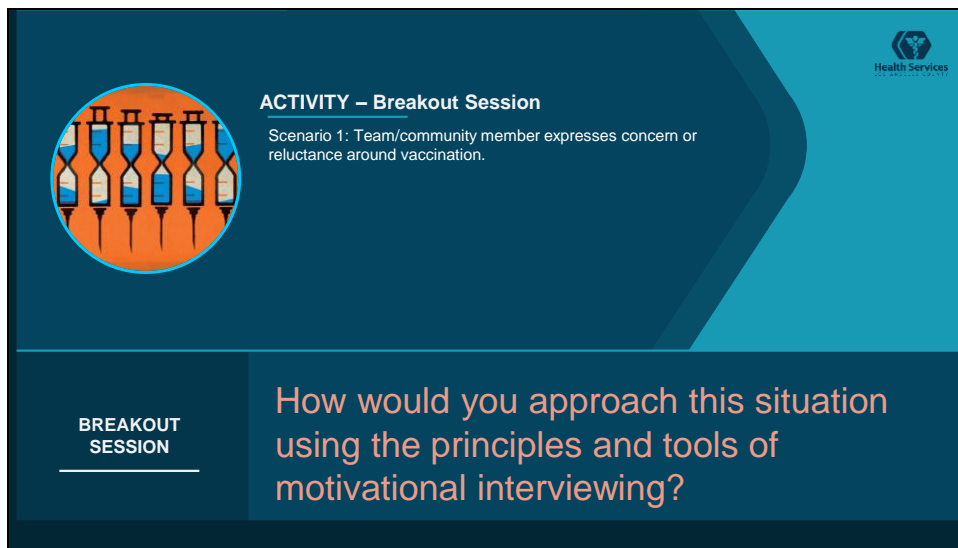Facilitator will describe motivational techniques.

Content:

- MI provides us a more compassionate, empathetic way of approaching change and discussing it with our clients.
- Go over each technique and the examples.
- Open-ended questions are broad and can be answered in detail while closed-ended questions are narrow in focus and usually answered with a single word or a pick from limited multiple-choice options.
- Reflective responses are designed to elicit as full a sense as possible of the speaker's thoughts and especially feelings.
- Affirming strengths focuses more on the person and their strengths rather than on the behavior.
- Ask-provide-verify - Ask them what small change they are willing to make then ask for permission if you could provide some support and guidance. After you ask for permission, you can verify by asking their level of motivation (in change) right now.
- Summarizing helps to ensure that there is clear communication between the speaker and listener. Also, it can provide a stepping stone towards change.

Slide 25

Section 4 | Practical Application [20 min]

Section Content

- Share a resource
- Scenario #1 [10 min]
- Scenario #2 [10 min]

Slide 26

Section 4 | Practical Application

Breakout Session: Scenario 1 [10 min]

Facilitator Notes: Breakout your audience into groups of 3-4. Remind them that they will not be observed, so allow them to explore ideas within the group without an observer effect. Also, encourage them to be open and honest in the group, but know that we will be sharing our insights with the larger group.

Content:

- Break into small group of 3-4 people **[7 min]**
- Read Scenario 1: Team/community member expresses concern or reluctance around vaccination.
- How would you approach this situation using the principles and tools of motivational interviewing?
- How do you facilitate a conversation using MI techniques to facilitate a conversation about vaccine confidence?
- Debrief with whole group afterwards **[3 min]**

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Slide 26 (continued)

- Possible responses include: If patient is uncertain about vaccination, follow up with a guided conversation:
    - Ask open-ended questions: "What are your concerns about getting vaccinated?"
    - Reflect and respond: "I understand that you want to make the best choice for yourself but are nervous."
    - Affirm strengths and validate concerns: "It's great that you are starting to think about vaccines. Your health is important to you."
    - Ask-provide-verify: "So what you do you already know about vaccines?" "Could I provide you with some information based on what you just shared?" "Given our discussion, how do you view things now?"
    - Summarize and describe action: "What that means to you is…" "Could I schedule a follow-up appointment soon?"
    - Ask myself, "What emotions am I experiencing right now as this person is talking to me?" "Do I feel the urge to offer advice?"

Slide 27

Section 4| Practical Application

Breakout Session: Scenario 2 [min]

Facilitator Notes:

Breakout your audience into groups of 3-4. Remind them that they will not be observed, so allow them to explore ideas within the group without an observer effect. Also, encourage them to be open and honest in the group, but know that we will be sharing our insights with the larger group.

Content:

- Break into small group of 3-4 people **[7 min]**
- Read Scenario 2: A team member says to you, "I am really upset with all the changes. Our organization just changed a bunch of rules without even paying attention to how well the old rules were working. I hate change."
- How would you approach this situation, inter- and intra- personally?
- Debrief with whole group afterwards **[3 min]**

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Slide 27 (continued)

- Possible responses include:
  - Ask open-ended questions: "What are your concerns about the changes?"
  - Reflect and respond: "I understand that it can be frustrating to go through all the new changes."

- Affirm strengths and validate concerns: "You have a right to feel this way, change is never easy especially when it's unpredictable. We're in it together."

- Ask-provide-verify: "So what can you do to transition into the new ways of doing things here?" "Could I provide you with some information on what specific changes will be happening in the future?" "Given our discussion, how do you view things now?"

- Summarize and describe action: "What that means to you is..." "Could I schedule a follow-up meeting?"

Slide 28

WRAP UP [5 min]

Facilitator Notes:

Facilitator will wrap up / Q&A.

Slide 29

Section Evaluation: [5 min]

Facilitator Notes: Hand out the ANONYMOUS evaluation form/Share the evaluation link to all participants. Have them fill out the survey and remind them that they are free to speak candidly as the forms are anonymous, but if they wish to have further contact about the evaluation, they will be given the option to leave the contact information.

Module 8:
HANDOUT

DHS CCCEF Training
Module 8

Health Services
LOS ANGELES COUNTY

No handouts for Module 8.