

## Module 6 (1b)

# The Big Changes: Feedback from endlines and observation tasks: Confirmation of growth, and Challenges we still have

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Communicating with awareness and emotional competence: Introducing the iCARE-Haaland model for health professionals across cultures. With contributions from training teams, Vicki Marsh and Sassy Molyneux. <https://connect.tghn.org/training/icare-haaland-model/>

## Background for trainer

The purpose of this module is to affirm the growth participants have documented through their reflections on the observation tasks, and in the endlines. Trainers have analyzed the tools, and give feedback. By showing participants the **trends** in their answers, they will see that their awareness is very much strengthened, their growth is echoed by others, and they are part of a group which is learning together – towards the same goal:

- Providers who communicate with awareness, with
- ability to recognize and step back from automatic reactions to emotional challenges, with
- skills and motivation to build trust and relationship with patients and colleagues, and
- seeing patients as person.

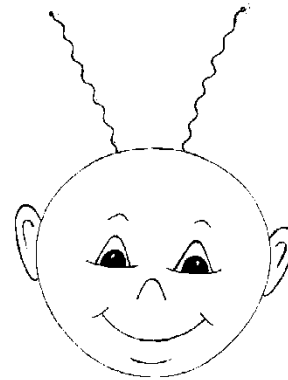
### These changes are leading to

- better patient centred care
- less stress and burnout
- less conflicts with patients, colleagues and supervisors, and
- Better job satisfaction.

The participants will be able to share the pride in their new skills with each other, and feel that all the hard work these last nine months have been worth it. This will motivate them to continue using the skills, and continue learning.

The challenges will show that there is still a way to go before all problems are handled well, and – that some participants have learnt strategies to handle one set of challenges, others have learnt to manage different skills. Thus, the points can be made that participants are **resources for each other**, and that this course is very much about sharing the learning with each other, and to help each other grow further.

Preparing and presenting this module is also now an important part of you as a trainer connecting with the learning of the participants: They will appreciate that you have read and analyzed all their achievements and challenges, and will feel that together you are “a team” working towards a common goal – **to communicate with emotional competence** - based on a common understanding of the progress they have made, and the challenges they still face in their work.



It is useful to affirm that the challenges they face are “normal” for providers in the health professions, and to emphasize that their new ways of facing these challenges by using skills to communicate constructively and to recognize and manage emotions well have made them come very far, and has made most of them role models to their colleagues. The learning needs to continue – with the tools they now have in their baskets, and with the additional tools they will get in the follow-up workshop, and – with using each other as resources for continued growth. Learning to communicate with more awareness is a life-long task which requires attention over time, and requires critical thinking.

When showing the slide with the learning needs they have now identified, you can link this to the learning needs they identified during the first module, and to topics in the workshop programme. You can remind them that their work means they are increasingly *taking responsibility for their learning*. They continue to spend time observing, reflecting on and identifying their achievements and needs, and the course organizers have made sure these needs are met in the training course.

There is only one feedback presentation in the follow-up course, and all the aspects of the course are thus covered in this Big Changes module.

### Notes when developing this module

1. **What kind of examples to choose, and how to structure them?** It can be useful to structure the selection of examples around some main “big topics”: Use of communication skills, and management of emotions/emotional competence. Furthermore, dividing the examples into changes in relation to patients, colleagues and supervisors is a logical sequence. “Reflections and Insights” is a good sub-heading, where you can collect good reflections on learning participants have experienced during the process. Further challenges, and topics for more learning will complete the list of headlines for the structure of the module. **(See section on analysis of baselines and endlines, and the tasks, in Part B)**
2. **How many examples?** There may be many examples you want to share with your participants, and they may appreciate this feedback. However, it is easy to get “lost” in choosing and reading out too many examples – you have to balance between making your points, briefly, and – pleasing them/giving them some more examples they would enjoy. In the basic course we showed how to choose few examples for the main presentation (in the interest of time), and choose more examples to add at the end – and give participants a copy of the presentation to read more examples for themselves.
3. **In this presentation** we have kept several more examples in the main presentation. You can choose to also select many examples and keep them all in this presentation, and read out e.g. only the first example, or – you can cut down on examples, and put the others at the end. An important aim must be to show the participants the width, scope and depth of their learning, and let them enjoy and celebrate their achievements.

### Notes when facilitating this module:

1. **Affirm and appreciate the learning and growth:** The purpose is to show an overview of main changes participants have noted in the way they communicate and relate with different groups at work, and to acknowledge the Big Changes the participants have made in their work – while still acknowledging that there are challenges left to be faced and dealt with.
2. **Emphasize importance** of the learning: BUT – **RESIST THE URGE TO TEACH!**  
**Add comments like e.g.:** “You have noted/experienced/seen that (e.g.) taking a step back gives you a breathing space, and enables you to listen to an angry patient until you find out what is bothering her...”; or “These observations affirm that you have made important

changes in how you recognize and manage your emotions, and – there are still issues related to this, which we will deal with in the course”.

**Don't teach:** It is very tempting to use the examples to start teaching. DON'T, in this module. **Also do not add your own experiences, or bring in other issues: This is about their experiences and observations, only.**

3. **Resist the urge to evaluate:** The “automatic reaction” of a trainer may be to evaluate and comment on the changes (“*This is very good*”, or “*Here is a top example*”, or “*this participant has really done well*”...). Comments of this kind may make participants feel that this is a “competition” against the others. It is not. Competition may make them lose awareness, and focus on the “fight” to win (and to win the trainers’ praise).

***In communication training – everyone has his or her own starting point and personality,*** and everyone can make improvements – in their own way: There is no “right” answer, or “fact”: Whether a communication is experienced as constructive or not, depends on so much more than the technique – it depends on the attitudes and the intents of the provider, and on ability to use awareness and be present in the interaction – and relate to the other person. These aspects are very difficult to measure, and impossible to “measure against each other”. Therefore – no evaluation, and no competition!

The best way to talk around results and insights are – to appreciate, and encourage further reflection. Describe and highlight, and celebrate the changes – even the small ones! Providers who have started learning, and found joy in the discovery and practice of new methods of communication – will continue learning, when encouraged. If they feel measured and evaluated, and found they are less good than others, the fragile progress they have made may not survive.

Does this sound “too sensitive”? Too “psychological”?

It IS psychology. It is about acknowledging how vulnerable good learning is, and how well we have to take care of the progress participants make – if we aim for it to lead to empowerment, and be sustainable.

***These are important aims for the course, so therefore – don't evaluate, rather – appreciate!***

4. **Ask questions** for confirmation, e.g.
- Is this an issue you recognize?
  - Have you seen/experienced these kinds of changes?

This can make them relate to the examples, and reflect on their own changes.

**DO NOT ask questions like:**

- Do you remember this example?
- Do you realize this problem?

These questions will “force” people to remember (which is cognitive) rather than to reflect and relate freely (which is cognitive and emotional).

**The Overall/Meta-Message you want to give them is:**






- We have read your observations, reflections and endlines, and analyzed them
- Here is a summary of the changes you have reported on, as a group
- You have done a lot of important work, and continued to learn well about yourselves
- You have reasons to be proud of your achievements!
- We will continue to learn about these issues in the follow-up course


**Time needed:** 30 minutes

**Materials needed:** None



**Facilitator/co-facilitator roles:** Co-facilitator can read some of the examples, if no one volunteers from the participants to read. This helps to create variation



**Presentation slides: Comments, questions, main points to bring out**

<p><b>Communicating with emotional competence: The Big Changes</b></p>  <p>Participants' analysis of what they do differently after training process</p> <p>Kilifi Follow up course</p> <p>Mwanamvua Boga Ane Haaland All participants</p>	<p><b>Introduce</b> the module in your own words</p> <p><b>Add</b> comments on how you have enjoyed reading their thoughtful work, contributions and reflections, and seeing how much they have learnt – and the satisfaction this has given them in their work.</p> <p><b>Main points:</b> The work they have done is very important, for them (<i>they have continued to learn</i>), and for us (<i>we have read and understood their growth, and seen what their issues still are, and used this to develop the course</i>).</p> <p>All the examples we have used are anonymous, and we have picked them to illustrate main changes you have reported, and the challenges you still face.</p>
<p><b>What has changed?</b></p> <ul style="list-style-type: none"> <li>➤ Overall improvement in relationship with patients colleagues and supervisors</li> <li>➤ Confidence in work and communication methods</li> <li>➤ Skills to stop automatic reactions, focus on patients</li> <li>➤ Understand, respect and take care of own and patients emotions</li> </ul> 	<p>NOTE: Make your own comments, based on the examples from your own observations and endlines.</p> <p><b>From time to time – ask</b> for brief comments from participants, to ensure they are still with you (<i>remember attention span of adult learners – 10-15 min. This means – if you continue reading for more than 10 min without a break – you lose people. Stop and let them discuss briefly - to think, relate the contents to their own reality, and reflect</i>)</p> <p><b>Explain:</b> There are a number of overall changes which we can see throughout your work. The main ones are – (read slide)</p>
<p><b>Key changes: Patients</b> <b>More confidence and trust in own skills</b></p> <p>Increased awareness</p>   <p>Listening better to patients</p>  <p>Stepping back</p>	<p><b>Explain:</b> We have divided the changes into those relating to patients, colleagues and supervisors.</p> <p><b>Key changes with patients –</b> you say you have now more confidence and trust in your own skills: You have become better listeners, and improved the skill to step back from automatic reactions.</p>
<p><b>Key changes: Patients (and colleagues)</b> <b>Confidence, safety, power and conflicts</b></p> <ul style="list-style-type: none"> <li>• <b>Making the environment safe for patients</b> – to facilitate better communication</li> <li>• <b>More confidence and trust in own skills</b> – feeling safe</li> <li>• <b>Getting a perspective on using power</b></li> <li>• <b>Handling conflicts in a conscious way</b></li> </ul>	<p>You describe several important changes in the way you relate to patients: (read slide)</p>

<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Seeing patients as persons</b></p> <ul style="list-style-type: none"> <li>• <i>"First i like greeting my patients and making jokes with them, make them laugh so that they can open up. I communicate with them in our language"</i></li> <li>• <i>"Warm my way in to the patients, greet them with a smile and ask how they are and deal with their fears before getting the information that i need."</i></li> </ul>	<p>You give many examples of how you use the skills in practice – and relate to your patients:</p>
<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Treating patients with respect</b></p> <ul style="list-style-type: none"> <li>• <i>" Before doing the course I used to expect colleagues / patients to greet me when they walk into the ward, nowadays I am the one who greet them and ask them how I can help them. This makes them feel good, and accepted. I also feel good when they open up to me"</i></li> <li>• <i>"I have noticed that when I treat patients with respect they are easier to handle and are less fussy. They seem to gain trust and confidence in me (the system by extension). When I treat patients with respect, I stay stable and strong. Even when sometimes some do not appreciate, I do not feel guilty because I know I have done my best."</i></li> </ul> 	<p>Many note that showing respect is a very important change in your relations with patients, and that this has very good effects:</p>
<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Responding well to patients' emotions</b></p> <ul style="list-style-type: none"> <li>• <i>" I Calm them down and apologise about the poor service and promise to look into the matter. Giving them time helps as they vented frustrations and it was also an opportunity to find the root cause of the problem"</i></li> <li>• <i>"I take time to calm them and understand their concerns without judging them"</i></li> <li>• <i>"I now have time (a change in me) for them. I always find time to listen to the other side of their story. Have discovered that their anger is due to some fear so giving one an opportunity to express that fear they relax."</i></li> </ul>	<p>You also describe how you now apologize to patients, and recognize and manage their emotions – as well as your own – in a good way:</p>
<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Recognizing and responding well to patients' emotions Effect</b></p> <ul style="list-style-type: none"> <li>• <i>When you have recognized and responded well to a patient's emotions, how does it make you feel?</i></li> <li>• <i>"I feel confident and that I have the trust of the patient"</i></li> </ul> <p><b>The effect:</b></p> <ul style="list-style-type: none"> <li>• <i>"It boost confidence on dealing with the rest of the patients"</i></li> <li>• <i>" It feels fulfilling"</i></li> <li>• <i>"I go home sober and stress free mind."</i></li> <li>• <i>"Makes me want to repeat what i did right and make it the regular practice"</i></li> </ul>	<p>When you recognize and respond well to patients' emotions, it will have effects on your own emotions. This you will experience as positive – and it can stimulates you to continue using your new skills</p> <p><b>Ask:</b> Do you recognize this (or: Is this the case for others as well?)</p>







<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Taking a step back</b></p> <ul style="list-style-type: none"> <li>• <i>"In all these emotions, I just fold up and take a break to gather my energies. Go somewhere quiet and take a rest, and reflect. The changes are in the effort of not taking frustrations out on people, but taking time off to reflect"</i></li> <li>• <i>"I feel awful, but I sit back and review my strategies with an aim of correcting and changing my strategy. This time I put a lot of focus on my direction and not jumping into irrational conclusions. In such a conflicting situation I change the focus to the issue and not the person. This lessens the heat."</i></li> </ul> 	<p>A very central skill in managing emotions with awareness and competence is to step back from automatic reactions to challenging emotions, reflect, and get back on track.</p> <p>All of you describe how you are now using this skill in different situations. Some examples:</p>
<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Appreciating patients effort</b></p> <ul style="list-style-type: none"> <li>• <i>"I greet the mother and tell her that it is good she has brought the child to the hospital and we would do whatever we can to help the child recover"</i></li> <li>• <i>"I appreciate the parents for bringing the child to hospital. Try and allay anxiety by explaining what is going to be done in order to arrive at a diagnosis including any samples taken and procedures needed."</i></li> </ul> 	<p>Another change is – you now appreciate patients' efforts to come to hospital, and tell them so. In other examples you describe that this helps establish trust and relationship, and helps the patient open up.</p>
<p style="text-align: center;"><b>Key changes: Patients, colleagues, families</b></p> <p style="text-align: center;"><b>Reduction in conflicts</b></p> <p><b>Moments of clashing with patient or colleagues have reduced tremendously</b></p> <ul style="list-style-type: none"> <li>• <i>"I've become so much aware of the consequences of what will happen if I react harshly or if I don't appreciate the person I am dealing with. Thanks to the awareness skill, is very crucial and makes me always to adjust in situations and this makes it possible to avoid conflicts with colleagues."</i></li> </ul>	<p>Many note that your change in how you communicate has led to a reduction of conflicts with patients, families and colleagues:</p>
<p style="text-align: center;"><b>Key changes: Patients</b></p> <p style="text-align: center;"><b>Giving effective advice</b></p> <ul style="list-style-type: none"> <li>• <i>"I give information in an elaborative manner. Always practising patience because I am consciously aware that this is new information on my clients and also consciously aware of their thinking patterns: at that moment they are at a loss."</i></li> <li>• <i>"I simplify the message then let them repeat it in their own way"</i></li> <li>• <i>"Keep what I have to say short and simple and clearly focused and have enough time to explain, rephrase and discuss, address their concerns. Ensure I explain the benefits and why they need to do it"</i></li> </ul>	<p>You describe how you now give advice more effectively, with awareness of if and how the advice is being understood and received by the patients:</p> <p><b>Comment on this whole section – e.g:</b>          These are a series of very important changes you have made in how you deal with patients, and how you have improved the way you provide patient centred care – now with emotional competence. We also see how you describe your pride in the care you now give, and say it is very beneficial also for yourselves, your own peace of mind, and for how you enjoy your work.</p> <p>You have really worked hard – congratulations!</p> <p><b>Ask:</b> Are there other main changes in relation to patients, which we have not noted?  <b>Get</b> brief suggestions.</p>

<p style="text-align: center;"><b>Key changes: Colleagues</b></p> <h3 style="text-align: center;">Listening, and showing respect</h3> <ul style="list-style-type: none"> <li>• <i>"I had always see some colleague as argumentative and uncooperative. So these days I ask myself why is this person this way and what if I listen to him? And for sure just listening made me get his point"</i></li> <li>• <i>"Have learnt to show respect and appreciation when they have done well"</i></li> <li>• <i>"Before i used to interrupt so much when talking to my colleagues but now I've learnt to listen actively. I find peace, no quarrels any more"</i></li> </ul> 	<p>Now, let us look at some of the changes you say you have made when communicating with colleagues. You use some of the same strategies as with patients – e.g. stepping back (from “old” patterns), listening, and showing respect:</p>
<p style="text-align: center;"><b>Key changes: Colleagues</b></p> <h3 style="text-align: center;">Communicating better</h3> <ul style="list-style-type: none"> <li>• <i>"I have learnt to remain calm when communicating with colleagues, makes me feel more in control than before"</i></li> <li>• <i>"Am good at giving feedback to colleagues and supervisors, in the past, I had a challenge in critiquing colleagues if I felt they had not done well, but now I am comfortable to give feedback without offending them ."</i></li> </ul>	<p>You describe how you recognize and manage your emotions, and give constructive feedback:</p>
<p style="text-align: center;"><b>Key changes: Colleagues</b></p> <h3 style="text-align: center;">Taking a step back – from automatic emotional reactions</h3> <ul style="list-style-type: none"> <li>• <i>"Of course I feel the rage uprising when angry but currently I am able to get an inside rage telling me hey why are you getting angry? What is it that is making you angry? And hey why not handle it. Then slowly I calm down and am able to control my anger"</i></li> <li>• <i>"What is happening these days is that I get irritated, yes. But I contain it. Do whatever task as required to do peacefully then handle my triggers later in a tolerable way."</i></li> <li>• <i>"I have learnt to remain calm and not get sucked into the emotions being exchanged"</i></li> </ul> 	<p><b>Taking</b> the famous “step back” from automatic emotional reactions is also a useful strategy with colleagues:</p> <p><b>Ask:</b> How do you feel about stepping back now – is this something which comes more natural?  <b>Get</b> brief comments/confirmation</p>
<p style="text-align: center;"><b>Key changes: Colleagues and patients</b></p> <h3 style="text-align: center;">Managing own emotions</h3> <ul style="list-style-type: none"> <li>• <i>"I have become aware of situations that make me feel good and bad at the same time. When I am appreciated and respected my spirits become high and this promotes my performance. I can smile for long and become energetic and even overcome myself without noticing or complaining"</i></li> <li>• <i>"I am more calm and patient with clients and colleagues. Before I react, I take time to think of my action towards the other person and that there is a reason for every action and thus am not judgmental. I am able to control my emotions most of the time although once in a while I get carried away and then awareness comes later."</i></li> </ul>	<p>You show how you have strengthened your awareness of your own automatic (emotional) reactions, and are now able to recognize and manage them. This is an important step!</p>

<p style="text-align: center;"><b>Key changes: Colleagues</b></p> <p><b>Handling conflicts with colleagues</b></p> <ul style="list-style-type: none"> <li>• <i>"What I do is to give the other a chance to express themselves out without me interfering because I may have caused the conflict. Then I start by apologizing; this calms the other party down, and once in same level, we can talk and understand each other"</i></li> <li>• <i>"Once I am able to take responsibility then I've learned it is very easy to solve a conflict"</i></li> <li>• <i>"With my new skills I can now take action to discuss and solve a conflict without hurting my feelings"</i></li> </ul>	<p>Also in handling (potential) conflicts, you describe how you have changed behavior – using listening, apology, and taking responsibility:</p>
<p style="text-align: center;"><b>Key changes: Colleagues</b></p> <p><b>Handling conflict with colleagues: Work in progress</b></p> <ul style="list-style-type: none"> <li>• <i>"Initially i evade to let hot issues cool down a bit, then later i approach the situation diplomatically. An example is when emotions are running high e.g about colleagues, i tell them we will look into the issue, that they should take a big breath and relax and the issue will be sorted. When they are calmer, then i get the story and main issues. It is still work in progress since every situation is unique"</i></li> <li>• <i>"I wait for things to cool down then we sit down to find out the cause of the conflict and look for a solution to the problem although it is not so easy but it works."</i></li> </ul>	<p>Learning to handle conflict is not easy – and although you describe a lot of progress, there is (of course) still work to do:</p>
<p style="text-align: center;"><b>Key changes: Supervisors</b></p> <p><b>Less fear, more cooperation</b></p> <ul style="list-style-type: none"> <li>• <i>"I now work with my supervisor without fear or tension."</i></li> <li>• <i>" Before I used to treat these people with unknown fear and cowardice for no reason at all. But now I am very free with people I respect especially my supervisors. Thanks to this training. I am now very free and I am in a better position to discuss."</i></li> <li>• <i>"In the past i avoided expressing my feelings if I wasn't happy with the supervisor. I now have away of expressing my displeasure without offending my supervisor as well minding my safety"</i></li> </ul>	<p>Another important group of people you relate to at work is supervisors, and most of you described several communication problems in dealing with those above you.</p> <p>Now, the main change is – you do not fear them like before, you handle them with awareness and skills, and this has led to better cooperation:</p> <p><b>Ask:</b> Is this the case for others?</p>
<p style="text-align: center;"><b>Key changes: supervisors</b></p> <p><b>Taking a step back</b></p> <ul style="list-style-type: none"> <li>• <i>"I became aware of my physical and mental exhaustion at work especially when i felt the boss was being impossible. Took time off to be away and concentrate on my own things and i felt happier"</i></li> <li>• <i>"I took time away to reflect. The different environment helped me focus on other important things. That helped in reducing my feelings of frustration. The change was to not react in the heat of the moment when i was thoroughly bored with someone. To control and be aware of what i say and the consequences."</i></li> </ul>	<p>Awareness and taking a step back are the main strategies you describe – and many of you say practicing this skill is now much easier:</p> <p>Many of you describe that you still have work to do in relation to the supervisors.</p>



<p style="text-align: center;"><b>Insights</b></p> 	<p>When doing the observations and reflections, many of you have had important insights about how you communicate, what you have learnt, and how the new skills often lead to a different outcome:</p>
<p style="text-align: center;"><b>Insights: Communicating well with patients</b> <b>Greetings, and respect</b></p> <ul style="list-style-type: none"> <li>• <i>"I have realised that just greeting people can make one open up. Listening is one of the best recipes to having something. Feel safe."</i></li> <li>• <i>"Actually if you show respect to anybody and appreciate s/he will feel grateful at last. This is not achieved by doing big things to the patients just simple, welcoming and greeting the patient, followed by offering a seat can really make the patient free to expose exactly the really issues and in the long run can get the best service!"</i></li> </ul>	<p>Listening and showing respect is what so many of you describe as making a big difference:</p>
<p style="text-align: center;"><b>Insights: Communicating well with patients</b> <b>Job satisfaction</b></p>  <p><i>"I have realised that most of our patients had been misdiagnosed due to poor communication. I find it very enjoyable listening to my patients and also learn from them and in the long run we are both very happy. Even in the evening when I go back home I feel at ease as I left my workplace happy"</i></p>	<p>You describe how communicating well makes you learn from the patients, and to leave work with a happy feeling:</p> <p><b>Ask:</b> Do you recognize this (or: Is this the case for others as well?) <i>NOTE: Ask these questions in between, to maintain connection with the participants</i></p>
<p style="text-align: center;"><b>Insights: Communicating well with patients</b> <b>A soldier or a civilian: a patient is a patient!</b></p>  <p><i>"I talk to my patients as if they are civilians while they are actually soldiers who will always listen to command' but I realized that a patient is a patient whether a civilian or a soldier they all need to be listened to and be appreciated as human beings!"</i></p> <p><small>POC ANTHONY</small></p>	<p>A participant working with military staff had this insight:</p>

<p style="text-align: center;"><b>Insights: seeing where you need to change</b></p> <p><b>Stop judging – find the reason(s)</b></p> <ul style="list-style-type: none"> <li>• <i>“There was a patient who used to come to the clinic late, so I was always mad on him, but later I thought I should know why he was always late/dirty etc. The reason was so terrible that I regret up to now.”</i></li> </ul>  <ul style="list-style-type: none"> <li>• <i>“A mother brought her child with a lot of things/strings tied on the hands and waist. I stopped myself from judging that she is a believer of ‘juju’. Once she saw I was not paying attention to her strings, she went on to talk freely”.</i></li> </ul>	<p>Judging the patients automatically for their actions (or lack of actions) used to be very frequent among you.</p> <p>Many of you describe how you have stopped doing this, and ask questions to find reasons behind their actions – and then get important insights and understanding:</p>
<p style="text-align: center;"><b>Insights: Communicating with supervisors  </b></p> <p><b>Letting our supervisors know our reactions</b></p> <ul style="list-style-type: none"> <li>• <i>“What I have learnt is that I should make my supervisors aware of my reactions in a good way than just hiding them from them. It may kill me one day. That experience was not good. My blood pressure rose. And our supervisors should not be easy to make unfair judgments about us easily and stick to them, they may just be wrong and this may adversely affect the lives of those whom they supervise.</i></li> </ul> <p><i>“I am a supervisor too and this was a great lesson in the way I should handle my juniors.”</i></p>	<p>Several also describe how you have approached your supervisor in a respectful way, and let them know your concerns – rather than hiding them inside, and get sick:</p> <p><b>Ask:</b> Do you recognize this? Has anybody else tried this strategy?</p> <p><b>Get</b> an affirmation/brief comment, but don’t discuss</p>
<p><b>These skills are just handy!</b></p> <ul style="list-style-type: none"> <li>• <i>“Generally, I use these skills wherever I go, at home, when I visit another office, the market place, in a gathering of whatever nature, on phone etc. I mean, these skills are just handy.”</i></li> <li>• <i>“I am so grateful because I am so confident and prepared in communicating rather well. This has boosted my initiative to take up challenges especially at my work place.”</i></li> <li>• <i>“I have learnt to be professional and accept the things I cant change but remain respectful”</i></li> </ul>	<p>Awareness and good communication are skills you also use with success outside the work:</p> <p><b>Ask:</b> Do you recognize this (or: Is this the case for others as well?)</p>
<p><b>Stopping automatic reactions</b></p> <ul style="list-style-type: none"> <li>• <i>“Not automatic at all! It takes a lot of self control. Instincts tell me to tell this person a piece of your mind, but reason tells me that doing that will only worsen the situation. One situation is when i felt a boss was talking down to me. I wanted to tell him a piece of my mind but decided just to remain calm, give points and facts and remain professional. In the long run, he comes out as the one with tantrums and i hope he reflects on that. Meanwhile i remain professional.”</i></li> <li>• <i>“I do not react automatically, i have the power to control myself.”</i></li> </ul>	<p>And – most of you now say you have stopped your automatic (emotional) reactions, and take a step back to gain control, instead.</p> <p>In other words – you practice using emotional competence:</p>

<p><b>Role model to my colleagues</b></p> <ul style="list-style-type: none"> <li>The majority of you felt your colleagues saw you as role models</li> </ul> <p>To a large extent (most), To some extent (a few)</p> <ul style="list-style-type: none"> <li>"The nurse covering one day had a burnout during her working session in the hospital, a colleague had talked in a bad manner. Because she knew I am doing communication training she came to me for advice on what to do".</li> <li>"A patient told my colleague the way I handled them well and good welcome. Then she commented and said "it's the effect of communication skills training"</li> </ul>	<p>Most of you have become role models to your colleagues, and gained respect at work. You know that when people come to you for help, you have acted in a way that they feel free to ask for help:</p>
<p><b>Common challenges experienced by participants (1)</b></p> <p><b>Dealing with death and dying</b></p> <ul style="list-style-type: none"> <li>"Like when i was to tell a patient that the disease she was suffering from was chronic and terminal that made me feel hope less and helpless. In fact i evaded the whole story</li> <li>"Death – dealing with parents explaining a disease with terminal outcome. When they don't respond to treatment dealing with relatives"</li> </ul>	<p>There are, of course, plenty of challenges left to deal with – learning good communication skills is a life long task!</p> <p><b>Let</b> us have a look at the issues you feel are especially challenging.</p> <p>The first one is – dealing with death and dying, which is one of the most challenging situations health providers have to face.</p> <p>We will work on this in the workshop.</p>
<p><b>Challenges (2)</b></p> <p><b>Handling conflicts</b></p> <ul style="list-style-type: none"> <li>"At time I fear of what the other party will have to say. What is they may not want to listen to me? What if they smack at me? I still feel unsafe to use these skills?"</li> <li>" Handling conflict with openness. More techniques on conflict solving should be given or taught to us."</li> <li>"I think i need skills to handle conflicts well since still i am not very good at especially where i am not the origin of the conflict"</li> </ul>	<p>Another main challenge is – handling conflicts. Although you have made a lot of progress here, there is more to learn.</p> <p>We also have a module to deepen our understanding of and skills to handle conflict.</p>
<p><b>Challenges (3)</b></p> <ul style="list-style-type: none"> <li><b>Interacting with Colleagues who have not been to the training</b></li> <li>"They usually make statements like 'aaah, where is that time and patience to tolerate some things'</li> <li>And when you are trying to suggest (in a good way) the need to attend this training they say 'I have been to communication training before there is nothing new. I use all those methods you are talking about"</li> <li>"Some colleagues feeling superior than others e.g. she's my junior, what can she teach me. Others saying communication skills in a very short course, covering only one week, how comes, you're doing it for months!"</li> </ul>	<p>Colleagues who have not been to the training will often react with sarcasm, or putting you down:</p> <p><b>Ask:</b> Is this something many of you have experienced?</p> <p><b>Encourage</b> them to share strategies for how to handle such reactions, during the course</p>

<p style="text-align: center;"><b>Challenges (4): Interacting with supervisors</b></p> <ul style="list-style-type: none"> <li>• <i>"When I have to tell her/him that what ever they have done has hurt me. Not showing my emotions but giving a clear message and saying no when I really need to say no"</i></li> <li>• <i>"Challenge when I feel respect is lacking or is one way"</i></li> <li>• <i>"It's not easy to make him/her to look at things from my perspective especially when I sense s/he doesn't understand me"</i></li> </ul>	<p>Some of you describe being hurt by supervisors' comments and reactions, but a change is – you are now aware of what this is about:</p>
<p style="text-align: center;"><b>Challenges(5): Old self popping up!</b></p> <ul style="list-style-type: none"> <li>• <i>"Generally I must say this course has done me good. I really appreciate. Although I must confess at times am not sure where my antennae faces (haha) but I always realize when this is so and bring it up! I feel the incidences when I loose control is becoming less as time goes by and my approach to situations is changing a lot and mostly for the better"</i></li> <li>• <i>"Sometime I find yourself back to normal, when i sit and reflect i regret on the way i responded to the issue but with time I think I will be able to adjust and always try to be aware of the scenario before I continue"</i></li> </ul>	<p>And finally – many of you realize that even though you manage to practice the now skills most of the time, in some circumstances – the "old self" pops up and makes you react automatically:</p>
<p><b>Additional changes you wish for</b></p> <p><b>Yourself:</b></p> <ul style="list-style-type: none"> <li>• <i>"To improve on speaking skills so that what i mean to say is what comes out"</i></li> <li>• <i>"Practice, practice and more practice! will be very helpful"</i></li> </ul> <p><b>Colleagues/supervisors</b></p> <ul style="list-style-type: none"> <li>• <i>"Encourage them to join the course to learn how good it is"</i></li> <li>• <i>"To attend the course so that they also learn to communicate effectively without using the military style"</i></li> </ul>	<p>Some describe further changes you want to make in how you communicate.</p> <p>Several are suggesting that more of the managers should join the course:</p>
<p><b>Suggested topics for follow up course</b></p> <ul style="list-style-type: none"> <li>• Managing emotions and handling conflicts</li> <li>• Dealing with bad news/death</li> <li>• Controlling moods and not judging others</li> <li>• How to communicate well with our teenagers at home</li> <li>• Giving positive feedback</li> </ul>	<p>These are topics you suggest we should deal with in the follow-up course. We will deal with these – except how to communicate with teenagers: Our focus is the work situation. However, as you have seen already – the skills that we learn are also effective at home, and many of you have described how communication with your family and children also has improved during the time you have attended the course.</p>

***“Now I reflect at the past with total astonishment. I’m proud of the change I’ve acquired in this training!”***



**And finally** – a comment from two participants who have now become trainers: Reflecting on the past, and being proud of their accomplishments. ***We trust that many more of you will also feel this pride!***

Thank you very much for all your thoughtful examples and reflections – we have thoroughly enjoyed reading them, and have built the course around them.

Now – let’s have lunch, and then “dive” into the learning again!