

Session plan Module 8:

Speaking and listening skills managing complaints and challenging inappropriate behaviour

Group: _____

Tutor: _____

Location: _____

Aims

- To develop active speaking and listening skills
- To explore strategies for managing complaints
- To identify and challenge behaviour that undermines equality and diversity.

Outcomes

Participants will:

- Be able to identify different types of communication and suggest responses
- Demonstrate the use of appropriate vocabulary and tone of voice at work
- Identify the difference between good and poor listening skills
- Demonstrate an awareness of body language and non-verbal communication
- Discuss and develop strategies for managing complaints through non-verbal communication skills and appropriate phrases
- Develop strategies for challenging, in an appropriate manner, behaviour that undermines equality and diversity.

Activity and time	Tutor activity	Learner activity	References
Introduction 15 minutes	<ul style="list-style-type: none"> Recap on last week. Introduce aims and outcomes using module 8 presentation slides 1-3. Ask 'what is communication?' and show presentation slide 4. Link effective communication with examples of where participants' own needs or preferences had been ignored because someone didn't listen to them or spoke to them inappropriately. Ask what impression it made? List examples on flipchart. 	<ul style="list-style-type: none"> Listen and respond Engage in discussion Give feedback 	SLlr/L2.1 KSF LI Core 1,2,4,5,6
Communicating at work 20 minutes	<ul style="list-style-type: none"> Introduce activity by noting that we communicate with a range of people at work and asking participants to work individually to complete the Who do you communicate with at work? activity sheet. Take feedback. As an extension of this activity, ask participants for examples of how this communication may become distorted or misinterpreted and note these examples on flipchart. Encourage participants to recognise the need to adapt their communication to their audience. 	<ul style="list-style-type: none"> Listen and respond Give feedback 	KSF LI Core 1,2,4,5,6

Activity and time	Tutor activity	Learner activity	References
<p>Different types of communication 20 minutes</p>	<ul style="list-style-type: none"> • Distribute handout. • Different types of communication in the workplace and encourage participants to think of examples from their work environment. • Take feedback. • Give out the activity sheet • What type of communication is it? • Play track 1 of the audio CD and ask participants to complete the activity by circling their answers. The track may be listened to more than once. • If a CD player isn't available, read out the transcript from the Teacher resource: What type of communication is it? The transcript may be read out more than once. • Ask participants to work in pairs to complete the second part of the activity to decide the most appropriate response to each of the communication types. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Read through handout • Listening for relevant information • Individual/Paired activity • Give feedback 	<p>SLlr/L2.1 Rt/L2.1 SLc/L2.1 KSF LI Core 1,2,4,5,6</p>
<p>Talking to people 10 minutes</p>	<ul style="list-style-type: none"> • Discuss the need to communicate well at work. Ask what can happen if things don't go well? What are the consequences of misunderstanding? • Show presentation slide 5 and distribute the Talking to people handout with guidelines on the who, what, where and how of talking to people. • Note how these factors will have an impact on what we say. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Listen for relevant information • Complete individual activity • Give feedback 	<p>SLlr/L2.1 SLc/L2.1 Rt/L2.1 KSF LI Core 1,2,3,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
<p>On the spot 20 minutes</p>	<ul style="list-style-type: none"> • Give out the On the spot situation cards (or allow participants to choose) and the activity sheet. • Explain that, in some instances, verbal communication may not be sufficient and participants' should also think of additional ways to convey their message. • Allow participants a few minutes to think about what they are going to say (and do). • Participants to give individual talk. They should talk for at least a minute. • At the end of the activity, discuss and reflect on the differences in style, structure, vocabulary, tone of voice and formality of language used and how we adapt what we say depending on the situation. 	<ul style="list-style-type: none"> • Listen and respond • Give individual talk • Participate in discussion • Give feedback 	<p>SLlr/L2.1 SLc/L2.1 SLc/L2.4 SLd/L2.1 KSF LI Core 1,2,4,5,6</p>
<p>Break 15 minutes</p>			

Activity and time	Tutor activity	Learner activity	References
<p>What should you do? 15 minutes</p>	<ul style="list-style-type: none"> • Show presentation slide 6 and introduce activity by noting that some types of communication may be inappropriate. • Hand out What should you do? case study and read through with group. • Ask participants to work in small groups of 3 or 4 to discuss: <ul style="list-style-type: none"> • 1. Should Tracey change the manner in which she dresses? • 2. What action could Tracey take? • 3. What can she expect to happen? • Take feedback. • Give out Fairness and Respect at work handout as a reference sheet. It outlines the Department of Health's complaints procedure. 	<ul style="list-style-type: none"> • Listen and respond • Read through handout • Group activity • Give feedback 	<p>SLlr/L2.1 Rt/L2.1 KSF L1 Core 1,2,4,5. L2 Core 6</p>
<p>Listening skills 10 minutes</p>	<ul style="list-style-type: none"> • Ask the question 'What is listening' and show presentation slide 7. Stress that listening (as opposed to hearing) is an active process. • Ask the questions 'Why do we listen' and note responses on flipchart. • Show presentation slide 8 and discuss. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Give feedback 	<p>SLlr/L2.1 SLc/L2.1 KSF L1 Core 1,2,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
<p>Clear verbal communication 15 minutes</p>	<ul style="list-style-type: none"> • Participants to work in pairs. • Give out either of the Clear verbal communication activity sheets to one of the pair – the other must not see the sheet. • The partner without the activity sheet should have a blank piece of paper and a pen/pencil. • Ask participants to sit back-to-back with their partner. • The participant with the activity sheet describes what is on the sheet and their partner draws what is being described. • Explain that the activity will take 10 minutes and for the first 5 minutes, the partner who is drawing may not speak. After 5 minutes they may ask questions. • Take feedback. • Note how vocabulary may be a barrier, e.g. if words such as pentagon, syringe, stethoscope, Christmas tree, Easter egg and fez had been used to describe some of the shapes and the person drawing did not have knowledge of that shape or object, what would happen? Also note how the absence of feedback can make the process more difficult and how important feedback is to communication. 	<ul style="list-style-type: none"> • Listen and respond • Describe pictures on sheets to partner • Listen for relevant information and ask questions to obtain detailed information • Give feedback 	<p>SLlr/L2.1 SLc/L2.1,2,3,4 KSF LI Core 1,2,4,5</p>

Activity and time	Tutor activity	Learner activity	References
<p>Good listeners and bad listeners 10 minutes</p>	<ul style="list-style-type: none"> • Discuss what makes a person a good listener. How do we know someone is listening? • Write responses on flipchart. Responses could include verbal feedback and non-verbal feedback. • Distribute Good listeners and bad listeners activity and ask participants to complete in pairs. • When taking feed back, explore the role of non-verbal communication with participants. Discuss nodding, maintaining eye contact, body language etc. Note that in some cultures, body language may differ from Western culture, for example avoidance of eye contact may be a mark of respect and should not be misinterpreted as being 'shifty'. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Paired activity • Give feedback 	<p>SLlr/L2.1 SLc/L2.1 KSF LI Core 1,2,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
<p>Dealing with a difficult situation 20 minutes</p>	<ul style="list-style-type: none"> • Introduce the Dealing with a difficult situation role play activity by distributing the activity sheets. • Ask for two participants to volunteer to take part in the role play and explain that one participant will assume the role of hospital receptionist whilst the other will be a client. The client has a physical impairment (for example in a wheelchair or partially sighted). • Read through activity sheet I with the group and ask participants in the role play to act out the scenario and sequence of events as detailed in activity sheet I. Encourage the participants in the role play to imagine their characters and how they would respond to each other. • Stop the role play at various points as detailed in the sequence of events and ask those observing the role play to answer the questions. Take feedback and talk through the responses. • At the end of the activity take general feedback. Note how the group felt about dealing with a difficult situation. Would they have handled it differently? Give out Dealing with a difficult situation handout and read through with group. Discuss. • Ask participants how they felt about a 'difficult' situation when the client is physically impaired. Would they treat the client any differently? Distribute What having a physical impairment really means handout and 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate • Role play • Read through handouts • Give feedback 	<p>SLlr/L2.1-2 SLc/L2.1-2 SLd/L2.1,2,3 SLd/L2.5 Rt/L2.1 KSF LI Core 1,2,3,4,5,6</p>

Activity and time	Tutor activity	Learner activity	References
Summary 10 minutes	<ul style="list-style-type: none"> • Revisit session aims and outcomes using slides 2 and 3. • Take feedback and questions • Give out Evaluation sheet for module 8. 	<ul style="list-style-type: none"> • Listen and respond • Complete evaluation sheet 	SLlr/L2.1 KSF LI Core 1,2,4,5,6

Resources/aids

- Module 8 PowerPoint presentation/OHP slides
- Handouts: Different types of communication in the workplace; Talking to people; Fairness and respect at work; Dealing with a difficult situation; What having a physical impairment really means.
- Activity sheets: Who do you communicate with at work?; What type of communication is it?; On the spot; What should you do?; Clear verbal communication; Good listeners and bad listeners; Dealing with a difficult situation.
- Teacher resource: What type of communication is it?; On the spot situation cards.
- Simspecs (optional)
- Flipchart paper
- Coloured pens
- Highlighter pens
- Flipchart and markers

Activity summary and guidance sheet

Module 8

Introduction

Recap on previous session using Q and A to assess understanding. Introduce module 8 aims and outcomes using **slides 1 - 3**.

Ask 'what is communication?' and show **slide 4**. Note that communication isn't just the written word, it also encompasses speech and gestures.

Link effective communication with example of where participants' own needs or preferences had been ignored because someone didn't listen to them or spoke to them inappropriately. List on flipchart. Ask them what impression it made?

Communicating at work

Introduce activity by noting that we communicate with a range of people at work on a day-to-day basis and we communicate for different reasons. Set **Who do you communicate with at work?** activity which participants should complete individually. Take feedback and encourage participants to recognise the need to adapt their communication to their audience – think about how they adapt their language to different situations and consider the use of formal and informal language. As an extension of this activity, ask participants for examples of how this communication may become distorted or misinterpreted and note these examples on flipchart. Communication may be distorted or misinterpreted if there is some sort of barrier, e.g. the person with whom you are communicating has a limited understanding of English.

Different types of communication

Distribute the handout **Different types of communication in the workplace** and encourage participants to think of examples of how they use each type of communication at work. An example of information may be a patient's notes but patients' notes may also include instruction so there may be some overlap.

Give out the activity sheet **What type of communication is it?** Play **track 1** of the audio CD and ask participants to complete the activity by circling their answers. The track may be listened to more than once. If a CD player isn't available, read out the transcript from the **Teacher resource: What type of communication is it?** The transcript may be read more than once. This part of the activity should be completed individually. The reason for understanding these different communication types is to ensure that learners respond appropriately to workplace communication. For the second part of the activity, ask participants to work in pairs to decide on the most appropriate response to each of the communication types. For instance, the appropriate response to an instruction is to make sure you understand it and do whatever is required.

Talking to people

Introduce the theme of talking to people at work and the need to do this well. What can happen if things don't go well. What are the consequences of misunderstanding? **Show slide 5** and distribute the **Talking to people** handout with guidelines on the who, what, where and how of talking to people. Note how these factors will have an impact on what we say. Explore 'relationship' and 'role' as they affect how you speak to different people at work (e.g. you don't speak to the supervisor in the same way as you speak to a colleague). Talk about the need to use formal, professional language. What impression is given to others at work if you do not use this language? How does the use of a professional tone help to reassure patients/clients? Talk about confidentiality and the importance of appropriate location - privacy. Touch on body language – how can body language confuse a message.

On the spot

Give out the **On the spot** situation cards (or allow participants to choose one scenario each) and activity sheet. The cards can be copied from the **Teacher resource: On the spot situation cards**. It may be useful to laminate the cards for future use. Explain that, in some instances, verbal communication may not be sufficient and participants' should also think of additional ways to convey their message, for example the use of hand gestures or drawing diagrams. Allow participants a few minutes to think about what they are going to say (and do). Participants then talk individually for at least a minute. On completion of the activity, ask participants to think about the differences in style, structure, vocabulary, tone of voice and formality of language used in the different scenarios. How does the vocabulary and tone of voice used with a child compare to that used when giving information to a doctor. How formal is the language used with your manager/supervisor in contrast to that used with colleagues? It is also important to take into account any barriers to communication, e.g. a limited understanding of English or someone with an autistic spectrum disorder will interpret language literally so one should be careful of using phrases like 'cross at the zebra crossing'. Discuss how we adapt what we say to the situation and person we are talking to.

What should you do?

Show **presentation slide 6** and introduce activity by noting that some types of communication are inappropriate. Hand out **What should you do?** case study and read through with group. Ask participants to work in small groups of 3 or 4 to discuss:

- 1) Should Tracey change the manner in which she dresses?
- 2) What action could Tracey take?
- 3) What can she expect to happen?

Give out **Fairness and Respect at work** handout as a reference sheet. It outlines the Department of Health's complaints procedure.

Listening skills

Ask the question 'What is listening' and show **slide 7**. Stress that listening, as opposed to hearing, is an active process and in order to respond appropriately to communication we must get meaning from what is being said. Also note that being able to listen effectively is a crucial skill. Not only does it enable you to understand a situation but by listening, you are saying that you are interested in what someone has to say, that his or her contribution is valuable.

Ask the question 'why do we listen?' and note responses on the flipchart. Show **slide 8**. Discuss how the 'level' of listening will differ depending on the reason why we are listening. We may have music as background listening and not pay much attention to it but need to listen attentively to instructions and in order to understand.

Clear verbal communication

Ask participants to work in pairs. Introduce the **Clear verbal communication** activity and give out one of the activity sheets to each pair. Explain that partners should sit back to back and only one of the partners will be given an activity sheet. The other partner should be given a blank sheet of paper and a pencil or pen. It is important that the person who is 'drawing' does not see the activity sheet. The participants with the activity sheet will then describe what is on the sheet and their partner should draw what is being described. Tell participants that the activity will take 10 minutes and for the first 5 minutes, the partner who is drawing may not speak. After 5 minutes, they may ask questions. Time the activity.

On completion of the activity take feedback. Note how vocabulary may be a barrier to communication, for example, if words such as pentagon, cube, syringe, stethoscope and fez have been used to describe some of the shapes and the person drawing doesn't understand the vocabulary then this would be a barrier. There are also cultural references on the sheet (the Christmas tree and Easter egg) which may be unfamiliar to people from other cultures. Ask if the process became easier after the first 5 minutes when questions could be asked. Link this to giving and receiving feedback and how we can moderate our communication or message depending on the feedback we receive.

Good listeners and bad listeners

Discuss what makes a person a good listener or a bad listener. How do we know someone is listening? Write responses on flipchart. Responses could include verbal feedback and non-verbal feedback. Discuss why it is important to be a good listener when working with colleagues and service users, particularly those who are vulnerable.

Distribute **Good listeners and bad listeners** activity and ask participants to complete in pairs. When taking feedback discuss the role of non-verbal communication. Explore what is meant by body language and give examples of whole-body signals (crossed arms or legs), facial expression (frowning) and active listening (leaning forward to hear what someone is saying, maintaining eye contact etc). Discuss reading and using body language. Also explore why 'mirrors body language of the speaker' is on both bad and good sides because if the body language of the speaker is aggressive and you mirror it, the situation could escalate, or be diffused if the listener adopts open body language in response. Note that in some cultures, body language may differ from Western culture, for example avoidance of eye contact may be a mark of respect and should not be misinterpreted as being 'shifty'.

Dealing with a difficult situation

Introduce the **Dealing with a difficult situation** role play activity by distributing the activity sheets and explaining the purpose of the role play is to simulate a difficult situation. Ask for two participants to volunteer to take part in the role play and they need to be fairly uninhibited and confident enough to 'act' in front of their peers.

Explain that one participant will assume the role of a hospital receptionist while the other will be a client. The client has a physical impairment (for example in a wheelchair or partially sighted).

Read through activity sheet 1 with the group and ask participants in the role play to act out the scenario and sequence of events as detailed in activity sheet 1. Encourage participants in the role play to 'imagine' their characters and how they would respond to each other. You may have to prompt them as to what is expected of their 'character'. Try and create conditions similar to those experienced by the client who is physical impaired, for example, arrange for the client to wear Simspecks to simulate being partially sighted or ensure that the 'client' is seated in a chair which is lower than that of the receptionist so they experience what it is like being below everybody else looking up at them.

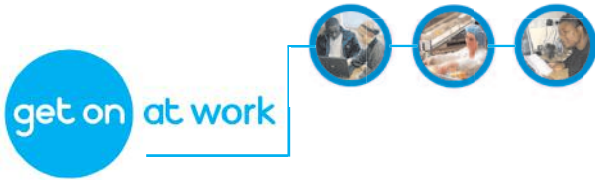
Explain you are going to pause the role play at various points (as detailed in the sequence of events) and ask those observing the role play to answer the questions on activity sheet 2. Take feedback and expand on the responses. Ask, for example, why one shouldn't tell the client to calm down – how would it inflame the situation?

At the end of the activity take general feedback. Note how the group felt about dealing with a difficult situation. Would they have handled it differently? Ask if their company/trust has a formal policy for handling complaints or difficult or abusive clients and are they aware of what the policy says? Give out **Dealing with a difficult situation** handout and read through with group. Discuss.

Ask participants what they felt about a 'difficult' situation when the client is physically impaired. Would they treat the client any differently. Ask the person who role played the 'client' to give feedback on how they felt. Did they feel more vulnerable or feel they were treated differently? Distribute **What having a physical impairment really means** handout. Read through and discuss.

Summary

Revisit module 8 session aims and outcomes, using **slides 2 and 3**.



MOVE ON in the NHS
Module 8: Speaking and listening skills,
managing complaints and challenging
inappropriate behaviour



get on at work **Aims**

- ➔ To develop active speaking and listening skills
- ➔ To explore strategies for managing complaints
- ➔ To identify and challenge behaviour that undermines equality and diversity



get on at work **Outcomes**

- Participants will:
- Be able to identify different types of communication and suggest responses
 - Demonstrate the use of appropriate vocabulary and tone of voice at work
 - Identify the difference between good and poor listening skills
 - Demonstrate an awareness of body language and non-verbal communication
 - Discuss and develop strategies for managing complaints through non-verbal communication skills and appropriate phrases
 - Develop strategies for challenging, in an appropriate manner, behaviour that undermines equality and diversity





What is communication?

When we communicate we share knowledge or exchange thoughts, feelings or ideas by writing, speech or gestures.

5



Talking to people

Think about:

- **Who** am I talking to?
- **What** is my purpose for talking?
- **Where** do I need to talk to this person?
- **How** should I speak and act?



Fairness and respect at work

The Department of Health's policy is to provide services which meet the needs of diverse communities and which are delivered by staff who reflect and value that diversity.

Each person can expect to be :

- Treated fairly and with respect
- Free from discrimination on the grounds of race, gender, nationality, ethnicity, colour, personal beliefs, disability, age and sexual orientation.



get on at work **What is listening?**

Listening and hearing are not the same.

- Listening is a form of communication and is an **active** process.
- When you listen you must get **meaning** from what is being said before you can respond.



get on at work **Why do we listen?**

We listen for different reasons:

- Just for pleasure (e.g. music)
- To take part in conversation (e.g. with family and friends)
- For information (e.g. announcements at a station)
- For instructions (e.g. how to operate equipment at work)
- To understand (e.g. why someone is upset)
- To get the gist of what is being said (e.g. listening to a story)



Activity: Who do you communicate with at work?

Complete the table below.

List the different types of people you communicate with at work	Why do you communicate with these people?

1. Would you speak to/communicate with all of these people in the same way?
Give reasons for your response.
2. Give examples of how communication may become distorted or misinterpreted.

Handout: Different types of communication in the workplace

To ensure we respond appropriately to workplace communications, there is a need to understand the following types of communication:

- Information – sometimes given in telephone messages, verbally or in written notes; tends to be brief; may include numbers, dates and times. Sometimes uses technical language.
- Instruction – often uses formal language with imperatives (e.g. make, give, do not) and several points. Sometimes instructions have a sequence – an order – in which they should be done.
- Opinion – may be prefaced with ‘I think’, ‘I feel’, but can sometimes be stated as fact (e.g. ‘Everyone likes bananas’). Knowledge of the subject is needed to understand whether what is being said is fact or opinion.
- Explanation – in the workplace this is usually a step-by step description of a process or event and should include checks of understanding from the person giving the explanation (e.g. ‘Is that OK?’, ‘Do you understand what I mean?’). Note that in practice these types of communication can cross over; for example, an instruction could be ‘hidden’ in an information format (Mrs Melia wants to go into the garden at 2 pm).

Give an example of how you use each type of communication at work:

Information _____

Instruction _____

Opinion _____

Explanation _____

Activity: What type of communication is it?

Listen carefully to the carers. Decide what type of information each is giving. Circle your answers.

	information	instruction	opinion	explanation
Carer 1:	information	instruction	opinion	explanation
Carer 2:	information	instruction	opinion	explanation
Carer 3:	information	instruction	opinion	explanation
Carer 4:	information	instruction	opinion	explanation

What would be the most appropriate response to each of these communication types?

Information _____

Instruction _____

Opinion _____

Explanation _____

Answers: What type of communication is it?

Carer 1: opinion
Carer 2: information
Carer 3: instruction
Carer 4: explanation

Here are some suggestions as to appropriate responses to each of the communication types:

Information: Information must be listened to carefully, may be written down and may need to be acted upon or passed on.

Instruction: Listen carefully to instructions, make sure you understand it and do whatever is required.

Opinion: When responding to opinion, be aware of the dangers of accepting it as fact. If unsure, check the facts first.

Explanation: As with instruction, make sure you understand it. Don't be afraid to ask for further clarification if you are unsure of what is being described or explained.

Teacher resource: What type of communication is it?

Carer 1: I think everyone enjoyed the musical entertainment we had last week.

Carer 2: Doctor Ijaya just called and asked me to let you know he might be a few minutes late.

Carer 3: Give Mrs Da Silva her bath, then take her through to the lounge.

Carer 4: The reason why the coach was late arriving this morning was that the engine was playing up so the driver had to stop. That's why we cancelled the trip in the end.

Handout: Talking to people

Talking is something that comes naturally to most people but there are ways to do it better. Think about the who, why, where and how of talking. Each of these has an impact on what you say.

Who am I talking to?

- What is my role in connection with this person?
- Might this person have any difficulty in following what I am saying?

What is my purpose for talking?

- What is my relationship with this person?
- What does the other person need to know?
- Do I need to pass on information? Find out about something? Reassure? Persuade?
- How can I check that the other person understands me?

Where do I need to talk to this person?

- How much do the surroundings affect the way I speak to others?
- What is the difference between speaking face to face and on the telephone?

How should I speak and act?

- Am I using supportive or confusing body language?
- Am I making myself clear?
- How formal should the language be?
- What tone of voice should I use?

Activity: On the spot

Look at the situation card you have chosen or been given by your tutor.

Spend a few minutes thinking about what you are going to say and how you will say it. In some instances, verbal communication may not be sufficient and you should think of other strategies (in addition to verbal) to convey your message. You will be expected to talk for a minute.

After everyone has given their talk think about the differences in:

- style
- structure
- vocabulary
- tone of voice
- appropriate formal/informal language used

Teacher resource: On the spot situation cards

Give each of the participants one of the situation cards or allow them to choose a card for themselves. In some instances, verbal communication may not be sufficient and participants should think of other strategies (in addition to verbal) to convey their message. Give participants a few minutes to prepare what they are going to say and then ask them to talk for at least one minute.

At the end of the activity, discuss and reflect on the differences in:

- style
- structure
- vocabulary
- tone of voice
- appropriate formal/informal language used

Give a set of instructions to a new member of staff; for example, explain how the handover procedure works in your department. The new staff member has just moved to this country from Poland and has a limited understanding of English.

Persuade a colleague to contribute to a fundraising event.

Explain to an elderly resident/patient what is on the lunch menu. They are a little uncertain as to what some of the dishes contain.

Protest to your manager against an unpopular decision.

Explain to a child the rules of road safety. The child has an autistic spectrum disorder.

Give a doctor details of a patient's condition. The doctor is phoning from his surgery.

Explain to hospital visitors the regulations regarding visiting hours and the number of visitors allowed. The visitors have a limited understanding of English.

Explain to your manager/supervisor why you are late for work

Activity: What should you do?

Miss Tracey Smith is a 29 year old very attractive, single blonde who currently works as a project support officer. Her appearance is generally immaculate as she is very trendy and fashion conscious.

Her male colleagues continually make sexist remarks and constantly undermine her. On one occasion, she had her bottom pinched by a male colleague. She reported the incident to Mrs Taylor, her manager, who replied 'Lucky you! I can't remember the last time someone pinched my bottom.' No action was taken.

The final straw came when Miss Smith overheard two managers talking. One stated, "I wouldn't mind that slapper working for me – she seems obliging." The second manager laughed and replied, "There's no way I'd want her as part of my team – there's no telling what she might get up to." Both laughed and walked away.

1. Should Tracey change the manner in which she dresses?
2. What should she do?
3. What can she expect to happen?

Handout: Fairness and respect at work

The Department of Health has put in place a special complaints procedure for people who feel they have suffered discrimination, harassment, bullying or victimisation or have witnessed such conduct.

Outline of complaints procedure

The complaints procedure has a number of stages, only some of which will apply in any given case:

- you are encouraged to raise your concerns at the earliest opportunity and, if you feel able, to discuss them with the person concerned;
- if you wish to make a complaint, you may choose whether to make a formal complaint right away, or to make an informal complaint;
- if you make a complaint, it will be the responsibility of your line manager – or someone else in the line management chain – to take prompt action to try and resolve the complaint;
- If you make a formal complaint, you will normally be offered conciliation – the services of an independent person to help you and the person complained about to find a solution yourselves;
- if you do not attempt conciliation or it does not result in a satisfactory outcome, your complaint will be formally investigated by an independent investigating officer who will decide whether or not it should be upheld. The most serious complaints will always be the subject of a formal investigation;
- you, and the person complained about, have a right of appeal against the findings of the investigating officer.

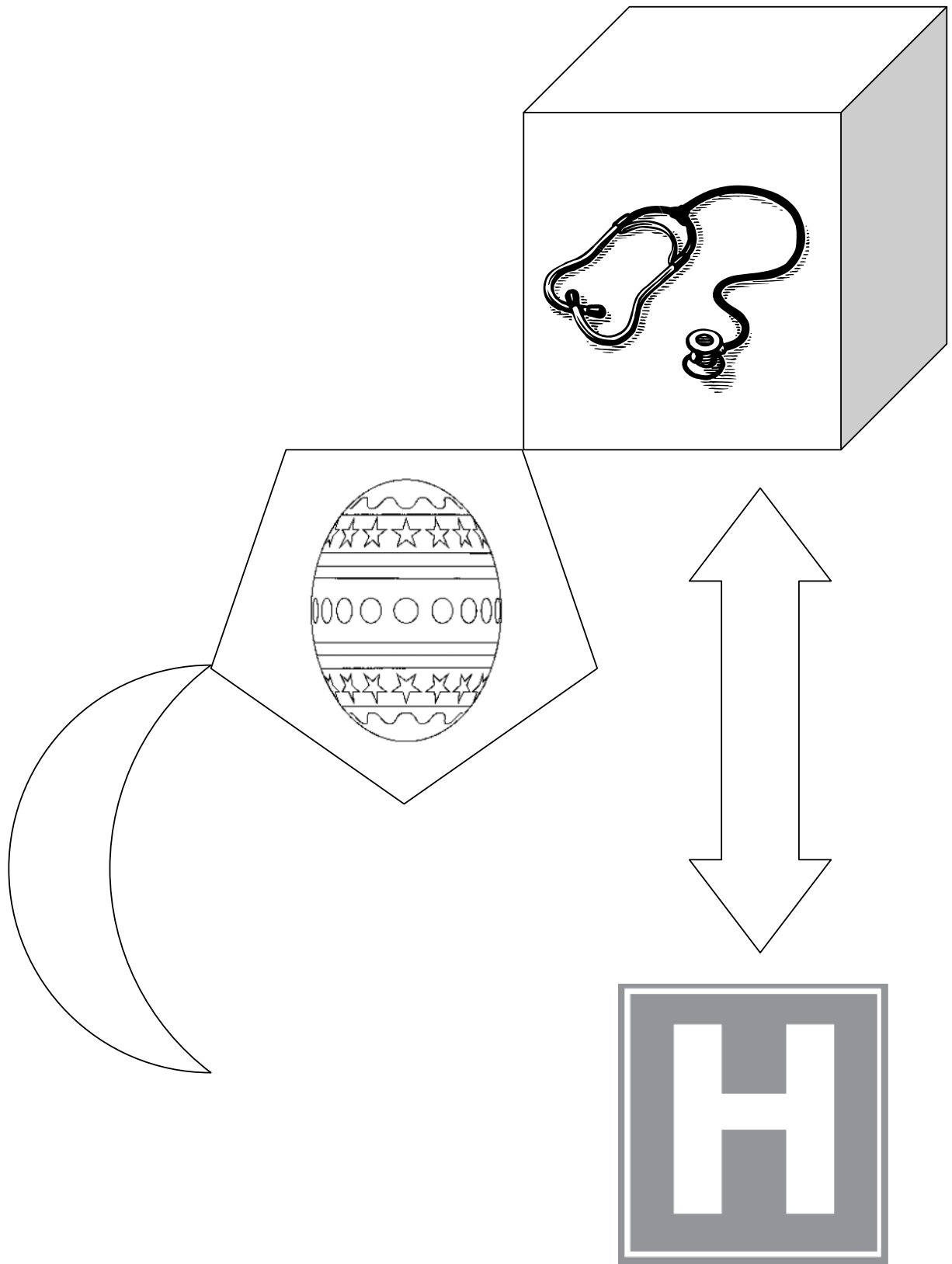
What you can expect

If you make a complaint you can expect that:

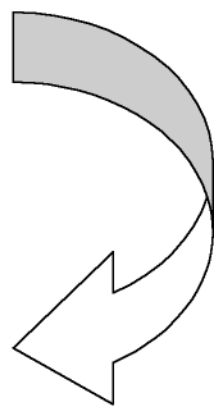
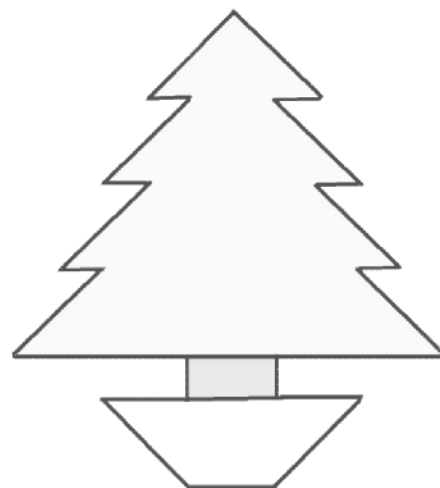
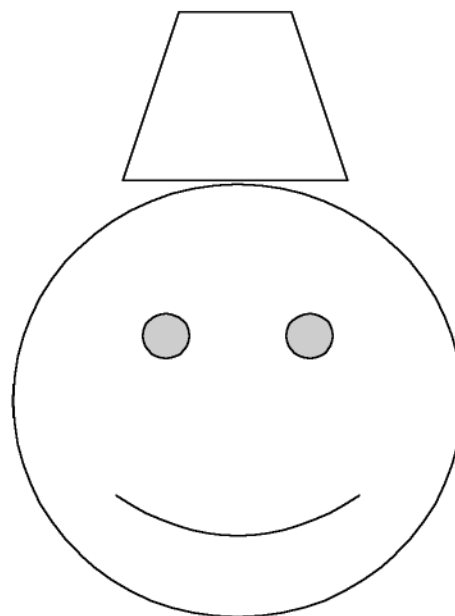
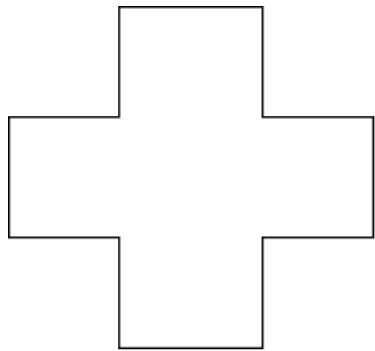
- your complaint will be taken seriously, and considered promptly, sensitively, and impartially on the relevant facts and in line with the Department's valuing diversity and equal opportunities policies;
- you know the substance and detail of any information found, including confidential access to witness statements;
- you may seek advice from, and be accompanied at meetings by, a harassment advisor, trade union representative or friend (i.e. a colleague employed by the Department);
- making a complaint in good faith will not lead to you being victimised, or disadvantaged in any way;
- if, as a result of your complaint, we find that you have suffered discrimination, harassment, bullying or victimisation, we will take action to stop it and put right any disadvantage you have suffered. Managers will consider action against the person complained about under the disciplinary procedures;
- there will be a clear and accurate record of any findings on your personal file and you will have access to this.

Extract from: The Department of Health: Fairness and Respect at Work; Personal Guide

Activity: Clear verbal Communication



Activity: Clear verbal Communication



Activity: Good listeners and bad listeners

These phrases describe good listeners and bad listeners. Sort them out into the correct categories. Add any more you can think of.

- Stares out of the window when a client is talking.
- Looks at the client and concentrates on what he or she is saying.
- Stands up or walks away while a relative of a client is talking.
- Stays in one place and gives the relative of a client his or her full attention.
- Looks bored and yawns.
- Looks at her watch to check the time.
- Nods and smiles.
- Interrupts or is in a rush.
- Does not notice if the client is angry, upset or frightened.
- Mirrors the body language of the client.
- Listens for the tone of voice.

A good listener:	A bad listener:

Answers: Good listeners and bad listeners

A good listener:	A bad listener:
Nods and smiles.	Stares out of the window when a client is talking.
Looks at the client and concentrates on what he or she is saying.	Interrupts or is in a rush.
Stays in one place and gives the relative of a client his or her full attention.	Stands up or walks away while a relative of a client is talking.
Mirrors the body language of the client.	Does not notice if the client is angry, upset or frightened.
Listens for the tone of voice	Looks bored and yawns.
	Looks at her watch to check the time.
	Mirrors the body language of the client.

Activity: Dealing with a difficult situation: role play – sheet 1

Two participants to volunteer to take part in the role play.

Participant one: You are helping out at the hospital reception desk and have to help the client in the best way you can.

Participant two: You are the client with a physical impairment (you may be in a wheelchair or partially sighted).

Scenario:

The client arrives at the hospital reception desk to complain that they are unable to obtain access to the X-ray department. (If in a wheelchair there may be a piece of equipment blocking the ramp or if partially sighted the doors are locked and they are unable to read the notice stating the reason why the doors are locked). Initially they are upset about the nature of the obstacle and that no thought was given to how they it may have inconvenienced them but they are also concerned that they may miss their appointment and become increasingly agitated and angry.

The receptionist is helping out on the reception desk and is unsure why the doors are locked. They should try to assist the client in the best way possible.

Sequence of events:

1. The client arrives at the reception desk and protests loudly about not being able to access the X-ray department.

Pause for questions

2. What should the receptionist do or say?

Pause for questions

3. Client is still unhappy, the receptionist should decide what to say to him/her next.

Pause for questions

4. Client becomes more agitated and upset and receptionist feels she/he cannot help. Decide what to do next.

Pause for questions

5. How could the situation be resolved?

Activity: Dealing with a difficult situation: role play - sheet 2

Tick what would be the most appropriate response at different points in the role play.

No.	Suggested responses/actions	Tick
1.	Interrupt the client and ask him/her to calm down and keep quiet.	
	Wait for the client to pause before speaking	
	Ring for assistance	
2.	Say it's nothing to do with reception and to take it up with the department concerned	
	Ring for the manager/supervisor	
	Apologise for any inconvenience	
3.	Apologise again and ask him/her to explain the problem	
	Offer to go and have a look at the X-ray department with the client	
	Tell the client and he/she won't speak to them until they have calmed down	
4.	Ask the client to take a seat	
	Tell the client to go away and come back when they have calmed down	
	Call for your manager/supervisor to come and help	

Answers: Dealing with a difficult situation

1. Wait for the client to pause before speaking.

The receptionist needs to wait for a suitable pause from the client before responding. He/she needs to allow the client to vent their frustrations, and then they can start to calm the situation down

2. Apologise for any inconvenience.

The receptionist shows the client their complaint is being taken seriously by apologising. Unfortunately it seems the client is still not happy

3. Apologise again and ask him/her to explain the problem.

The receptionist needs to get the client to calm down. He/she can do this by staying calm, apologising again and asking the client to explain the exact problem. The client will start to calm down as he/she understands their complaint is being taken seriously.

4. Call your manager/supervisor to come and help.

The receptionist should always try to avoid confrontation with clients and when a situation gets out of control like this, should automatically call for help

Handout: Dealing with a difficult situation

Dealing with a situation where the client may be upset (or angry) is one of the most difficult things to do. You need to stay calm, listen to what they are saying and deal with their complaints as quickly and efficiently as possible.

Here are some simple tips to follow:

- Follow the company/trust procedure for dealing with clients.
- Always greet clients in a polite, professional manner.
- Listen carefully to their problem.
- Don't interrupt the client when they are talking.
- Wait for a natural pause before responding.
- Apologise for any mistakes or problems that are your responsibility. Make sure you understand fully any problems a client may be having before calling for help or trying to resolve the problem so you can handle it correctly and the client does not become frustrated.
- If a client becomes abusive or aggressive call for immediate assistance.
- If a client starts to cause disruption in front of other people, move them to a quieter area away from the main reception.

Handout: What having a physical impairment really means

People can have a wide range of physical impairments and these will have a varying impact on their ability to see, hear or have the full range of movement in their limbs.

Some physical impairments are highly visible, for example, if someone does not have the use of their legs and is in a wheelchair. Others may not be so immediately obvious, for example, if somebody has a sight or hearing impairment.

A physical disability or impairment can be present from birth or caused by an accident. This could be any one of us if our lives had taken a different turn.

People with physical impairment are as individual and diverse as the rest of us. Just treat people how you would like to be treated yourself! Think about how what you say and do will make the person feel. However, don't become tongue-tied, if you make a genuine mistake, people will forgive you!

Have a go at these things:

1. Sit in a busy place in a chair. Just watch the people go past. Isn't it strange to be below everybody else looking up at them? Does it make you feel less confident? Are you finding it slightly intimidating?
2. Cover up your ears so that you can hear less well. Then try to listen to somebody talking to you. What helps you to hear them more clearly – is it when they speak more slowly? Do you feel a bit cut off from everything that is going on around you?
3. Cover your eyes with your hand. Now try and do something like walking across the room. Of course, you will not be as competent doing any activity as someone who is used to being without full sight, but it will give you some idea of what they experience and how different that is.