
Communication Feedback

Instructions:

1. Designate one member of your group to begin the exercise as Speaker A, one to be Listener B, and one to act as Observer C.
Speaker A's role is to explain his or her feelings and thoughts about the situation to Listener B.
Listener B's role is to try to understand and clarify the thoughts and feelings of Speaker A.
Observer C's role is to watch the scenario and, when the role play is completed, to provide feedback to the Speaker and Listener about their communication using the Communication Feedback Rules listed below.
2. Choose a scenario to role-play from the ones provided on the reverse or from your own experience or imagination.
3. Play the roles assigned as you enact your scenario.
4. Change roles and choose another scenario to role-play.
5. Change roles again so that each group member has had a chance to take on each of the three roles and choose another scenario to role-play.
6. Once you have completed role-playing three scenarios taking on each of the three roles, think about and note some comments about what you've learned about your communication skills to share in a class discussion.

Communication Feedback Rules

1. Talk about the specific behaviours you can see and hear (e.g., body language, facial expression, tone of voice, choice of words).
2. Be direct and be sure your feedback is relevant.
3. Tell how the behaviour made you feel.
4. Give your reactions—don't judge or give advice.
5. Focus on behaviours that can be changed.
6. Give the other person a chance to explain his or her behaviour.
7. Give your feedback caringly. Feedback is not useful when it is meant to hurt.
8. Avoid sarcasm or a condescending manner when giving feedback.
9. **Share the positive.**

Communication Feedback (2)

Possible Scenarios

Scenario 1

Rob and Jeff are very good friends. Lately, Jeff has noticed that Rob has changed from being very easygoing to being very irritable and quick to anger. Jeff knows that Rob is under a lot of pressure to perform well on the football team, and he suspects that Rob may be taking some form of steroids. Jeff is worried about Rob and wants to talk to him about it, but he knows he has to be very careful about how he brings up the topic.

Scenario 2

Mary has decided that she will work at a local retail store for at least two years after graduation before she thinks about going to university. She knows her parents expect her to attend university and to eventually study medicine, but she does not feel ready to begin that long process just yet. Mary is going to talk to her mother about this and try to get her onside with this decision.

Scenario 3

Joan is a great reader and collector of books, and she values each of her books a great deal. She lent one of her favourite books to Joe, who, after reading it, passed it on to Julie who read it and passed it on to Ted to read. By the time the book was returned to Joan, it was very worn and tattered. Joan is going to explain to Joe why she is reluctant to lend him any more books.

Scenario 4

Susan was absent from school for a week early in the year due to illness, and she missed some important instruction in her math class. As a result, she has been feeling somewhat lost, but she is not used to having to ask for extra help from teachers because she has always been very quick to learn, especially in math. In addition, she doesn't feel that she knows this year's math teacher very well, so she is really not comfortable requesting help from her. Susan has decided that she needs to ask for some help sooner rather than later, though, so she is staying after class to talk to her teacher.

Scenario 5

John and Kelly have been friends since they started school in Kindergarten. Kelly also gets along very well with John's girlfriend, Sara. Over the past couple of months, John has been seeing a girl from another school, and Kelly has covered for him a couple of times by telling Sara that they were out together "with the boys." Kelly is very uncomfortable lying to Sara and has decided to tell John that he will not do it any more.