

Spring Year 4

Communicating More Effectively

In this session, the participant will:

1. Identify personal communication style preferences.
2. Describe how communication styles influence the way people communicate with each other.
3. Identify ways to tailor approaches for different communication styles to improve group support and unity.

	Checklist of Materials Needed	
Supporting Materials	<input type="checkbox"/> Fat Scans <input type="checkbox"/> Overhead projector, blackboard or whiteboard <input type="checkbox"/> Overhead Spring 4-1: How We Communicate (page 25) <input type="checkbox"/> Pencils or pens <input type="checkbox"/> <u>Group Nutritionist Support Materials:</u> <ul style="list-style-type: none"> • Suggestions for communication-related ice breaker activities (pages 27-28) • Example of “Style Flex-Ability” (page 29) • (Optional): Story on page 30—emphasizing importance of all communication styles in a group situation <input type="checkbox"/> <u>(Optional) Participant Materials:</u> <ul style="list-style-type: none"> • Unusual Spring and Early Summer Fruits 	
Food & Paper Supplies	<input type="checkbox"/> Beverages of choice (coffee, tea, juice) <input type="checkbox"/> Sugar, skim milk , fat-free or low-fat creamer, stir sticks, optional <input type="checkbox"/> Paper supplies: plates, napkins, cold cups, hot cups (if needed) <input type="checkbox"/> Plastic spoons or forks <input type="checkbox"/> <u>Food Tasting:</u> Focus on fresh fruit or recipes that use the fresh fruit available in your area during the Spring months.	
	Participant Manual	
Worksheets	<u>Worksheet</u>	<u>Page(s) #</u>
	Spring 4-1	13-14
	Spring 4-2	15-16
	Spring 4-3	17
	Spring 4-4	18

Resource
Section

Additional materials available in Participant Manual

Resource**Page(s) #**

Additional Reading Resources

25

Additional copy of Worksheet Spring 4-1



26-27



Group Nutritionist Note: The learning/communication styles information presented in this session can help improve group interactions, understanding and unity by:

1. Helping participants see how their “learning/communication style” preferences can influence their:
 - Reactions to other DM group members.
 - Personal approaches to behavior change and self-monitoring.
 - Levels of interest and participation in specific DM group activities (e.g., lecture, group discussion, individual worksheets).
2. Helping Group Nutritionists recognize how their own communication style preferences could influence their facilitation and comfort level with some activities.

Spring 4 Session Outline—Key Activities

Activity Type (Time)	Activity
Pair or Small Group Discussion (20 minutes)	<p style="text-align: center;">Review of Success/Progress</p> <ul style="list-style-type: none"> ◆ Discuss experiences of the last 3 months (with or without the group support—depending on peer group meetings). Suggested questions are listed below: <p>Q/A:</p> <ul style="list-style-type: none"> - What did you do to successfully handle some of your holiday challenges? - What new low-fat foods or restaurants would you like to recommend to others in the group? <p>(Ask the group a question that addresses their last maintenance session, if appropriate): Winter 3 - Easy One-Dish Winter Meals:</p> <ul style="list-style-type: none"> - What easy, one-dish ideas helped you maintain your WHI nutrition goals during the winter months? <p>(Ask the group a question that addresses their peer group activities, if appropriate.)</p>
 <i>Notes</i>	
Mini Lecture (5 minutes)	<ul style="list-style-type: none"> ◆ Briefly review how good communication skills help promote WHI group support and continued maintenance of dietary changes. ◆ Key point—participants realize how improving communication skills can promote group support and enhance group unity.
 <i>Notes</i>	

Icebreaker
Discussion/
Individual
Activity
(10 minutes)



- ◆ Introduce idea of learning/communication style preferences.
- ◆ Participants use **Worksheet Spring 4-1** to identify individual communication style preferences.
- ◆ Key point—participants become aware of their own preferences and how they may influence their communication styles.




Lecture/
Group
Discussion
(20 minutes)



- ◆ Describe basic components of communication styles.
 - Overhead Spring 4-1: How We Communicate
 - Take In Information: Concrete/Abstract
 - Organize Information: Sequential/Random
- ◆ Participants discuss the strengths and characteristics of four communication styles using **Worksheet Spring 4-1** responses and **Worksheet Spring 4-2**.
- ◆ Key point—participants identify the important characteristics contributed by different communication styles.

Group
Discussion
Activity
(15 minutes)

- ◆ Participants divide themselves into the four communication style groups (use **Worksheet Spring 4-1** responses and/or their own feelings of where they “fit”).
- ◆ Participants practice modifying the way they would approach a different communication style.
 - Use **Worksheets Spring 4-3** and **Spring 4-4**
- ◆ Key point—participants identify ways that they can modify their communication approach to meet the needs of different styles.

	
<p>Large Group Discussion (15 minutes)</p>	<p style="text-align: center;">Summary</p> <p>Discuss issues and identify participants who need more help.</p> <ul style="list-style-type: none"> ◆ Participants identify how the information they learned could help them communicate more effectively. <p>QA:</p> <ul style="list-style-type: none"> - What have you learned about your own communication style that will help you work with other WHI group members, friends or family? - What have you learned about different communication styles that will help you feel more comfortable when working with other people?
	
<p>Lecture (5 minutes)</p>	<p style="text-align: center;">Home Activity</p> <ul style="list-style-type: none"> ◆ Assign 3 Fat Scans (or other self-monitoring method). ◆ Suggest activities to work on during the next 3 months. <p>Answer questions.</p>
	
<p>Food Tasting (10 minutes)</p>	<p style="text-align: center;">Food Tasting</p> <ul style="list-style-type: none"> ◆ Feature locally available fresh fruit or recipes using fresh fruits currently available in your area. (Optional resource information on unusual Spring and Summer fruits is available at end of Group Nutritionist session materials.) <ul style="list-style-type: none"> • Consider serving food during the final group discussion activity.
<p>Total Time: 100 minutes</p>	

Spring 4 Session: Communicating More Effectively

Activity Type (Time)	Activity
Pair or Small Group Discussion (20 minutes)	<p align="center">REVIEW OF SUCCESS/ PROGRESS</p>
	<p>♦ Discuss experiences of the last 3 months (with or without the group support—depending on peer group meetings). Suggested questions are listed below:</p> <p>Q/A:</p> <ul style="list-style-type: none"> - What did you do to successfully handle some of your holiday challenges? - What new low-fat foods or restaurants would you like to recommend to others in the group? <p>(Ask the group a question that addresses their last maintenance session, if appropriate): Winter 3 - Easy One-Dish Winter Meals:</p> <ul style="list-style-type: none"> - What easy, one-dish ideas helped you maintain your WHI nutrition goals during the winter months? <p>(Ask the group a question that addresses their peer group activities, if appropriate.)</p>
	<p align="center">OVERVIEW OF SESSION</p> <ul style="list-style-type: none"> • Today's session will provide a brief introduction into how people take in and organize information—their style of communicating. • Now, some of you may be wondering “Why is learning about communication styles important to WHI?” Let's take a look at how developing your communication skills can help both you and the WHI.

NEW MATERIAL


Increasing Group Support

PURPOSE: Explain how effective communication skills can promote group support and enhance group cohesion.

Mini Lecture
(5 minutes)

- ◆ **Briefly review how good communication skills help promote WHI group support and continued maintenance of dietary changes.**
- ◆ **Key point — participants realize how improving communication skills can promote group support and enhance group unity.**

- For WHI, the most important reason to learn about communication is to strengthen and increase your support system (spouse, other DM group members, and close friends). A greater understanding of communication styles can accomplish the following:
 - Increase your understanding and appreciation of the people around you.
 - Reduce potential stress and frustration caused by misunderstanding another person's communication.
 - Strengthen the feeling of group support and group unity.
- Social support is very important for maintaining behavior changes. In the WHI, the Dietary intervention uses a group format because the group serves as a supportive environment. Participants are encouraged to use the group as a way to share successes and brainstorm difficult situations.
- Attendance at group meetings benefits all group members. It provides a place where members can share ideas and practice skills. It also helps support the dietary changes that participants make.
- Group members can improve their ability to work with, listen to, and appreciate other people by learning more about communication styles. Effective communication can only enhance and strengthen group support and the feeling of unity.
- In turn, the communication skills learned and used in the group setting can be helpful when communicating with family and friends.

Icebreaker Discussion/ Individual Activity (10 minutes)	<p>How Do We Learn and Communicate?</p> <p>PURPOSE: Increase participants' awareness of how they take in and organize information.</p> <div> <p>◆ Introduce idea of learning/communication style preferences.</p> <p>◆ Participants use Worksheet Spring 4-1 to identify individual communication style preferences.</p> <p>◆ Key point—participants become aware of their own preferences and how they may influence their communication styles.</p> </div>
	<ul style="list-style-type: none"> • In the movie “My Fair Lady,” there is a line in a song that says: “Why can’t a woman be more like a man?” There is even a popular book: <i>Men are from Mars and Women are from Venus</i> that has received a lot of attention. Both the song and the book look at how people (in this case men vs. women) take in and use information in different ways. Some of these differences are more likely related to our communication style preferences than they are to our gender. • All of us have many similarities, but our differences make us special. We have our own tastes in music, hobbies, colors and clothes. We arrange our lives in ways that are unique to us. • Each of us tends to feel more comfortable when we can take in and organize information in our own way. Let’s do a quick activity to help you see how people take in and organize information in different ways. <div> <p><i>Group Nutritionist Note:</i> Below is one suggestion for an ice breaker activity. Three other suggestions are provided on pages 27-28.</p> <p>If you decide to design your own ice breaker—the point of the activity is to get your participants to think about the different approaches they use to “take in and organize” information.</p> </div>
Ice Breaker Activity and Sharing	<ul style="list-style-type: none"> • Think about a situation or time when you worked on some kind of a task or project. It could have been something that you did at home or at work.



Q/A: Ask for participants to share information about:

- What time of the day did you like to work on your project (e.g., morning, afternoon, or evening, etc.)? This may be the time of the day that you felt the most alert.
- When you worked, did you like to work at a desk, or spread out on the floor or on a counter?
- When you worked, did you like to have food or beverage available?
- As you see, each of you has slightly different things that help you feel comfortable and work more effectively. Your preferences are just one sign of your different communication styles or preferences for taking in and organizing information.
- What do we mean by the term “communication style?” It is an approach that each of us uses to handle the information around us.
- Our styles tend to influence how we take in, understand, organize and communicate information. This is why it may feel comfortable talking to someone whose style is similar to ours, but awkward when the person has a different style.
- For example, some people like to have structure and routines in their lives. They may prefer to have worksheets available for group activities because it helps them to know what is expected and provides specific directions.
- In contrast, other people like variety and the opportunity to be spontaneous. For this reason, they don’t enjoy using a structured worksheet, but prefer to just talk about an issue or discuss their own ‘real-life’ situations.
- Both styles can be equally successful in making behavior changes, such as those required in the WHI. The challenge arises when they work together in a group. No one style is better than another, their approaches are just different.
- When people don’t understand and appreciate communication style differences, it can result in frustration, lack of group participation, and a loss of group unity and trust. So, it’s important for us, as a group, to recognize and begin to value our different styles of communicating.

- There are many different frameworks that look at how people learn and communicate. This session will focus on the information provided by one model. It provides a basic foundation for how people take in and organize information.



Group Nutritionist Note: Ask participants to complete **Worksheet Spring 4-1** and add up the column totals. They will have a chance to talk about results in the next section. Allow about 2 minutes to complete the worksheet.

- To begin this process, I would like you to complete **Worksheet Spring 4-1**. It will help you begin to identify some of the ways you prefer to learn and communicate. After you have completed all the questions, add up the columns and write down your totals.
- Remember, this is not a formal assessment. There are no “right or wrong answers.” Your responses to this worksheet are for your own use.
- This short questionnaire only provides a small piece of the puzzle about how you learn and communicate. Most people will not neatly fit into any one style, nor is any one style better than another.
- As soon as everyone has completed the worksheet, we’ll talk about what your responses might indicate. If you have any questions about how to complete the worksheet, please let me know.

Lecture/
Group
Discussion
(20 minutes)

Styles of Communicating

PURPOSE: Participants identify the strengths and characteristics of four basic communication styles.

- ◆ **Describe basic components of communication styles.**
 - **Overhead Spring 4-1: How We Communicate**
 - Take In Information: Concrete/Abstract**
 - Organize Information: Sequential/Random**
- ◆ **Participants discuss the strengths and characteristics of four communication styles using Worksheet Spring 4-1 responses and Worksheet Spring 4-2.**
- ◆ **Key point—participants identify the important characteristics contributed by different communication styles.**

- Think about some of the conversations you have had with friends, co-workers, your spouse, or even other WHI group members. Have you ever found yourself thinking (or saying): “Why can’t you just do it my way?”, or “Didn’t you hear what I just said?” The fact is that they probably heard the words you said, but didn’t understand what you meant.
- If I spoke to you in Chinese but you didn’t understand the Chinese language, you wouldn’t understand me. Even if I slowed down or repeated the Chinese phrases more clearly, the chances are pretty slim that you would understand what I was saying.
- Each of us takes in and organizes information in slightly different ways. So, our way of learning, processing or communicating information may seem like a foreign language to another person.



Group Nutritionist Note: Use **Overhead Spring 4-1** “How We Communicate” (page 25) to explain the basics of how we take in and organize information.

- **Overhead Spring 4-1** presents a framework that comes from research done by Anthony F. Gregorc (greg-or-ic). In his model, Gregorc provides an organized view of how our minds work. The model suggests that we take in information in two ways: **concrete**-using our five senses and **abstract**-using our intuition and imagination.
- Once people have taken in information, they tend to organize this information in two ways: **sequential**- in a direct, step-by-step manner; and **random**- in chunks, with no particular order.

Taking In Information

- People who prefer to see information in a concrete way like to deal with the obvious. They tend to use a more ‘hands-on’ approach to learning and communicating.
- For example, these individuals like to identify challenges and then immediately go to work on a solution. They would probably have no problem putting together a “ready-to-assemble” product by following the instructions.
- On the other hand, people who prefer to see information in an abstract way like to use their imagination. They can imagine ideas and understand or believe things that they can’t actually see.
- Thus, individuals with stronger abstract abilities might prefer to have enough time to thoroughly think about a problem, such as putting together a “ready-to-assemble” product before taking any action. It may look like they’re not going to do anything, but in fact their minds are working. They just need to identify all their options before taking any action.

Organizing Information

- As you saw in the overhead, people tend to organize information in either a sequential or random way. When people organize information in a **sequential** way, they tend to follow a logical train of thought. They may prefer to have a plan and follow it, rather than relying on a whim.
- People who prefer to organize information in a more sequential, step-by-step way, like to have to have some structure in their lives. It is natural for them to keep detailed lists, such as a list of “things to do.” So, using a structured tool, such as a Food Diary or Fat Scan to keep track of the foods they eat may make more sense to them.
- On the other hand, people who prefer to organize information in a more random way want a greater variety and enjoy less structure. It may seem like they don’t have a plan or are too impulsive. However, they can go step-by-step when needed; it’s just not a high priority.

- For this reason, people with stronger random abilities may struggle when it comes to keeping detailed records of what they eat. Instead, they may prefer to use a more unstructured, free-flowing method. This could be a method that they create themselves, or it could be a less detailed Food Diary (e.g., writing down foods, but only looking up some of the fat grams).
- These two ways of taking in and organizing information give us four communication style combinations. Everyone has and uses all four styles, but most of us are stronger in at least one or two of the styles. The four styles are:
 - Organizer (concrete, sequential)
 - Researcher (abstract, sequential)
 - Harmonizer (abstract, random)
 - Risk-Taker (concrete, random)
- At this point, most of you are probably asking: “So what style am I?” We are going to spend a little time talking about each of these four styles. We will look at each style’s strengths and some of the characteristics that could frustrate or irritate other people.
- Remember the style descriptions are meant to be a brief introduction. No one style is better than another. Your preferences are pieces of a puzzle, not a neat category where you can fit yourself—or others.
- Now, look at your column totals on **Worksheet Spring 4-1**. You probably have something checked in at least two of the columns, maybe even more. The more checks you have in a column, the more you prefer to use that style.
- As we review and discuss each communication style, look at the additional information provided on **Worksheet Spring 4-2**. It will help you decide if a particular style strongly describes how you like to handle information.

Organizer Style

- If you have more checks in Column A, this indicates that you may prefer to use an **Organizer** style of communicating. You like to take in and organize information in a more concrete, sequential way.
- When you use your Organizer strengths, you are using your practical, predictable side. You are straightforward and down-to-earth. You’re stable, reliable and tend to provide an anchor for those around you.

- Take a look at **Worksheet Spring 4-2**. It lists some of the other characteristics of this style. If you are trying to decide how much you might use an Organizer style, ask yourself some of the following questions:
 - Do I like keeping lists of things to do?
 - Do I like to have routine patterns, such as using the same route to drive to work or to the shopping center?



Q/A: (Ask for volunteers)

- How well do you think this describes you?

Note: Ask participants to look at **Worksheet Spring 4-2** for ideas:

- What are some of the strengths of this style that help you when you're working with other people?
- What are some potential characteristics that may make other people feel less comfortable? (e.g., rigidity, inflexibility, critical, etc.)

Researcher Style

- If you have more checks in Column B, it indicates that you may prefer to use a **Researcher** style of communicating. You like to take in and organize information in a more abstract, sequential way.
- When you use your Researcher strengths, you are being more logical, methodical and analytic. You take your time when making decisions and one of your greatest assets is your ability to be objective.
- Take a look at **Worksheet Spring 4-2**. It lists some of the other characteristics of this style. If you are trying to decide how much you might use a Researcher style, ask yourself some of the following questions:
 - Does my TV watching mainly include news specials, documentaries, and educational programs?
 - Do I have a difficult time picking up nonverbal cues and need people to explain the reasons for saying or doing something?



Q/A: (Ask for volunteers)

- How well do you think this describes you?

Note: Ask participants to look at **Worksheet Spring 4-2** for ideas:

- What are some of the strengths of this style that help you when you're working with other people?
- What are some potential characteristics that may make other people feel less comfortable? (e.g., overly critical, absentminded, argumentative, etc.)

Harmonizer Style

- Look at the number of checks you have in Column C. If you have more checks in this column, you may prefer to use more of a **Harmonizer** style of communicating. You like to take in and organize information in a more abstract, random way.
- The strengths of a Harmonizer style make you especially sensitive to and effective with people. You tend to have a spontaneous and flexible nature. People are drawn to you and you tend to know exactly what they need.
- Take a look at **Worksheet Spring 4-2**. It lists some of the other characteristics of this style. If you are trying to decide how much you might use a Harmonizer style, ask yourself some of the following questions:
 - Do I tend to view routine procedures as boring or unnecessary?
 - Do I like to talk to other people when I am trying to make a decision?



Q/A: (Ask for volunteers)

- How well do you think this describes you?

Note: Ask participants to look at **Worksheet Spring 4-2** for ideas:

- What are some of the strengths of this style that help you when you're working with other people?
- What are some potential characteristics that may make other people feel less comfortable? (e.g., inattention to details, failure to meet deadlines, emotional, etc.)

Risk-Taker Style

- Finally, if you have more checks in Column D, it indicates that you may prefer a **Risk-Taker** style. You like to take in and organize information in a more concrete, random way.
- The strengths of this style make you curious, adventurous and quick to act on your hunches. You enjoy trying new ideas, blazing new paths and taking risks.
- Take a look at **Worksheet Spring 4-2**. It lists some of the other characteristics of this style. If you are trying to decide how much you might use a Risk-Taker style, ask yourself some of the following questions:
 - Do I tend to begin a project or task without first reading the directions or instructions?
 - Do I like to enjoy “tinkering” with ideas, household appliances, etc.?




Q/A: (Ask for volunteers)

- How well do you think this describes you?

Note: Ask participants to look at **Worksheet Spring 4-2** for ideas:

- What are some of the strengths of this style that help you when you're working with other people?
- What are some potential characteristics that may make other people feel less comfortable? (e.g., lack of rules, jumping to conclusions, abandoning projects before they're done, etc.)
- At this point, some of you may have discovered that you have strong preferences in one communication style. On the other hand, you may have discovered that you have strong preferences in two or three of the styles.
- Remember, no one style is better than another. Even though everyone has the ability to use all four styles, no one will be strong in all four. This doesn't mean you can't use the strengths found in your weaker (less dominant) styles, it will just be more of a stretch. No matter what your style, focus on the style's strengths, not its limitations.
- When you are communicating with other people, if at first you don't succeed, try a new communication approach. Like an old car, we all need to occasionally get our batteries charged. It's important to develop new skills and change routines that aren't working.

- Remember, one of the reasons that many of you decided to participate in the WHI Dietary Study was to take an active role in your own health. Learning provides stimulation and keeps your mind active. It's important to remember that no one is ever too old to be introduced to new ideas and skills.
- To make our communications more effective, we need to develop the ability to modify or tailor our messages to meet the needs of different styles. Let's call this developing "Style Flex-ability."

<p>Group Discussion Activity (15 minutes)</p>	<p>Developing Style Flex-Ability PURPOSE: Participants discuss ways they can modify their communication style approach to meet the needs of different styles.</p> <ul style="list-style-type: none"> ◆ Participants divide themselves into the four communication style groups (let them use Worksheet Spring 4-1 and their own feelings of where they “fit”). ◆ Participants practice modifying the way they would approach a different communication style. <ul style="list-style-type: none"> • Use Worksheets Spring 4-3 and Spring 4-4. ◆ Key point—participants identify ways that they can modify their communication approach to meet the needs of different styles.
<p> Food Tasting (Option)</p>	<p><i>Group Nutritionist Note:</i> Food Tasting Depending on style preferences, consider serving the food during the group discussion activity. “Having food available” fits into a potential learning style preference for many people. It also makes the group activity feel more casual.</p> <ul style="list-style-type: none"> • Bear in mind that your own personal communication style(s) will greatly influence how you understand the styles of others, especially those close to you. For example, if you have a strong Organizer style preference (step-by-step), your more spontaneous Harmonizer friend, co-worker or spouse may drive you crazy by their lack of organization or unwillingness to make a decision. • In some ways, it would be nice if we could always live and work with people who are very much like us in communication styles. In reality, this rarely happens. • Normally people do not intentionally frustrate others, but intentional or not, it happens. In many cases, the people who annoy or frustrate us are simply working from a communication viewpoint that is the opposite of ours.

Communicating with Opposite Styles

- The best way to begin developing “Style Flex-ability” is to learn how to work with people who have a communication style that is totally different from yours. The Organizer and Harmonizer styles are direct opposites and so are the Researcher and Risk-Taker styles.
- Communication styles that are direct opposites tend to have different expectations and approaches. Let’s look at an example of how individuals with opposite communication styles could misunderstand each other in a group situation.
- Example: In a group problem-solving discussion, the Researcher style prefers to take a step-by-step logical approach. They like to thoroughly analyze a situation and explore each potential solution. On the other hand, the Risk-Taker style likes to have the freedom to brainstorm a number of ideas. They don’t want to spend time analyzing their ideas. They want to try them out to see if they’ll work.



Q/A: (Ask for volunteers):

- How do you think that these opposite communication styles might influence each other’s participation in a group situation?



Group Nutritionist Note: Form 4 groups (if possible). Consider placing a sign for each group in opposite corners of your meeting room. Then ask participants to select the group they feel strongly “fits” the way they take in and organize information (**Worksheet Spring 4-1**, or their own feeling):

Group 1 Organizers (Column A)	Group 2 Researchers (Column B),
Group 3 Harmonizers (Column C)	Group 4 Risk-Takers (Column D)

If participants had similar high scores in more than one style, ask them to select a group they want to work with for this activity.

If you don’t have any participants in a particular “Style Group,” or if you have only one person in a “Style Group,” consider the following options:

- Offer to let the person work alone, or join another group of their choice.
- Omit that particular “Style Group.”

- Now, I am going to give you some time to identify how you could modify your own preferred communication style to meet the needs of a style that is the opposite of your own.

- I want you to form 4 groups: Organizers, Researchers, Harmonizers and Risk-Takers. Pick the group where you had the highest score. Or, select the group that you feel “fits” you the best (based on our discussion of each communication style).



Group Nutritionist Note: When the groups are formed, provide an overview of the activity. To practice developing “Style Flex-ability,” each group will:

- Select a mock situation from **Worksheet Spring 4-3** or create their own.
- Use **Worksheet Spring 4-4** to identify some things they need to consider when communicating with their “style opposite.”

“Style Opposites”:

Organizer (Group 1) Harmonizer (Group 3)

Researcher (Group 2) Risk-Taker (Group 4)

- Outline their plan or approach on **Worksheet Spring 4-3**.
- Regroup and have each small group share their situation and approach.
- Have the group’s “opposite style” provide feedback. For example: If the Organizer group tailored a message for a Harmonizer style, the Harmonizer group should comment on the appropriateness of the approach for their style.

- I want each group to either come up with their own situation or select a mock situation from **Worksheet Spring 4-3**.
- Identify the communication style that is going to be your “opposite style” (the style that is opposite of your own). For example, if you prefer to use an Organizer style of communicating, plan to tailor your approach to meet the needs of a Harmonizer style. Harmonizers would tailor their approach for an Organizer style. The same pairing up would occur with Researcher and Risk-Taker styles.
- See if you can put yourself in the “other style’s shoes.” Use the suggestions provided on **Worksheet Spring 4-4** to identify how you could modify your approach to meet the needs of your “opposite style.” Then outline or describe the approach your group has decided to use for your ‘mock situation.’



Group Nutritionist Note: Check to see if participants have any questions about the activity. If your participants appear to need an example, refer to page 29.

- I will give you about 8-10 minutes to identify a situation and discuss how you would modify your communication approach to meet the needs of your “opposite style.” Then we’ll regroup and have you share information about the following:
 - The situation you chose.
 - Your group’s communication style and the style you want to approach.
 - Your outlined approach.



Q/A: (Ask each small group to provide information about the following):

- What situation did you select?
- What was your groups’ preferred communication style(s)?
- What “opposite style” did you plan to approach?
- How did you modify your approach for this style?*

*Ask the group that represents the “opposite style” to provide feedback on the modified approach (e.g., appropriateness, additions or deletions, etc.).



Group Nutritionist Note: Optional:

Use the story on page 30 to reinforce the message that each style is an important part of a supportive team or group.

Using Communication Styles Information at Home

- After today’s exercise, you have a better idea of how your fellow WHI group members prefer to communicate. However, you may be less sure of your spouse, close friends, or other family members. Consider asking them if they would like to learn about their own communication style preferences.
- Continue to work on developing your “style flex-ability” when you communicate with the people close to you at home, work, or within your WHI group. Remember, you can improve your communication and working relationships with most people by recognizing your own communication style strengths and supporting the strengths of other styles.
- If you are interested in learning more about each of these learning style models and other models, refer to the reading list in the Resource section of your Participant session materials.

Large Group
Discussion
(15 minutes)

SUMMARY

Discuss issues and identify participants who need more help.

- ◆ **Participants identify how the information they learned could help them communicate more effectively.**

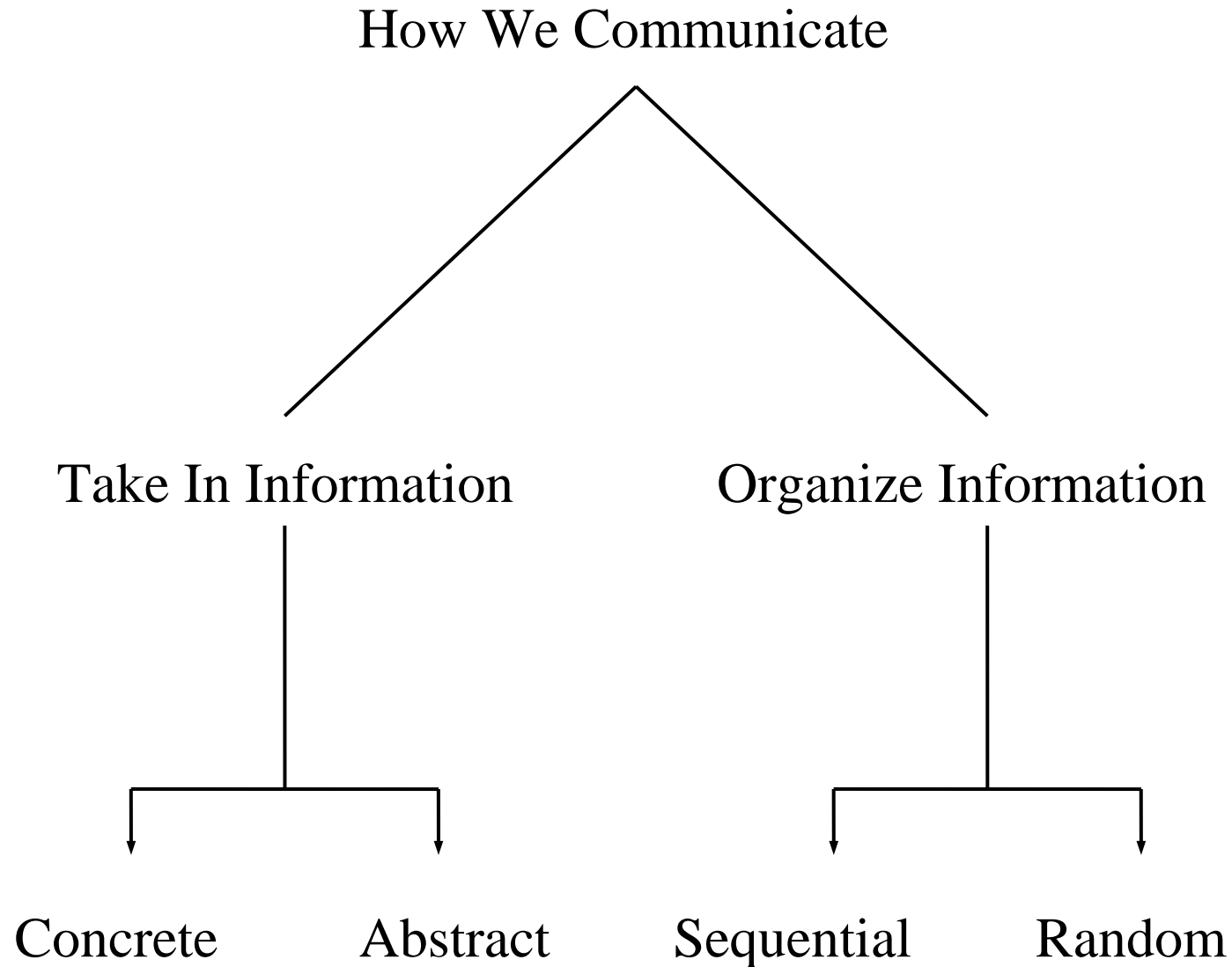
QA:

- **What have you learned about your own communication style that will help you work with other WHI group members, friends or family?**
 - **What have you learned about different communication styles that will help you feel more comfortable when working with other people?**
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- Effective communication requires that we understand each other's point of view. It does not mean that we must accept the other person's position, but it is important to work together, without judgment, with respect, honesty and responsible choice.
 - Your appreciation of communication styles will help you become a more understanding and tolerant listener. It will also make you a more effective communicator.

Lecture
(5 minutes)

HOME ACTIVITY

- ◆ **Assign 3 Fat Scans (or other self-monitoring method).**
 - ◆ **Suggest activities to work on during the next 3 months. Answer questions.**
- During the next three months, use your Fat Scan (or other self-monitoring method) to keep track of your grams of fat and servings of fruits/vegetables and grains. Please keep at least one Fat Scan (or other self-monitoring tool) each month.
 - Between now and our next meeting, ask your best friend, spouse, or other family member to complete their own communication style worksheet. There is an extra copy of this worksheet in your Participant materials.
 - After they have had a chance to complete the worksheet, arrange a time to sit down and talk. Share ideas about how you could use the information to improve your own communication.
 - Identify at least two steps you could take to improve your own communication either at home, work, or within the WHI group environment.



Additional Group Nutritionist Support Materials

Spring Year 4 Communicating More Effectively

Ice Breakers

(Suggestions for Spring, Year 4 Maintenance Session)

Here are a few additional suggestions for ways you can introduce the idea that people tend to take in and organize information in slightly different ways. These differences tend to influence how we relate to and communicate with other people.

Office or Kitchen Environment: Ask the participants to think about and describe the way that they would like their work space to look in their home or office.

For example: People like to work in different surroundings. Some individuals like clutter and other people prefer to have their work areas neat and orderly. Ask the participants to think about and describe their office at work, or their kitchen at home.

Suggested Questions:

- Describe what you would like your ideal kitchen or office to look like?
- What words would you use to describe your ideal work space (your kitchen at home, or your office at work)?
(e.g., neat, orderly, cluttered, personal touches added, such as family pictures, plants, etc.)

Giving/Getting Directions: Ask the participants to think about and describe the way that they would prefer to get directions from someone, (or give them).

For example: People like to give (or get) directions from other people in particular ways. Some people want to have a map with specific street names and mileage or number of blocks between turns. Other individuals prefer to have landmarks to focus on— “Aunt Millie’s Laundry,” a Stop-and-Go Shopping Mart, etc.

Suggested Questions:

- If you are trying to find a house or specific location, how would you like to get directions from another person?
- If someone asks you for directions to a specific location, how do you prefer to give directions?

Putting Together a “Ready-to-Assemble” Product, or A New Recipe: Ask participants to think about and describe how they would approach putting together a “ready-to-assemble” product, or a new recipe.

For example: People take different approaches to putting together a “ready-to-assemble” product or a recipe. Some individuals read the directions completely, then check to make sure that all the pieces (or ingredients) are available. They round up the tools or equipment they need to do the task and then they start. Other individuals just dive right in and make-do as they go along (maybe they substitute another ingredient, or run to the store to buy something that was missing, etc.).

Suggested Questions:

- Describe how you go about putting together a “ready-to-assemble” piece of furniture, or a new recipe?
- How many of you read through all the directions or instructions before you start to put together a “ready-to-assemble” project or a new recipe?

Example of Style Flex-Ability

You have a strong Harmonizer style and your spouse or best friend has a strong Organizer style. You both like to go out to dinner about once a month, but it seems to take “forever” to make a decision on “where to go”.

The conversation might sound like this:

Organizer: (friend/spouse):	“Would you like to go out for dinner?”
Harmonizer: (participant)	“Yes!”
Organizer: (friend/spouse):	“Where would you like to go?”
Harmonizer: (participant)	“I don’t know, what do you feel like eating?”
Organizer: (friend/spouse):	“I don’t care, anything is fine with me. You pick.”
Harmonizer: (participant)	“I really don’t care, what would you like?”
Organizer: (friend/spouse)	“Why can’t you just make a decision?”

Problem: As a Harmonizer, you really want to include everyone in the decision. You may not believe that your Organizer (friend or spouse) really doesn’t care about where they go to eat. So, you keep on asking until both of you become frustrated. At this point, the Organizer begins to feel that the Harmonizer can’t ever make a decision and the Harmonizer feels hurt because he/she was just trying to be considerate.

Modifying Your Approach: (Harmonizer approach modified for an Organizer style)

As a Harmonizer, you need to know that the other person has been included in the decision. However, from **Worksheet Spring 4-4**, you identify that the Organizer style needs you to: 1) Be organized; 2) Tell them what you want; and 3) Give them advance notice so they can be prepared.

Your Approach:

- Before the next “dinner invitation,” you talk about your different communication style needs.
- You ask your Organizer (friend/spouse) to identify a list of 3-4 restaurants or cuisines that they feel equally happy going to.
- You make sure that some of their choices include restaurants with low-fat options.
- Then the next time the question of “Where to eat?” comes up:

Organizer (friend/spouse):	“What do you feel like eating tonight—Chinese, American or Seafood?”
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Harmonizer (participant):	Choose the restaurant that meets your tastes and low-fat needs.
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Each Style is an Important Part of the Team:

Story adapted from book *The Way We Work* by Cindy Ulrich Tobias:

It was a board meeting night for a local church. For some reason those who attended that particular night preferred more of a Risk Taker style of learning and communicating. The board members who tended to prefer an Organizer style (step-by-step approach) were missing. However, since there was a quorum, the Risk Takers decided to go ahead with the meeting.

The main agenda item was the promotion of an upcoming rally. “Hey!” someone said excitedly, “I’ve got a great idea!” (That phrase strikes dread in most Organizer hearts!) “What if we bought 1,000 balloons and filled them with helium? We could put the rally notice inside each balloon and release them into the sky. They would come down all over the area, and people would find out about the event.”

All the other Risk Takers thought that was a wonderful idea, and later that week, they bought the balloons. However, luckily there was another board meeting before the actual balloon launching. The Organizers showed up that night and when the Risk Takers enthusiastically described their plan, the Organizers politely listened.

At the end of the presentation, one Organizer raised his hand. “Do you know how far helium balloons go before they come down?” he asked. The Risk Takers looked a bit uncomfortable. “Well, no,” one admitted. The Organizer replied, “They’ve been known to go as far as 200 or 300 miles. I don’t think people on the other side of the mountains will come.”

“Oh, yeah, we didn’t think of that,” a Risk Taker said. Then another Organizer raised her hand and asked: “Do you know how long helium balloons stay in the air before they come down?” “No,” a Risk Taker admitted, now a bit sheepish.

“They’ve been known to stay up as long as two to three months,” the Organizer continued. “The rally will be over by then.” And the Risk Takers said quietly, “Oh yeah, you’re right.”

The box of 1,000 balloons still sits, unused, under a desk. But the board members learned a valuable lesson. In times past, the Risk Takers sometimes thought that the Organizers were shooting down their GOOD ideas and critically picking apart visionary plans. Now they have realized that the Organizers’ contributions were important. These days at the church’s board meetings, it’s not unusual to hear someone say, “Wait! We can’t start without the Organizers!”