

## EXERCISE 16: INTERPERSONAL COMMUNICATION SKILLS

**Skills:** 10 points

- Objectives:**
1. To simulate circumstances that may occur during a student's clinical rotation or employment.
  2. To provide the student with an opportunity, via role playing, to deal with non-routine events which may occur in the workplace.
  3. To critique fellow student's role playing skills and identify strengths and weaknesses in communication skills.

### Discussion

The class will be divided into groups. Two students in a group will be assigned a particular role to play. One student will be the "phlebotomist" the other student will be the party to interact with. The other students will critique the communication skills of the student playing the "phlebotomist" according to the criteria listed on the recording results form.

Please take this exercise *seriously*. Valuable information can be obtained from your fellow students and instructor about your communication strengths and weaknesses. More problems are created in the work place by an individual's inability to communicate in an appropriate manner than anything else. Many times individuals do not realize that their body language, tone of voice and choice of words are irritating or rude.

When you write the critique of your fellow student *be as objective as possible*. Do not allow personal feelings, likes, dislikes or emotions influence your criticisms. You are in a position to be of great help to your fellow student by providing an unbiased evaluation of their communication skills.

When you receive the critique of your performance back *do not view it as a personal attack*. These criticisms are meant to help guide you to correct problems in your communication skills which may cause difficulties in your place of employment.

If there is time, a discussion will follow each role playing activity.

# EXERCISE 16: INTERPERSONAL COMMUNICATION SKILLS

Name of Phlebotomist \_\_\_\_\_

Name of Interactive Party \_\_\_\_\_

Your Name \_\_\_\_\_ Date \_\_\_\_\_

## Critique of Communication Skills

Please check all categories that apply for each of the qualities listed below.

1. **Bedside Manner:**

- |                          |    |                      |                          |    |                        |
|--------------------------|----|----------------------|--------------------------|----|------------------------|
| <input type="checkbox"/> | a. | Pleasant             | <input type="checkbox"/> | f. | Not confident          |
| <input type="checkbox"/> | b. | Professional         | <input type="checkbox"/> | g. | Warm, friendly         |
| <input type="checkbox"/> | c. | A bit unprofessional | <input type="checkbox"/> | h. | A bit cold             |
| <input type="checkbox"/> | d. | Confident            | <input type="checkbox"/> | i. | Appropriate greeting   |
| <input type="checkbox"/> | e. | Overconfident        | <input type="checkbox"/> | j. | Inappropriate greeting |

Other:

2. **Tone of voice**

- |                          |    |  |
|--------------------------|----|--|
| <input type="checkbox"/> | a. | Professional but soothing                      |
| <input type="checkbox"/> | b. | Professional but cold                          |
| <input type="checkbox"/> | c. | Professional, neutral as to tone               |
| <input type="checkbox"/> | d. | Slightly unprofessional, tendency to patronize |
| <input type="checkbox"/> | e. | slightly unprofessional, tendency to irritate  |

Other:

3. **Choice of words - the words chosen for the situation were:**

- |                          |    |                                       |
|--------------------------|----|---------------------------------------|
| <input type="checkbox"/> | a. | appropriate for the situation at hand |
| <input type="checkbox"/> | b. | slightly inappropriate because:       |

4. **Facial gestures exhibited (nonverbal communication)**

- |                          |    |                               |                          |    |             |
|--------------------------|----|-------------------------------|--------------------------|----|-------------|
| <input type="checkbox"/> | a. | compassionate smile           | <input type="checkbox"/> | d. | distracted  |
| <input type="checkbox"/> | b. | fake smile                    | <input type="checkbox"/> | e. | worried     |
| <input type="checkbox"/> | c. | professional but unexpressive | <input type="checkbox"/> | f. | indifferent |

Other:

5. **Eye contact**

- |                          |    |   |
|--------------------------|----|---|
| <input type="checkbox"/> | a. | good eye contact during the role play               |
| <input type="checkbox"/> | b. | a little eye contact during the role play           |
| <input type="checkbox"/> | c. | failed to maintain eye contact during the role play |

Other:

6. **Posture**

- a. erect but relaxed
- b. erect but stiff
- c. slightly slouched

Other:

7. **Zone of comfort**

- a. too close
- b. too far away
- c. left appropriate zone of comfort

8. **Negative body language/distracting behaviors**

- |   |  |
|---|--|
| <input type="checkbox"/> a. rolling eyes              | <input type="checkbox"/> f. squirming          |
| <input type="checkbox"/> b. deep sighs                | <input type="checkbox"/> g. foot tapping       |
| <input type="checkbox"/> c. crossed arms              | <input type="checkbox"/> h. wrinkled forehead  |
| <input type="checkbox"/> d. chewing gum               | <input type="checkbox"/> i. yawning/stretching |
| <input type="checkbox"/> e. fiddling with pens/papers | <input type="checkbox"/> j. None observed      |

Other:

9. **Listening skills:**

- a. concentrates on speaker
- b. uses the silent pause wisely
- c. interjects phrases at appropriate times to let speaker know they are listening
- d. verifies the conversation with feedback
- e. senses nonverbal signs and ask for clarification ("you look worried...").
- f. Listens for true meaning of the message, not just to the words.
- g. Maintains eye contact to communicate interest.
- h. Paraphrase the idea or conversation to assure complete understanding.

10. On a scale of 1-10, I would award this phlebotomist a \_\_\_\_\_.

11. Please list one strength and, if appropriate, one weakness of the interaction you observed. Include an explanation of why a score below 10 was given (if applicable).