

Reflecting on my learning style to
engage those of others

Types of Listening

- **Inactive Listening**

- When you have little or no interest in what is being said or want to avoid listening

- **Selective Listening**

- Most common. Only hearing what you want to hear or were expecting to hear. Select out bits from the original message

- **Reflective listening**

- Used to clarify and convey a mutual understanding of a complicated issue

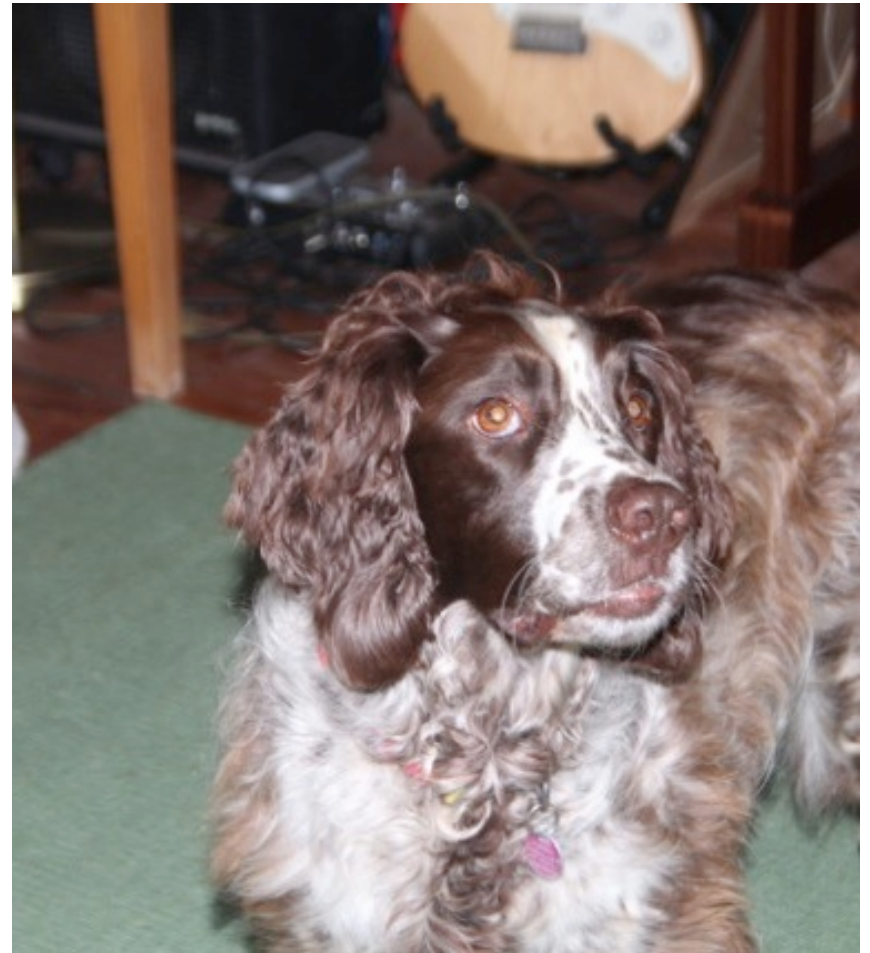
- **Active listening**

- When a conscious effort is made not only to hear the words but also to understand the complete message the speaker is sending out. Includes non-verbal communication
- Listening with the sole intent to understand both the content and the feelings of the sender / message

Active Listening

Nature has given us two ears, two eyes and but one tongue – to the end that we should hear and see more than we speak

(Socrates BC 469 – 399)



Leadership is not...



Position

Authority

Power

“Leadership is the art of mobilizing others to want to struggle for shared aspirations.”



— Kouzes and Posner

Leadership

“Produces Change and Movement”

- Establishing Direction
- Aligning People
- Motivating and Inspiring

Communicating well



Don't forget

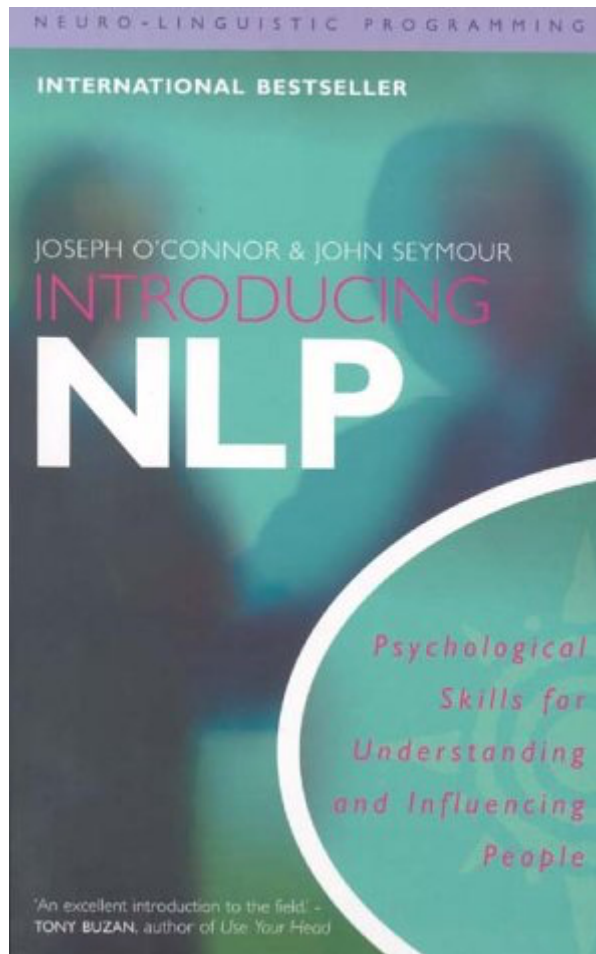


Briefing and documentation



Rapport





- Matching
- Eye movements
- Language



Matching and Mirroring

- Only a small part of communication is verbal
- Read non verbal messages to build rapport
- Match – observe and behave the same
- Mirror – match behaviour precisely
- Take care to be subtle!

Things to Match

- Whole body – stance, seated position
- Upper or lower body
- The way they move, slow, energetic
 - move a lot or a little, head tilt, shoulder matching
- Gestures
- Facial expressions, eye director
- Breathing patterns and rhythms

Pacing and Leading

Pacing – match someone's behaviour
(breathing, walking, energy, calmness)

Do this for a while

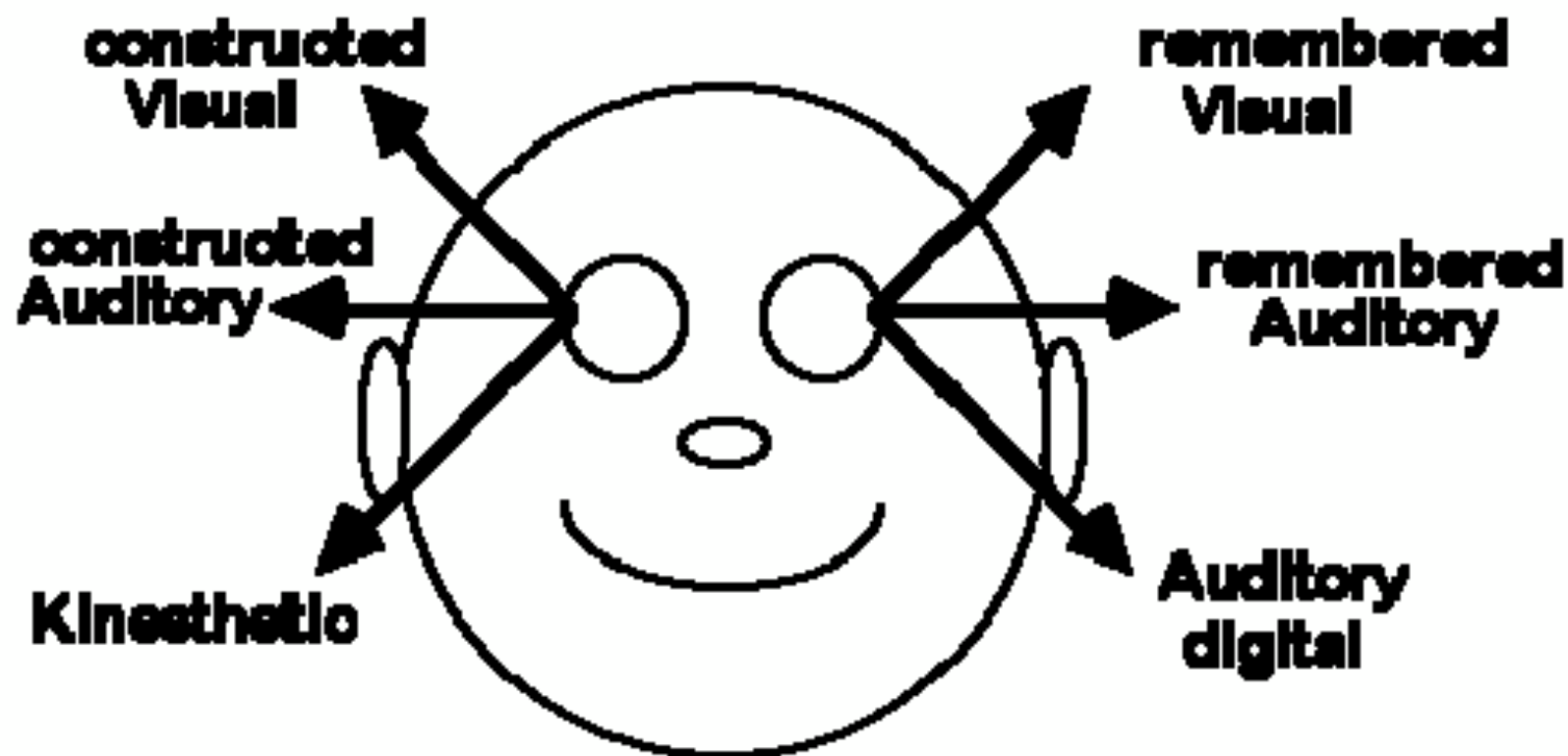
Make a subtle change

Useful to deal with anger:

- match their tone and speed to show concern and help them feel heard
- then gradually slow down the pace and lead them towards resolution

Building Rapport - Summary

- Match the other person's
 - Posture
 - Expression – maintain eye contact
 - Breathing – fast/slow, chest/abdomen
 - Movement – fast/slow, steady/erratic
 - Voice – speed, volume, intonation, vocabulary
- Pacing – respect feelings or style of others



Learning Styles

Visual



* You prefer using pictures, images, and spatial understanding.

Musical/Auditory



* You prefer using sound and music.

Verbal



* You prefer using words, both in speech and writing.

Physical/Kinesthetic



* You prefer using your body, hands and sense of touch.

Logical/Mathematical



* You prefer using logic, reasoning and systems.

Social



* You prefer to learn in groups or with other people.

Solitary

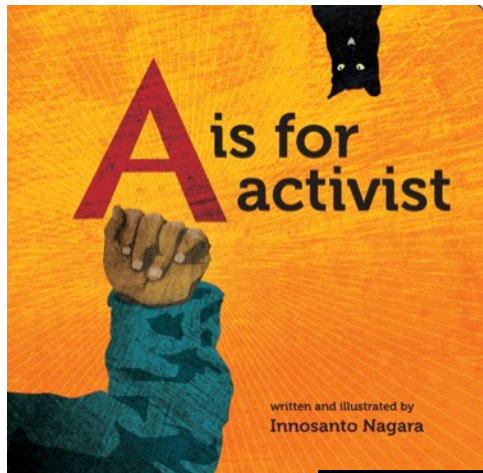


* You prefer to work alone and use self-study.

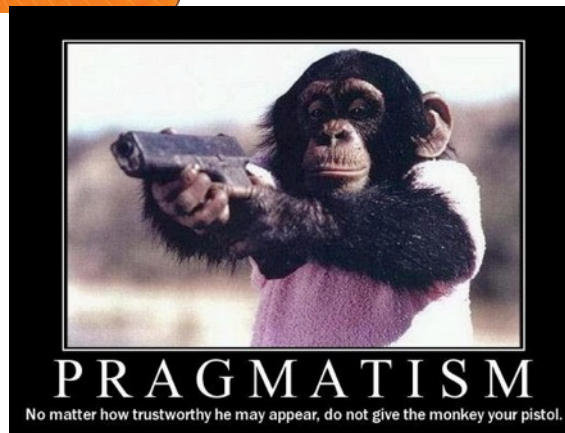
**What is
your
learning
style?**

Learning Styles

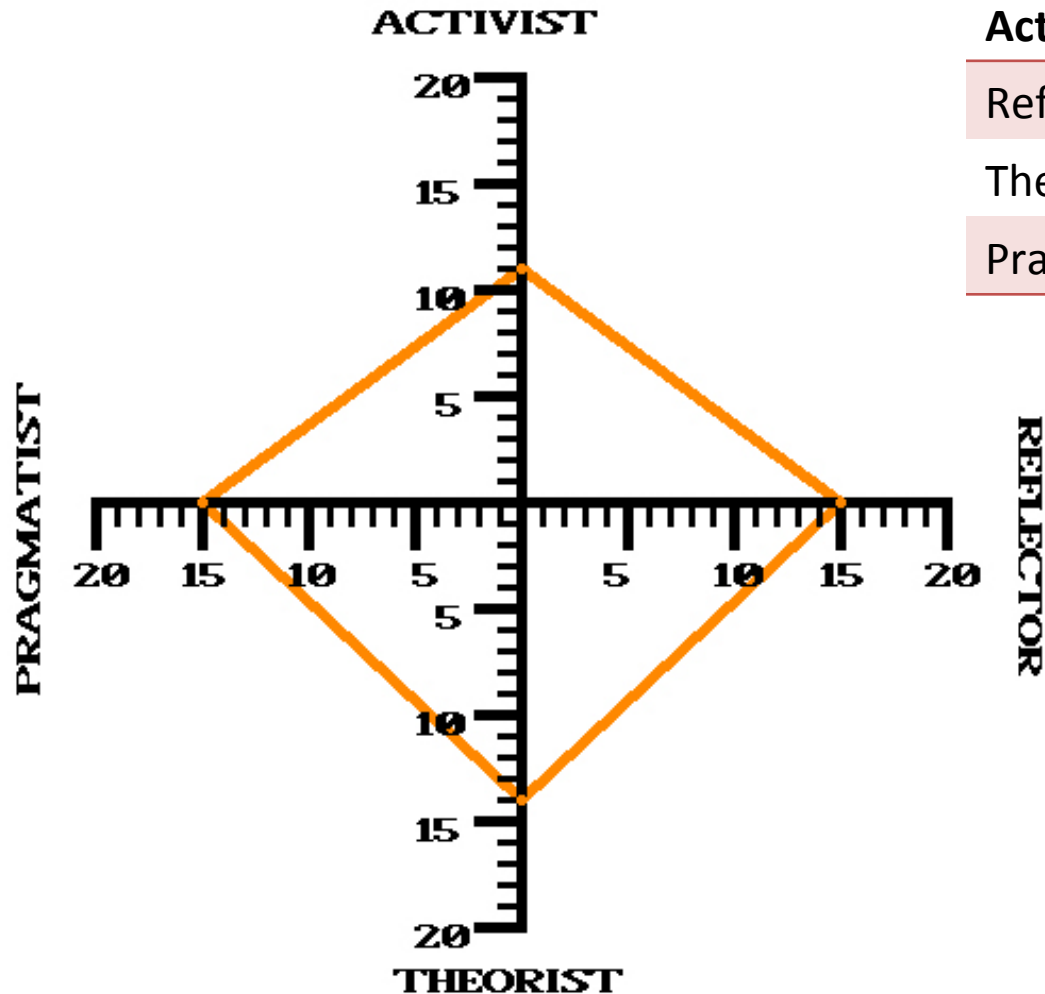
Activist? Pragmatist?



Reflector? Theorist?



The learning styles diamond



| | |
|----------|-----|
| Activist | >11 |
|----------|-----|

| | |
|-----------|-----|
| Reflector | >15 |
|-----------|-----|

| | |
|----------|-----|
| Theorist | >14 |
|----------|-----|

| | |
|------------|-----|
| Pragmatist | >15 |
|------------|-----|

Activists

- The here and now
- Just do it
- Jump in at the deep end
- Have a go
- May act without thinking it through
- Don't like preparation
- Get bored easily



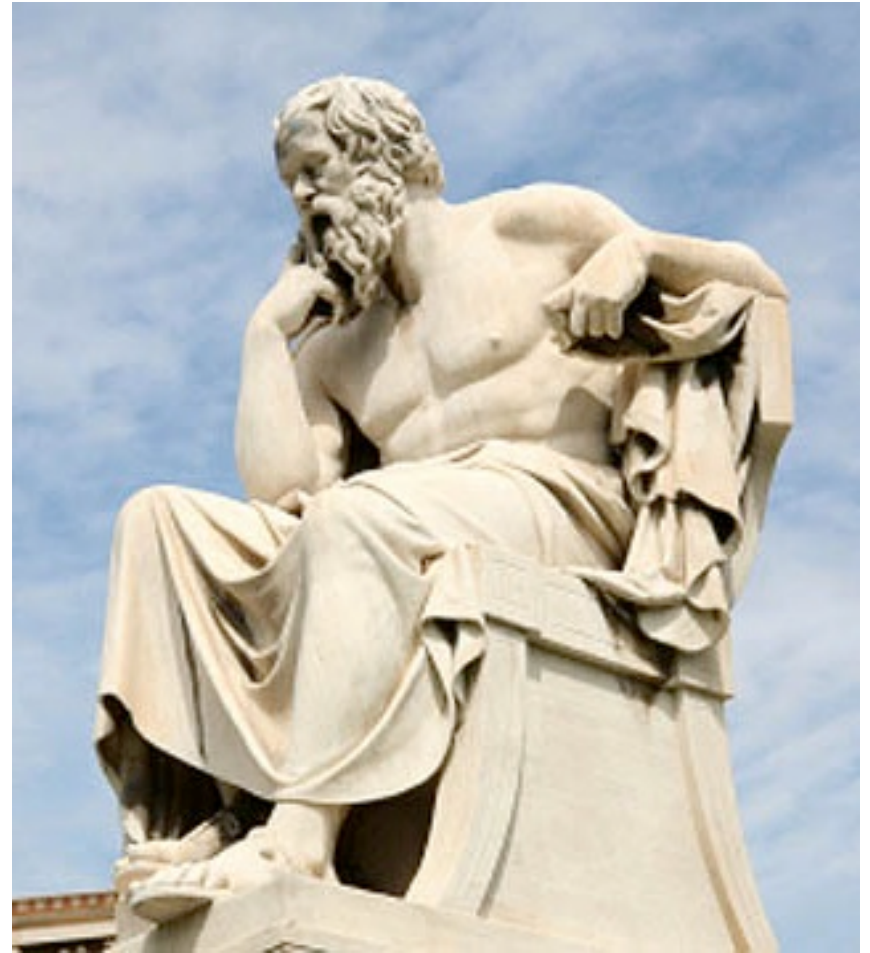
Reflectors

- Take time to think it through
- Consider all angles and implications
- Listen to others
- Uncomfortable in unplanned situations
- Need information to work on
- Dislike deadlines



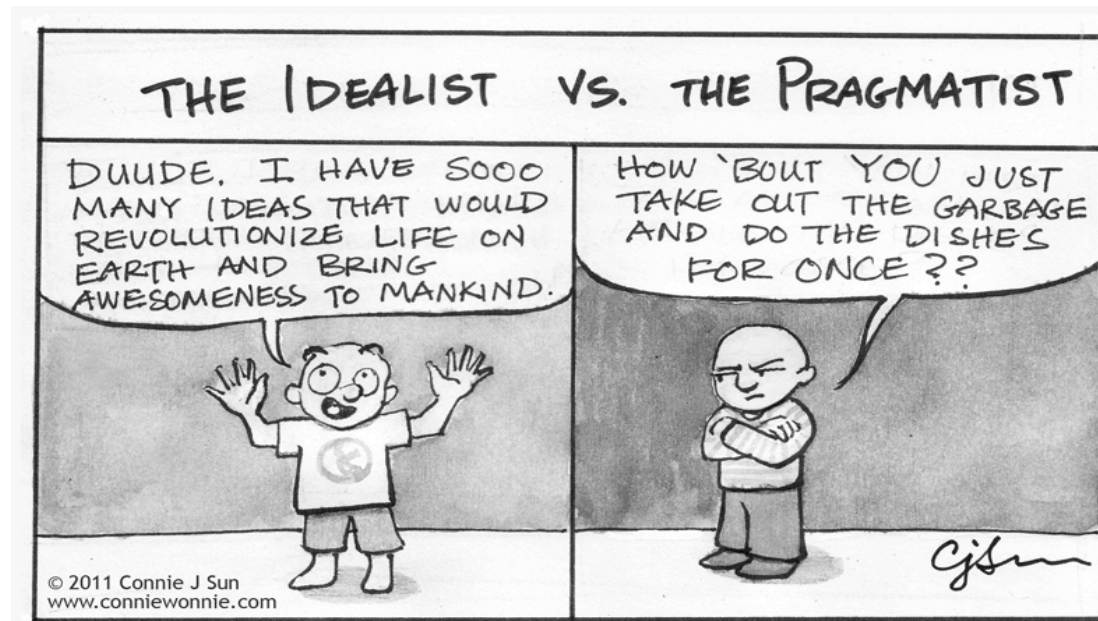
Theorists

- Logical
- Rational
- Analytical
- Objective
- Perfectionist
- Restricted lateral thinking
- Don't like uncertainty
- Don't like subjectivity

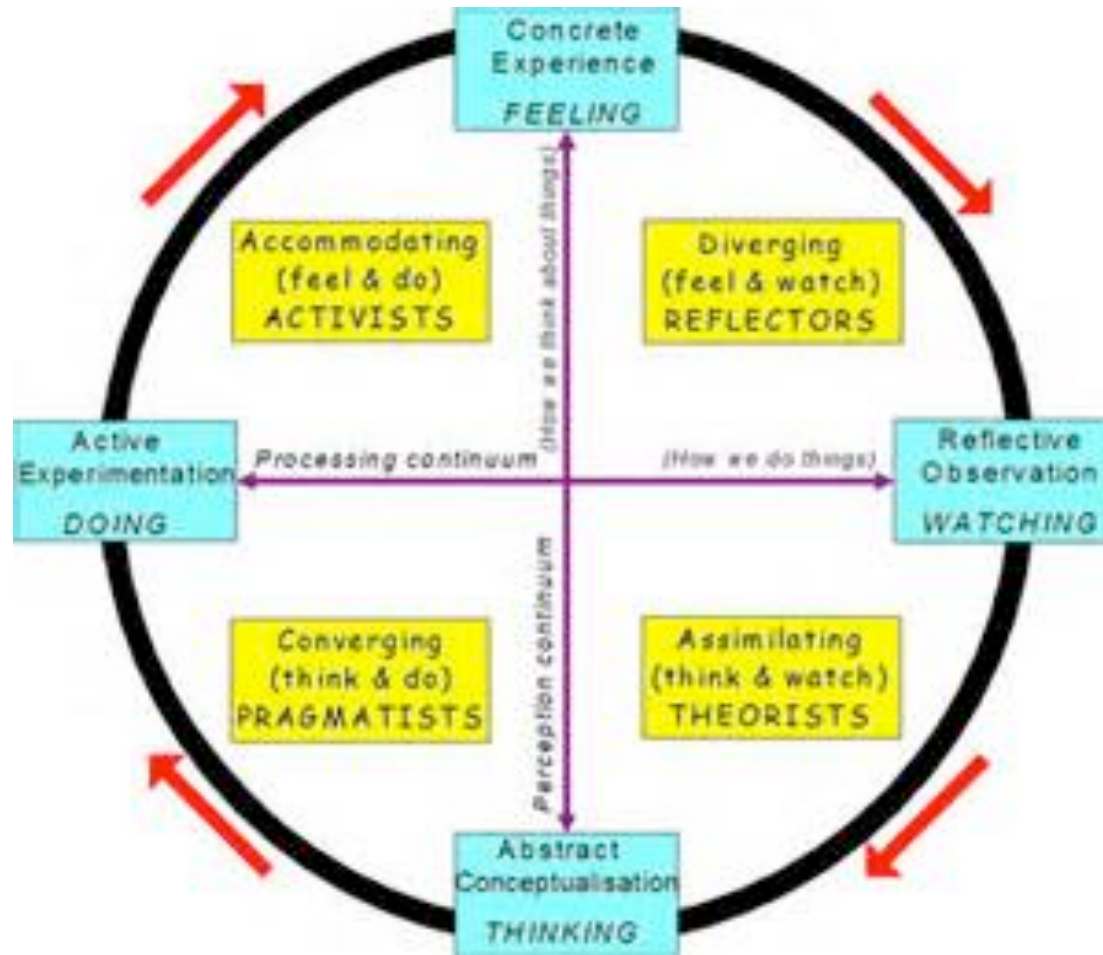


Pragmatists

- Does it work in practice?
- Like linking the theory to the problem
- Like to tackle it straight away
- Enjoy coaching and feedback
- Don't like open ended discussions
- Need clear guidelines
- Need immediate reward

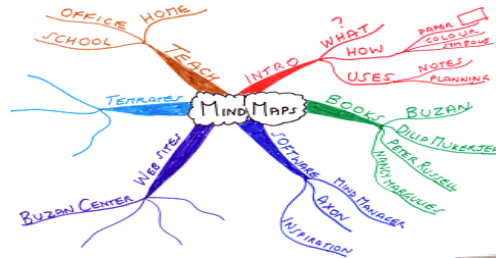


Learning Styles and Reflective Cycle



VARK - Preferences NOT Strengths

- Visual
- Aural
- Reading/Writing
- Kinaesthetic



Fleming N, Mills C. VARK: A guide to learning styles. online at <http://www.vark-learn.com>,(accessed March 2014). 2001.

IKEA



Are you..... (discuss)

- Visual
- Auditory
- Kinaesthetic
- Activist
- Pragmatist
- Theorist
- Reflector

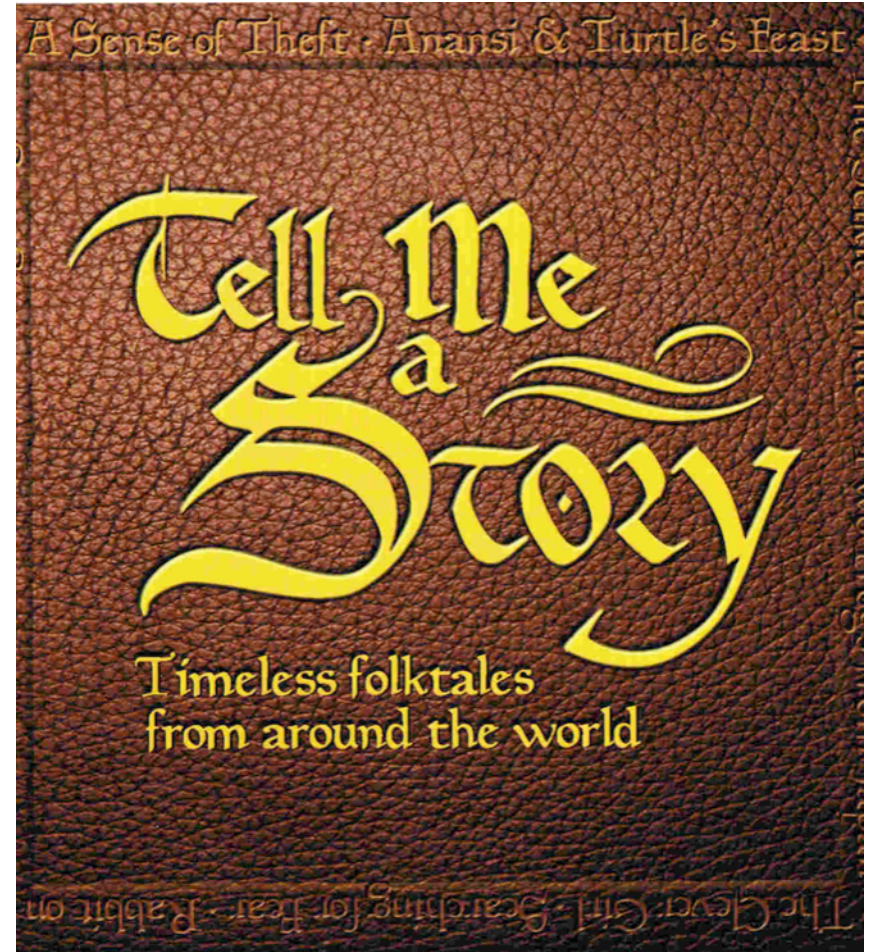
Task 1: Highlight a planned trip



2: Purchasing a new “thing”



3: Important change in practice



4: Problem with workload



Pneumonia facts and figures

Pneumonia is the leading killer of children under 5 years old.

- In 2010 alone, 1.3 million children died from the preventable and treatable illness, accounting for 25% of child mortality.*
- In 2008, there were an estimated 203,000 deaths due to Haemophilus influenzae type b (Hib) and 140,500 deaths due to Streptococcus pneumoniae pneumococcal in children under five.*
- 95% of child pneumonia deaths occur in developing countries.*
- Pneumonia control and other child health interventions need to be accelerated to meet Millennium Development Goal 4. Reduce under-five mortality by two-thirds by 2015.*

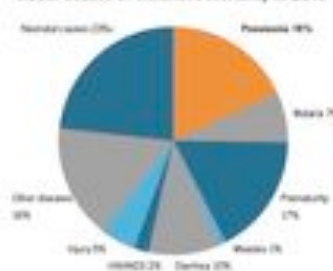


Pneumonia creates an economic burden for families, communities, and governments.

- Preventing pneumonia averts treatment costs, other losses due to illness, and allows children to become healthy, productive adults.
- Increasing coverage of services against Hib and pneumococcal in the world's 75 poorest countries (2011-2020) would avert 250 million children in treatment costs and productivity losses.*
- This increase in service coverage would also avert 1.6 million lives and prevent 12 million cases of illness.*



Global Causes of Childhood Mortality in 2010*



*Percent causes include both explicit, explicit, and imputed causes.

Protect Against Pneumonia

- Children most likely dying from the first six months of life and subsequent children through age five are particularly vulnerable to pneumonia, diarrhea, malnutrition, and other diseases.
- Regular hand washing and access to clean water and sanitation protect children against pathogens that cause pneumonia, diarrhea, and other diseases.
- Strengthening household air pollution, especially smoke from unclean cookstoves, reduces the risk of acute pneumonia in children.



Prevent Pneumonia

- Vaccines against pneumococcal Hib, pertussis, and measles can prevent a significant portion of pneumonia cases from ever occurring.*
- Other preventative strategies to reduce the burden of pneumonia in children include:
 - Child and community management strategies
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Treat Pneumonia

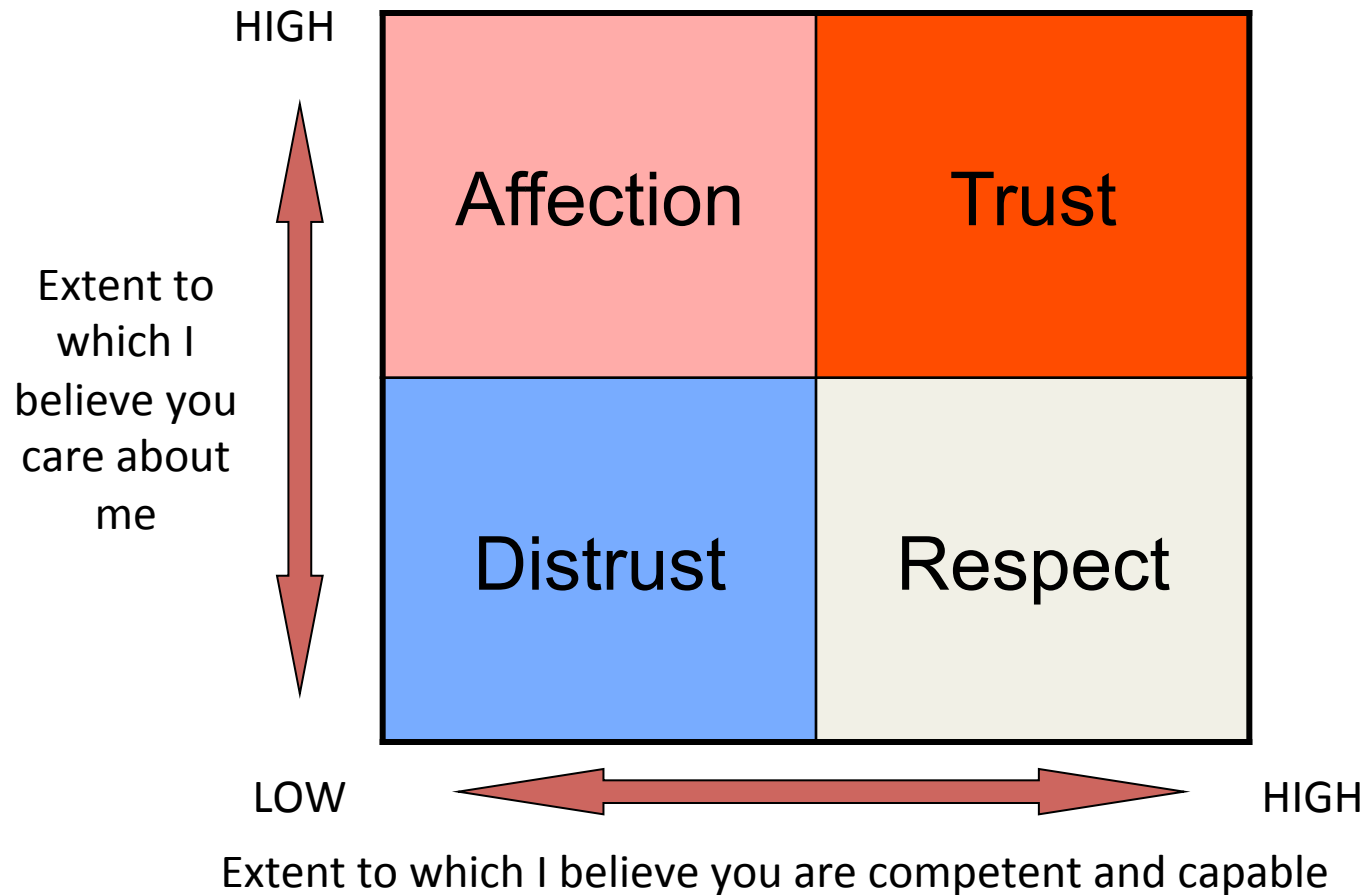
- Antibiotics, such as amoxicillin, can prevent the majority of pneumonia deaths, and cost only about \$0.02 to \$0.42 per treatment course.*
- Effective, integrated case management strategies ensure that children receive proper and timely treatment for pneumonia.*
- Improving access to services and increasing awareness and demand for services within communities is crucial to controlling pneumonia.*



How can you help fight pneumonia?

- Raise awareness about the global impact of pneumonia among policy makers, health care providers, and the public.
- Advocate for increased funding for programs that protect against, prevent & treat pneumonia.
- Join a World Pneumonia Day event (November 12th).
- Follow us on Twitter: @GlobalPneumonia
- Like us on Facebook: Prevent Pneumonia
- Visit our website for more information about pneumonia: www.worldpneumoniaday.org

Trust: Caring & Competency



Adapted from
P Scholtes
(1998) *The
Leaders'
Handbook*;
McGraw Hill

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