

# Effective strategies for developing communication skills in a school without borders

Fostering a Culture of Collaboration



CERNEI KRISTINA  
EFL, FTEA, SDD



Public Institution Theoretical  
Lyceum „Onisifor Ghibu”, Chişinău

# REFLECTIVE Listening STRATEGY



Developing **reflective listening** skills offers numerous advantages in both personal and professional contexts.

Mastering reflective listening skills can bring about positive outcomes in various aspects of life, including communication, relationships, conflict management, personal development, and professional success. By honing this valuable skill, individuals can become better communicators, empathetic listeners, and more effective collaborators in their personal and professional interactions.

# STRATEGIES

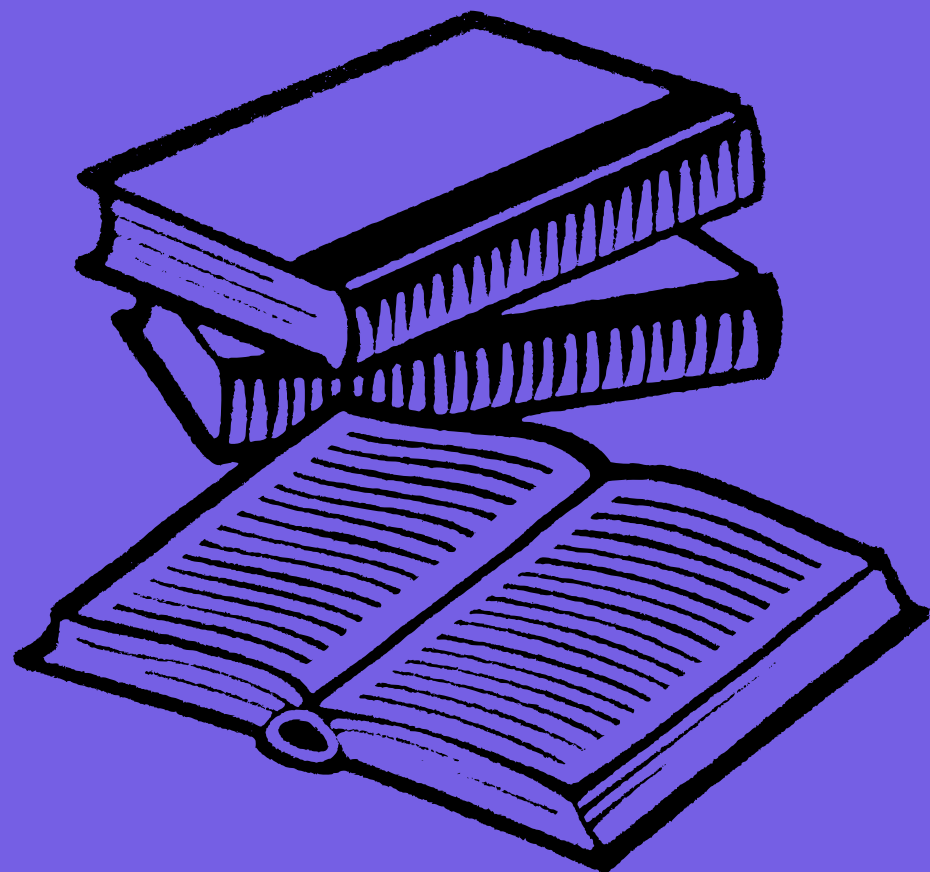


## key benefits of mastering reflective listening skills

- Improved Communication
- Enhanced Relationships
- Conflict Resolution
- Building Trust
- Enhanced Problem-Solving
- Personal Growth

Use links to go to a different page inside your presentation.

Highlight the text you want to hyperlink, click the link symbol that appears above that text, then select from the dropdown the page that you want to connect.



# HARD TO BELIEVE? BUT IT HAPPENED TO ME...

Have you ever experienced a paranormal happening? Write and tell us about it.

## NOISES IN THE NIGHT

About six months ago, my husband Russ and I moved into a house in the country. Our house is the middle one of three terraced houses and it's more than a hundred years old. A young couple live in the house on our right, but the house on our left was empty and for sale.

## THE STRANGE OBJECT ON THE HILL

This happened when I was 16, and I can still remember it vividly. It was a clear morning, sunny but with a breeze. I was going to meet a school friend to go walking in the hills where there were some wonderful views. I'd agreed to meet him at the top of one of the hills.

- a Read the story below. Guess the meaning of the **highlighted** words and then complete the glossary.
- b Tell **B** the important details from the story you read. Explain any new words if necessary.
- When did it happen and what was the background to the story?
  - What was the strange happening? What did Carol do afterwards?
  - How do they feel now about what they heard?

*This happened to a woman called Carol and her husband Russ...*

- c Now listen to **B**'s story. If **B** uses a word or phrase you don't know, ask what it means, and ask questions where necessary to clarify the details of the story.

## NOISES IN THE NIGHT

About six months ago, my husband Russ and I moved into a house in the country. Our house is the middle one of three **terraced** houses and it's more than a hundred years old. A young couple live in the house on our right, but the house on our left was empty and for sale.

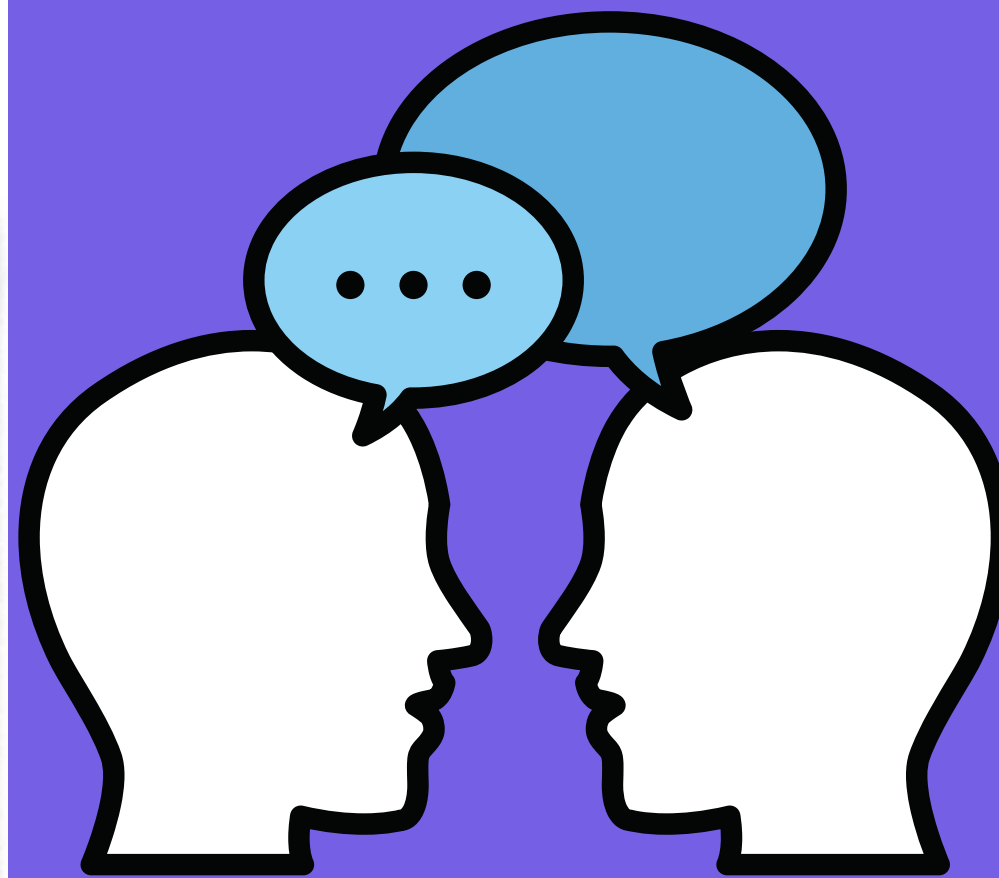
We had been living in the house for about two months when we were both suddenly woken up in the middle of the night by a loud noise. We could hear the sound of furniture being moved in the empty house next door. It sounded as if somebody was moving something very heavy, like a table or a bed, by **dragging** it across the floor. I looked at my watch. I said to Russ 'What are they doing moving furniture at this time of the night? It must be the new owners. I'll complain to them tomorrow.' Just then the noise stopped, but five minutes later it started again and this time it **carried on** for several minutes. Finally it stopped completely, and we were able to go back to sleep.

The next morning I rang the doorbell next door, but there was no answer, and when I looked through the **curtains** the house still looked completely empty. I called the **estate agent** and asked him if he had come to the house the previous night to move furniture. He said that he hadn't and he was as mystified as us about the noises.

I asked the estate agent who had lived in the house previously and he told me that an old lady had been living there for many years, but she had suddenly died a few months ago. I don't really believe in ghosts, but Russ and I can find no logical explanation for the noises we heard that night. *Carol, Kent*

### Glossary

- 1 \_\_\_\_\_ /'kɜ:tɪnz/ *noun* pieces of cloth that are used to cover a window
- 2 \_\_\_\_\_ /ɪs'teɪt ˌeɪdʒənt/ *noun* a person whose job is to sell houses for people
- 3 \_\_\_\_\_ /'dræɡɪŋ/ *verb* pulling something with effort or difficulty
- 4 \_\_\_\_\_ /'kærɪd ɒn/ *pv* continued
- 5 \_\_\_\_\_ /'terəst/ *adj* used to describe houses that are joined together in one block



- a Read the story below. Guess the meaning of the **highlighted** words and then complete the glossary.

## THE STRANGE OBJECT ON THE HILL

This happened when I was 16, and I can still remember it **vividly**. It was a clear morning, sunny but with a **breeze**. I was going to meet a school friend to go walking in the hills where there were some wonderful views. I'd agreed to meet him at the top of one of the hills.

I knew those hills really well, but that morning there was a strange shape in the familiar landscape. It was a mile or so to the north, on the top of the next hill. It was a white object and it looked like a **dome** or an igloo. I was carrying **binoculars**, so I could see it clearly. It was big, the size of a small house, but it didn't seem to have any doors or windows, and it wasn't moving in spite of the wind.

Then I noticed that some sheep which were on that hill were running away from it. They seemed really frightened.

I kept staring at the dome. Then, suddenly, it began to move. It moved slowly, not in the direction of the wind but almost directly against it. It looked as if it might be **gliding** a few inches above the grass.

A few seconds later the dome disappeared. I never saw it again. I had watched it for 15 minutes.

When my friend arrived I asked him if he had seen the object, too, but he hadn't. He had been coming from a different direction.

I have told only a few people about what I saw. One of them, a friend of mine who is a doctor, is convinced that I was **hallucinating**. But I am sure that what I saw wasn't a hallucination. It was really there. *Carl, Winchester*

### Glossary

- 1 \_\_\_\_\_ /dəʊm/ *noun* a circular thing or a building with a round roof and a flat base
- 2 \_\_\_\_\_ /'glɑːdɪŋ/ *verb* moving smoothly and quietly, as if with no effort
- 3 \_\_\_\_\_ /hə'luːsɪneɪtɪŋ/ *verb* seeing or hearing things that are not really there, because of an illness or drugs
- 4 \_\_\_\_\_ /'vɪvɪdli/ *adv* very clearly
- 5 \_\_\_\_\_ /brɪ'nɒkjələz/ *noun* an instrument that makes far away objects seem nearer
- 6 \_\_\_\_\_ /brɪːz/ *noun* a light wind

*This happened to a boy called Carl when he was 16...*

- b Listen to **A**'s story. If **A** uses a word or phrase you don't know, ask what it means, and ask questions where necessary to clarify the details of the story.
- c Now tell **A** everything you can remember from the story you read. Explain any new words if necessary.
- When did it happen and what was the background to the story? (*What was the weather like? What was he going to do?, etc.*)
  - What was the strange happening? What did Carl do afterwards?
  - How does he feel now about what he saw?

## 7B TWO PHOTOS

### Student A

- Look carefully at your photo. Then describe it in detail to **B**, focusing especially on the people and their body language. Say who you think they are and what you think they're doing.
- Show your photo to **B** and see if he / she agrees with you.
- Listen to **B** describe another photo. Try to visualize it.
- B** will now show you the photo to see if you agree with his / her description and interpretation.



#### Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)

In the centre

In the foreground (of the photo) there is / there are...

In the background

The child has his head in his hands. He looks as if...

## 7B TWO PHOTOS Student B

- Listen to **A** describe his / her photo. Try to visualize it.
- A** will now show you the photo to see if you agree with his / her description and interpretation.
- Now describe your photo. Focus on the people and their body language, and say who you think they are and what you think they're doing. Then finally show your photo to **A** and see if he / she agrees with your interpretation.



#### Describing a photo

This photo looks as if it was taken (in the summer, in the 1990s, etc.)

In the centre

In the foreground (of the photo) there is / there are...

In the background

The woman on the left has her eyes closed. She looks as if...

# MINDFUL Listening STRATEGY



Practicing **mindful listening skills** can offer a range of advantages that contribute to improved well-being, communication, and relationships

Cultivating mindful listening skills can bring about numerous advantages, such as promoting presence, focus, stress reduction, effective communication, empathy, conflict resolution, personal growth, and professional success. By incorporating mindful listening into daily interactions, individuals can nurture more meaningful connections, enhance their communication proficiency, and foster positive outcomes in various aspects of their personal and professional lives.

# STRATEGIES



## key benefits of cultivating mindful listening skills

- Enhanced Presence
- Improved Focus and Attention
- Reduced Stress and Anxiety
- Effective Communication
- Empathy and Connection
- Self-awareness



## 5A IT'S AN EMERGENCY! Student A

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

### WHAT TO DO IF...THERE'S AN EMERGENCY ON A PLANE

Your plane is very unlikely to crash, but if it does, the most important thing is to be ready for it. Eighty per cent of all accidents take place during take-off or landing, and if there is an emergency, such as a fire, you will probably only have about 90 seconds to get off. So when you get on the plane (and when it starts the descent) you need to be thinking about what you would do.

Pay attention to the safety card and the flight attendant's safety briefing. Memorize where the emergency exits are and count how many rows you are away from them. Don't do what many people do which is to relax, take off their shoes, and start reading or listening to music. If something does happen you need to be ready to take action. In fact this is one of the reasons why people are told to switch off electronic devices during take off and landing. Above all don't go to sleep. But once the plane is flying and the seat belt signs have gone off, you can start to relax and enjoy the flight.

- b Now in your own words tell **B** and **C** how to survive if there's an emergency on a plane.

## 5A IT'S AN EMERGENCY! Student B

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

### WHAT TO DO IF...YOU GET LOST ON A HIKE IN THE MOUNTAINS

According to experts, people who get lost when they are out hiking typically keep walking (or even running), desperately trying to find the right path to safety, but this is absolutely the wrong thing to do. As a survival expert says, 'Fear is the enemy. Lost people want to run.' They lose their heads and start to panic. Sometimes they even forget to look in their backpacks for food and water.

The number one survival tip is to stay where you are or find an open space nearby and wait to be rescued (especially if you have told someone where you were going to walk). In research done in Canada, only two out of 800 lost people actually did this. If the others had stayed in one place, they would have been found much sooner.

Look for a sheltered place nearby in case you have to spend the night there, for example under a rock, or make a shelter with tree branches to keep you warm. But make sure you stay in the open during the day so that you can be seen by a helicopter. Make a fire to attract attention. If you don't have matches, tie a piece of bright clothing to a stick and leave it in a visible place.

- b Now in your own words tell **A** and **C** how to survive if you get lost in the mountains.

## 5A IT'S AN EMERGENCY! Student C

- a Read your survival tips and underline things you should and shouldn't do, and why. Try to remember the information.

### **WHAT TO DO IF... SOMEBODY BREAKS INTO YOUR HOUSE.**

Imagine that you wake up in the middle of the night because you can hear somebody moving around in the kitchen. What should you do?

Even if you are brave, it is usually a mistake to go and confront the intruder. You could find yourself face to face with somebody who may have a weapon and who is likely to react violently.

The most important thing is to have a plan to follow: lock yourself and your family in a safe place, e.g. your bedroom or bathroom. Move a piece of furniture against the door to make it impossible for the intruder to open it. Next, call the police (you should always have a fully charged phone close to hand at night with the emergency number programmed in) and wait for help to arrive.

- b Now in your own words tell **A** and **B** how to survive if somebody breaks into your house.

# Questioning skills



Practice asking **open-ended questions** that encourage the speaker to elaborate on their thoughts and feelings. Avoid questions that can be answered with a simple "yes" or "no."

Honing your questioning skills can bring a range of benefits, including promoting learning and understanding, critical thinking, effective communication, relationship-building, problem-solving, decision-making, innovation, and personal growth. By mastering the art of asking thoughtful and strategic questions, students can enhance their ability to gather information, engage with others, navigate challenges, and foster growth and success in various aspects of their life.

# STRATEGIES



## Key benefits of honing your questioning skills

- Facilitates Learning and Understanding
- Promotes Critical Thinking
- Improves Communication Skills
- Strengthens Relationships
- Enhances Problem-Solving Abilities
- Supports Decision-Making
- Encourages Innovation and Creativity

## 1A EXTREME INTERVIEWS

Student A

- a** You are giving **B** an extreme interview for a job in your company. Ask **B** the questions and ask him / her to give reasons for his / her answers. Then say if you would give him / her the job and why (not).

- 1 Which one aspect of your personality would you change if you could, and why?
- 2 If you could have dinner with anyone from history, who would you choose?
- 3 If you were an animal, which animal would you be?
- 4 What kind of things make you angry?
- 5 If you had to spend the rest of your life on a deserted island (with plenty of food and water), what two things would you want to have with you?
- 6 Which TV or film character would you most like to be?
- 7 What's the best (or worst) decision you've ever made?
- 8 If I came to your house for dinner, what would you cook for me?

- b** Now answer **B**'s questions. Try to think quickly and make a good impression. Give good reasons for your answers.

## 1A EXTREME INTERVIEWS

Student B

- a** **A** is going to give you an extreme interview for a job in his / her company. Answer the questions. Try to think quickly and make a good impression. Give good reasons for your answers.
- b** Now give **A** an extreme interview for a job in your company, using the questions below. Ask him / her to give reasons for his / her answers. Then say if you would give him / her the job, and why (not).

- 1 Which three adjectives describe you best?
- 2 If you were a type of food, what type of food would you be?
- 3 How do you normally treat animals?
- 4 Who do you admire most, and why?
- 5 If you could be a super hero, what would you want your superpowers to be?
- 6 Tell me about something in your life that you are really proud of.
- 7 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
- 8 If you could have six months with no obligations or financial limitations, what would you do with the time?



# Group discussion skills



Developing strong group discussion skills can provide significant advantages in various social, academic, and professional contexts

Developing group discussion skills offers numerous advantages, including improved communication, active listening, critical thinking, collaboration, confidence, cultural sensitivity, networking, and academic or professional development. By honing these skills through regular practice and constructive engagement in group discussions, students can enhance your social, academic, and professional competencies, leading to personal growth, effective communication, and success in various collaborative settings.



# Key benefits of honing group discussion skills

01

Enhanced  
Communication Skills

02

Enhances Collaboration  
and Teamwork

03

Builds Confidence and  
Assertiveness

04

Cultural Sensitivity and  
Diversity Awareness

05

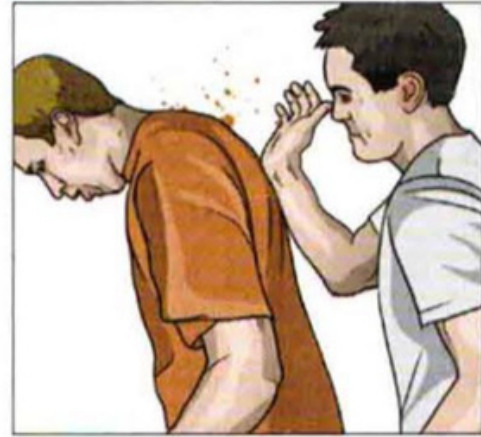
Networking and Social  
Skills

06

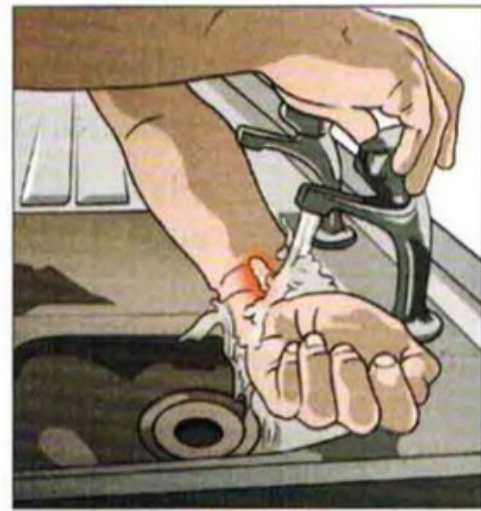
Academic and Professional  
Development

## 2A FIRST AID QUIZ Student A

**1<sup>a</sup>** You should hit the person firmly on the back between the shoulder blades to remove the object. This is often enough to clear the blockage, letting the person breathe again. If necessary, call the emergency services or get someone else to do it.



**2<sup>b</sup>** The first thing to do is cool the burn under cold running water for at least ten minutes. This will make the burn less painful, and reduce swelling and scarring. Then cover the burn with cling film, or a clean plastic bag if your foot or hand is burned. This prevents infection and keeps air from the surface of the skin, which reduces pain. If it's a serious burn, call the emergency services because it may need urgent medical treatment.

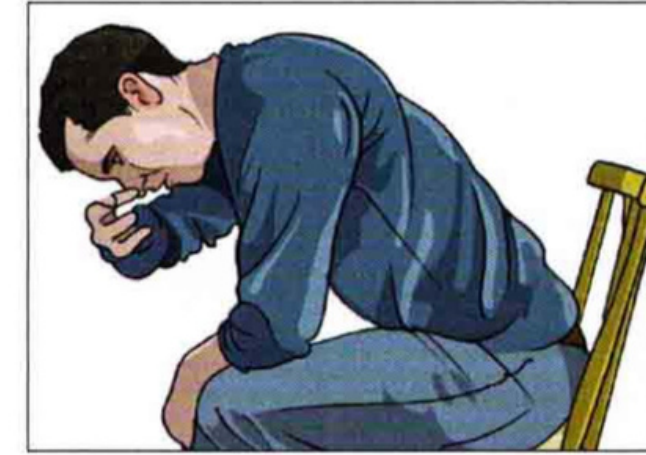


**3<sup>a</sup>** You should immediately put pressure on the wound to stop or slow down the bleeding. Use whatever is available – like a T-shirt or other clean cloth, or even your hand. Get help as soon as possible by calling the emergency services. Keep pressure on the wound until help arrives.



## 2A FIRST AID QUIZ Student B

**4<sup>a</sup>** If someone you are with has a nosebleed, you should ask them to sit down and lean forward. Ask the person to pinch the soft part of the nose, which they should do for ten minutes. Get medical advice if the bleeding continues for more than thirty minutes.



**5<sup>b</sup>** Tilt their head backwards so that their tongue isn't blocking their airway. Check if they're breathing by looking to see if their chest is moving, and feel for breath on your cheek. Now move them onto their side and tilt their head back. Putting them in this position with their head back helps keep the airway open. As soon as possible, call the emergency services or get someone else to do it.



**6<sup>b</sup>** Use a cushion or items of clothing to prevent unnecessary movement. Call the emergency services or get someone else to do it. Don't try to straighten the person's leg, but continue supporting the injury until help arrives.





**6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEPING** Student A

## Sleeping Beauty

In 2008, when Louisa Ball was fourteen, she had the symptoms of flu and soon after she began falling asleep in class. Then one day she went to sleep and didn't wake up...for ten days. Doctors diagnosed her as having a rare neurological disorder called Kleine-Levin Syndrome, also known as 'Sleeping Beauty Syndrome.' People who have this medical condition often sleep for long periods without waking up.

Louisa regularly misses long periods of school, her weekly dance lessons (and, once, a whole week of a family holiday) because she is asleep. On one occasion she even missed her final exams. When she sleeps for several days her parents have to wake her up once a day to give her something to eat and take her to the bathroom. But then she immediately falls back into a deep sleep.

People who have this syndrome often complain that they lose their friends because they disappear for such long periods of time. Fortunately, Louisa's friends have stayed loyal and they even visit her on days when she is asleep.

Although she sometimes feels frustrated Louisa says, 'I've got used to it now and I've learnt to live with it.' Doctors have told her that the syndrome will eventually disappear, but maybe not for ten or fifteen years.

- a** Read the article and answer the questions.
- 1 What exactly is the syndrome?
  - 2 What were the early symptoms of Louisa's medical problem?
  - 3 What affect does the syndrome have on her life? How have her friends reacted?
  - 4 What do her parents do when she has one of her long sleeps?
  - 5 How does she feel about her problem?
- b** Use the questions to help you to tell **B** about the Sleeping Beauty Syndrome.
- c** Then listen to **B** telling you about how our ancestors used to sleep.



**6B THREE THINGS YOU (PROBABLY) DIDN'T KNOW ABOUT SLEEPING** Student B

## How our ancestors used to sleep

**A**n American historian, Roger Ekirch, has done a lot of research (based mainly on literature and diaries) which shows that until the end of the 18th century humans used to sleep in two distinct periods, called 'First sleep' and 'Second sleep'.

First sleep began about two hours after nightfall, and lasted for about four hours. It was followed by a period of between one or two hours when people were awake. During the waking period people were quite active. Most people stayed in bed reading, writing, or praying, etc. but others got up and even used the time to visit neighbours. They then went back to sleep for another four hours.

This research is backed up by an experiment done by a psychiatrist, Thomas Wehr, in the early 1990s, in which a group of people were left in total darkness for 14 hours every day for a month. By the fourth week the people had begun to sleep in a very clear pattern. They slept first for four hours, then woke for one or two hours before falling into a second four-hour sleep, in exactly the same way as people had slept in the 18th century. The research suggests that today's habit of sleeping seven to eight consecutive hours may not be the most natural way to sleep.

- a** Read the text and answer the questions.
- 1 What did the historian's research show?
  - 2 What was the typical sleep routine in those days?
  - 3 What did people do during the period between sleeps?
  - 4 What was Thomas Wehr's experiment, and what did it show?
- b** Listen to **A** tell you about the Sleeping Beauty syndrome.
- c** Use the questions in **a** to tell **A** about how our ancestors used to sleep.

# Why is Role-Playing important?



Engaging in role-playing activities can be highly effective in developing communication skills

**Role-playing activities offer a dynamic and interactive way to develop communication skills by enhancing verbal communication, active listening, empathy, confidence, conflict resolution abilities, non-verbal communication awareness, active engagement, and skill transferability. By incorporating role-playing into communication skill development programs or training sessions, students can benefit from practical, experiential learning that prepares them for effective communication in diverse personal and professional settings.**



# Advantages of introducing role-playing activities in classrooms



Tip # 1

Empathy and Perspective-Taking\*

Tip # 2

\*Confidence Building\*

Tip # 3

\*Non-Verbal Communication\*

Tip # 4

\*Improvement in Active Engagement and Participation\*

Tip # 5

\*Skill Transferability\*



CRIME MOVIE



Copy link



Watch on  YouTube




# TILL DEATH TEARS US APART, 10C



Copy link



Watch on  YouTube

## Student A

You're Nicole and you went out with Steve for two years. About six months ago you mutually agreed to split up, but you have kept in touch. Recently, you've discussed the possibility of getting back together again. You've agreed to meet to talk through the reasons why you split up, and to see whether solutions can be found to make a reconciliation possible.

### 1 His appearance

When you first started going out, Steve always looked fantastic. Over the two years you were together, you felt he'd started to let himself go, e.g. he stopped going to the gym with you, gained a lot of weight, and started to wear any old thing – this wasn't the man you first fell in love with!

### 2 Helping in the house

You know that your way of doing things is the best way. It used to drive you mad when Steve did things his way (the wrong way), e.g. when he was preparing a meal or doing the washing-up. So, when you saw him doing things incorrectly, you'd try and put him right. Steve used to get very annoyed by this, but you can't see why. It's your area of expertise, after all.

### 3 Your friend Max

One of the main reasons why you split up was because Steve was jealous of your friendship with Max – your ex-partner. Although you get on really well with Max and he's one of your closest friends, you certainly don't have any romantic feelings for him any more. You meet Max about once a month for a drink, or to go to the cinema (you and Max have the same taste in movies, unlike you and Steve).

### 4 The spoilt child

Steve has a nine-year-old daughter (Nina) from his previous marriage. He has Nina for a weekend once a fortnight. You think she is immensely spoilt, manipulative, and badly behaved. Initially, you spent time as a threesome, but you felt this wasn't working so you used to go away with friends for the weekends when Steve had Nina.

**Talk to Steve about these problems and try to find a way forward. Remember you want to get back together with him, so try to keep calm and don't lose your temper!**

## Student B

You're Steve and you went out with Nicole for two years. About six months ago you mutually agreed to split up, but you have kept in touch. Recently, you've discussed the possibility of getting back together again. You've agreed to meet to talk through the reasons why you split up, and to see whether solutions can be found to make a reconciliation possible.

### 1 Appearance

You think that when you're in a relationship, you need to be able to be yourself, and that includes your appearance, but Nicole was always going on about the clothes you wore and the fact that you weren't in such good shape as you used to be. Nicole still looks great, but you think she was rather obsessed with the gym, and that she spent a fortune on clothes.

### 2 Unwanted advice

You've managed to survive perfectly well all these years cooking and cleaning in your own way. One of the reasons you broke up with Nicole was because she was always telling you a 'better' way of doing things (in other words, *her way*) when you hadn't asked her for advice, and it used to really get on your nerves.

### 3 Her ex

Nicole's ex-partner is called Max. They often go out to the cinema, talk on the phone, and have a drink together. You don't understand why she still needs him in her life. You're not jealous of Max, it's just that you don't like him and you really don't think it's healthy for Nicole to stay in touch with him.

### 4 Your daughter

You have a nine-year-old daughter (Nina) from your previous marriage who you have every other weekend. Nina can be a bit difficult at times, and you know that you do tend to spoil her and need to be stricter – but that's only because you see her so little. You're aware that Nicole didn't get on with Nina, but you don't think she is very good with children and she didn't really give Nina a chance. She just started going off with friends when Nina was around. It is really important for you that Nina and Nicole get on.

**Talk to Nicole about these problems and try to find a way forward. Remember you want to get back together with her, so try to keep calm and don't lose your temper!**

# Resource Page



"Effective Communication Skills in Nursing Practice: A Literature Review" –  
\*Authors:\* Timmins, F., & McCabe, C.  
<https://core.ac.uk/download/pdf/84798372.pdf>

"Enhancing Communication Skills of College Students: A Peer Mentoring Approach" –  
\*Authors:\* Choudhury, B. D., Jain, A., & Mukherjee, A.  
[https://www.researchgate.net/publication/277711765\\_Peer\\_mentoring\\_An\\_effective\\_approach\\_to\\_enhancing\\_first-year\\_student\\_engagement\\_and\\_success](https://www.researchgate.net/publication/277711765_Peer_mentoring_An_effective_approach_to_enhancing_first-year_student_engagement_and_success)

\*Title:\* "Incorporating Communication Skills Training in the Medical Curriculum" – \*Authors:\* Kaufman, D. M.  
[https://www.researchgate.net/publication/350049827\\_Communication\\_Skills\\_Training\\_in\\_the\\_Medical\\_Curriculum](https://www.researchgate.net/publication/350049827_Communication_Skills_Training_in_the_Medical_Curriculum)

\*Title:\* "The Role of Feedback in Developing Communication Skills" –  
\*Authors:\* Hattie, J., & Timperley, H.  
<https://journals.sagepub.com/doi/abs/10.3102/003465430298487>



# Resource Page

"Integrating Communication Skills Training in Vocational Education" - \*Authors:\* Van den Berg, B. A., & Wolter Paans, W.

[https://www.researchgate.net/publication/280787931\\_Integrating\\_communication\\_skills\\_training\\_in\\_the\\_curricula\\_of\\_5\\_healthcare\\_professions\\_nursing\\_occupational\\_therapy\\_physical\\_therapy\\_radiography\\_and\\_midwifery](https://www.researchgate.net/publication/280787931_Integrating_communication_skills_training_in_the_curricula_of_5_healthcare_professions_nursing_occupational_therapy_physical_therapy_radiography_and_midwifery)

:\* "How to Win Friends and Influence People" by Dale Carnegie -

[https://www.goodreads.com/book/show/4865.How\\_to\\_Win\\_Friends\\_and\\_Influence\\_People](https://www.goodreads.com/book/show/4865.How_to_Win_Friends_and_Influence_People)

"Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler -

<https://www.amazon.com/Crucial-Conversations-Talking-Stakes-Second/dp/1469266822>

"The Art of Communicating" by Thich Nhat Hanh

<https://harsh0620.github.io/PaperWrapper/Pdfs/selfdev/thich-nhat-hanh.pdf>

"Simply Said: Communicating Better at Work and Beyond" by Jay Sullivan

<https://dokumen.pub/simply-said-communicating-better-at-work-and-beyond-1nbsped-9781119285281-9781119285304-9781119285298-q-6528570.html>