
Kean University

Welcomes you to...



Communication Skills

Opening

Purpose

- ❖ Fun, interactive, open environment to achieve better communication results

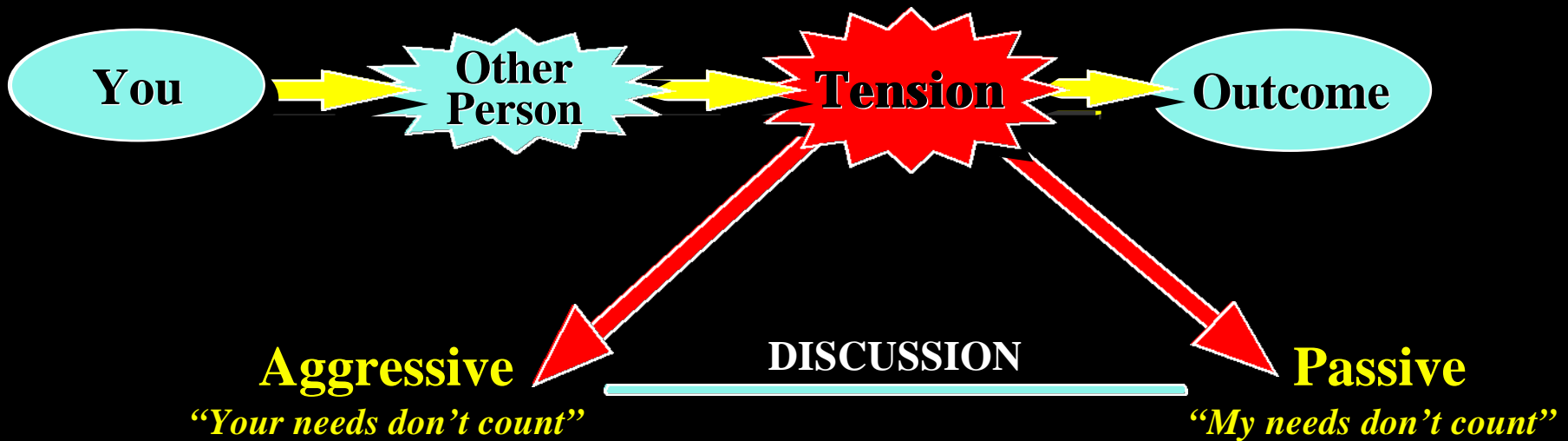
Outcomes

- ❖ ↑ Perception of interpersonal dynamics
- ❖ Learn & practice dialogue skills
- ❖ ↑ Competence & confidence

Agenda

- ❖ Discussion
- ❖ Listening Filters
- ❖ Dialogue
- ❖ Affirming
- ❖ Asserting
- ❖ Disarming Conflict

Communication Model



Introductions

- ❖ Name
- ❖ Job / Company
- ❖ Where you see yourself re: Discussions
 - Typical Aggressive or Passive behaviors
- ❖ What you want to get from this workshop

Ground Rules

- ❖ Confidentiality
- ❖ Focus on how things *can* work
- ❖ Be accountable for results
- ❖
- ❖
- ❖
- ❖

Listening Filters

- ❖ Not truly hearing the other person
 - Lead to discussions
 - Prevent you from effectively listening
 - Decrease your information (i.e. power)

And the Filter Is...

Sparring

Minimizing

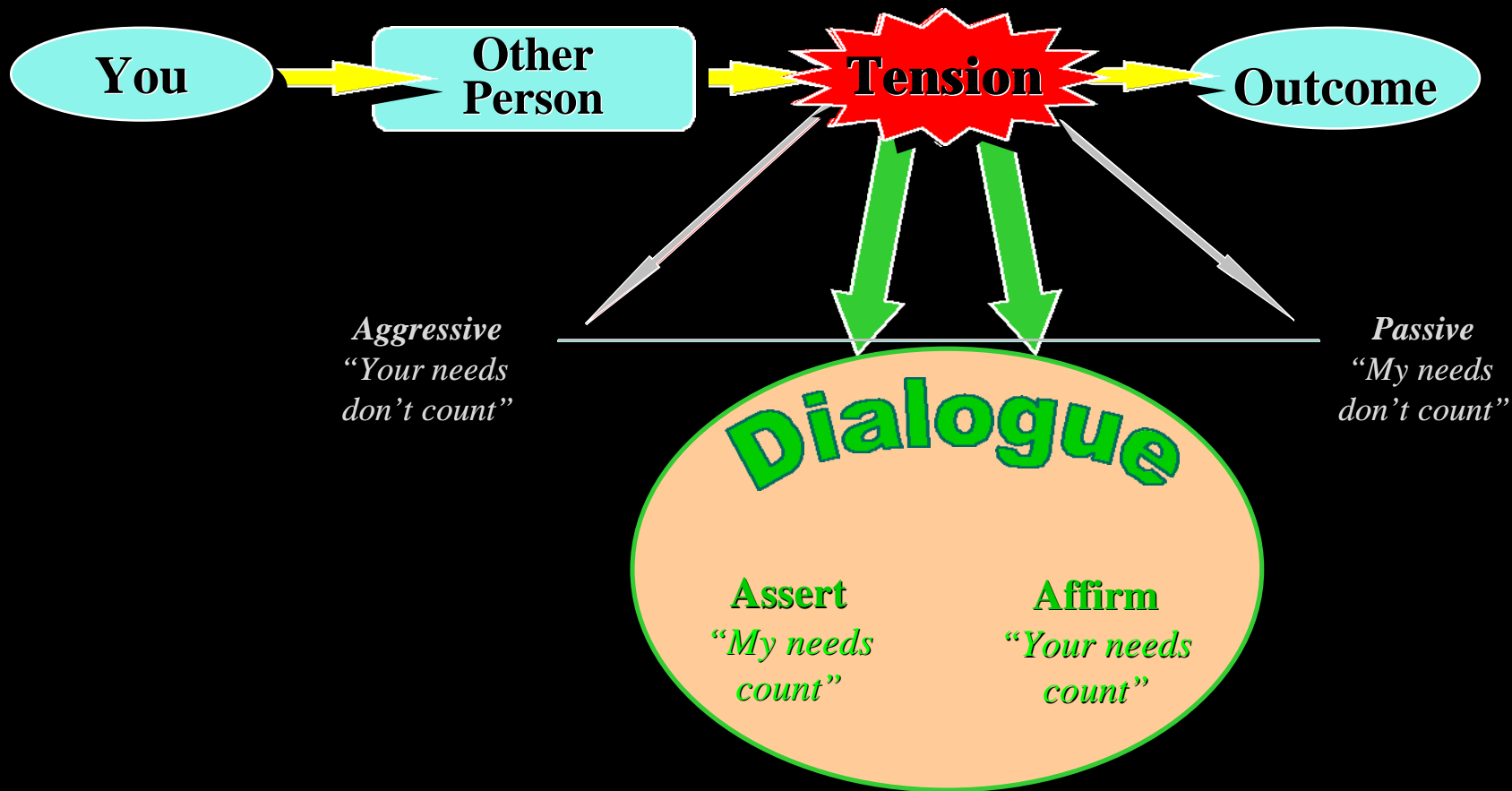
Denying

Advising

Rehearsing

Identifying

Discussion vs. Dialogue



Assert = state my needs

Affirm = support your needs

Content vs. Dynamics

❖ What

❖ Thoughts

❖ Ideas

❖ Words

❖ How

❖ Feelings

❖ Approach

❖ Tone

❖ Body Language

Our Brain...



Neocortex

Limbic

Reptilian

Levels of Learning

❖ Conceptual 

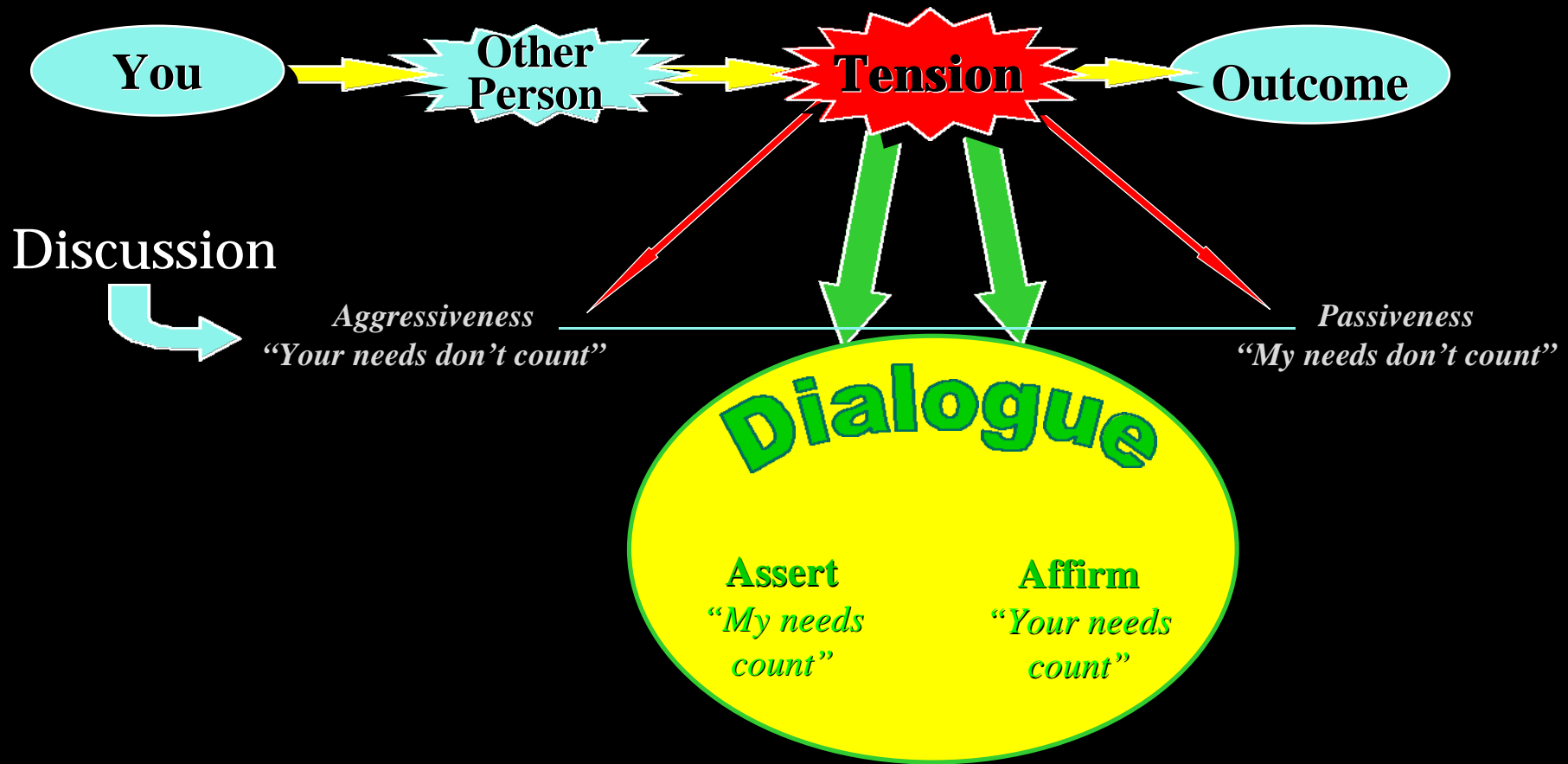
❖ Behavioral 

❖ Awareness 



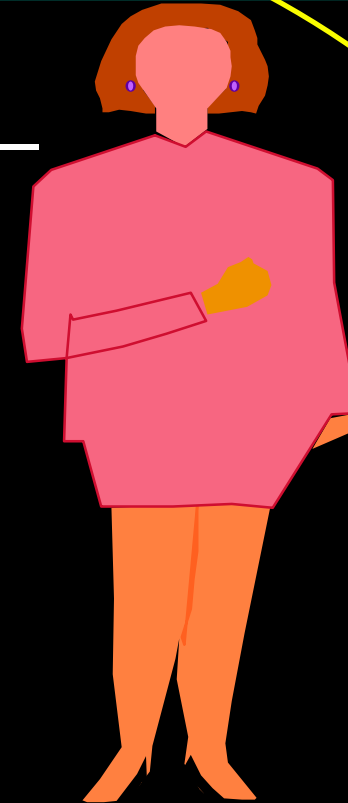
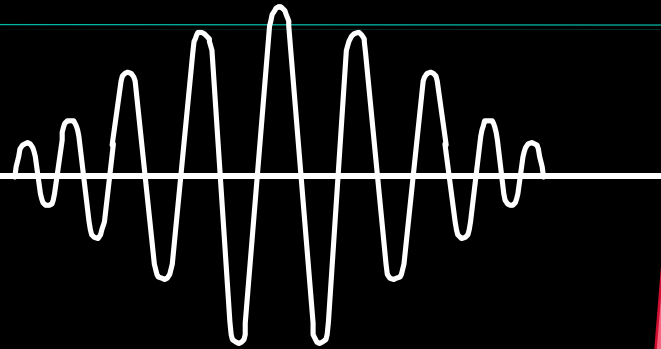
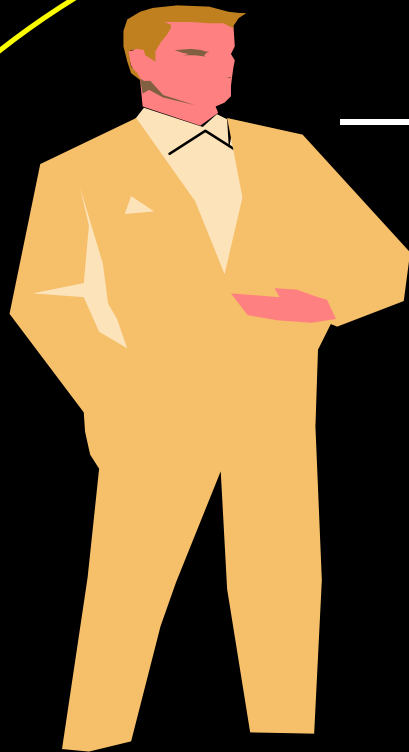
LAB

Communications Model



Assert = state my needs
Affirm = support your needs

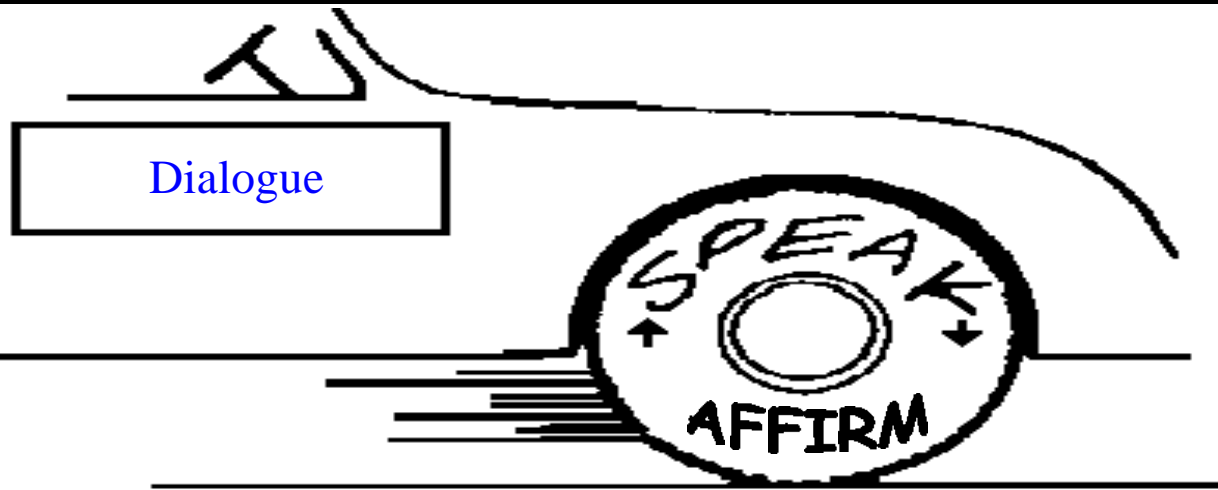
Dialogue Activities



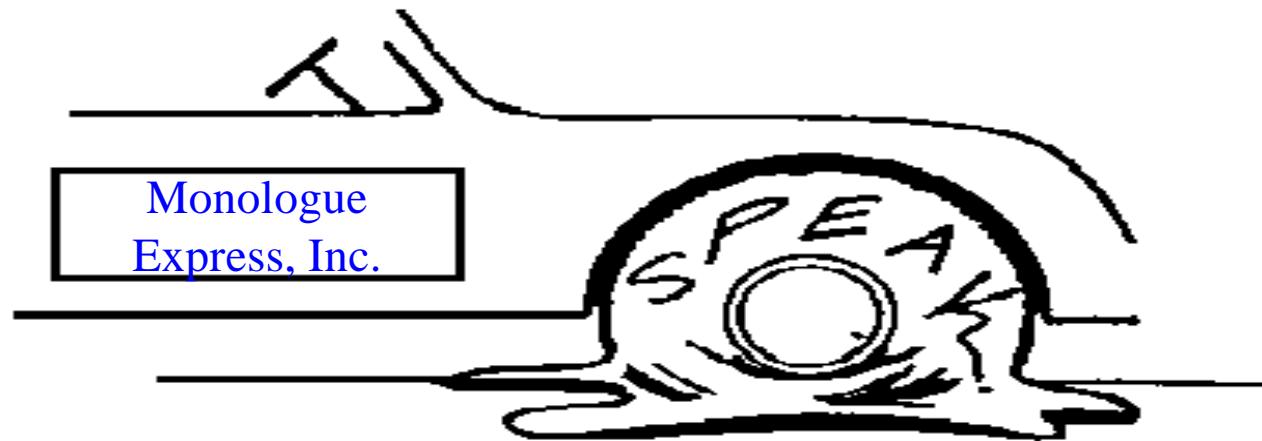
2 Activities

- *Deal w/ Dynamics*
- *Problem-solve*

Is Your Idea Going Anywhere?



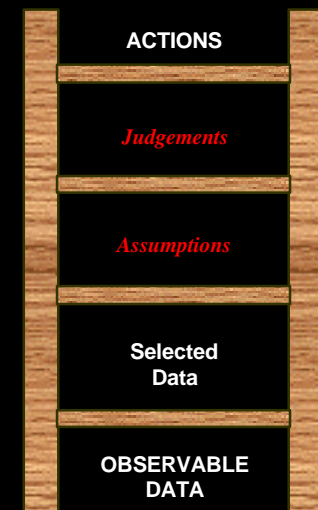
Dialogue



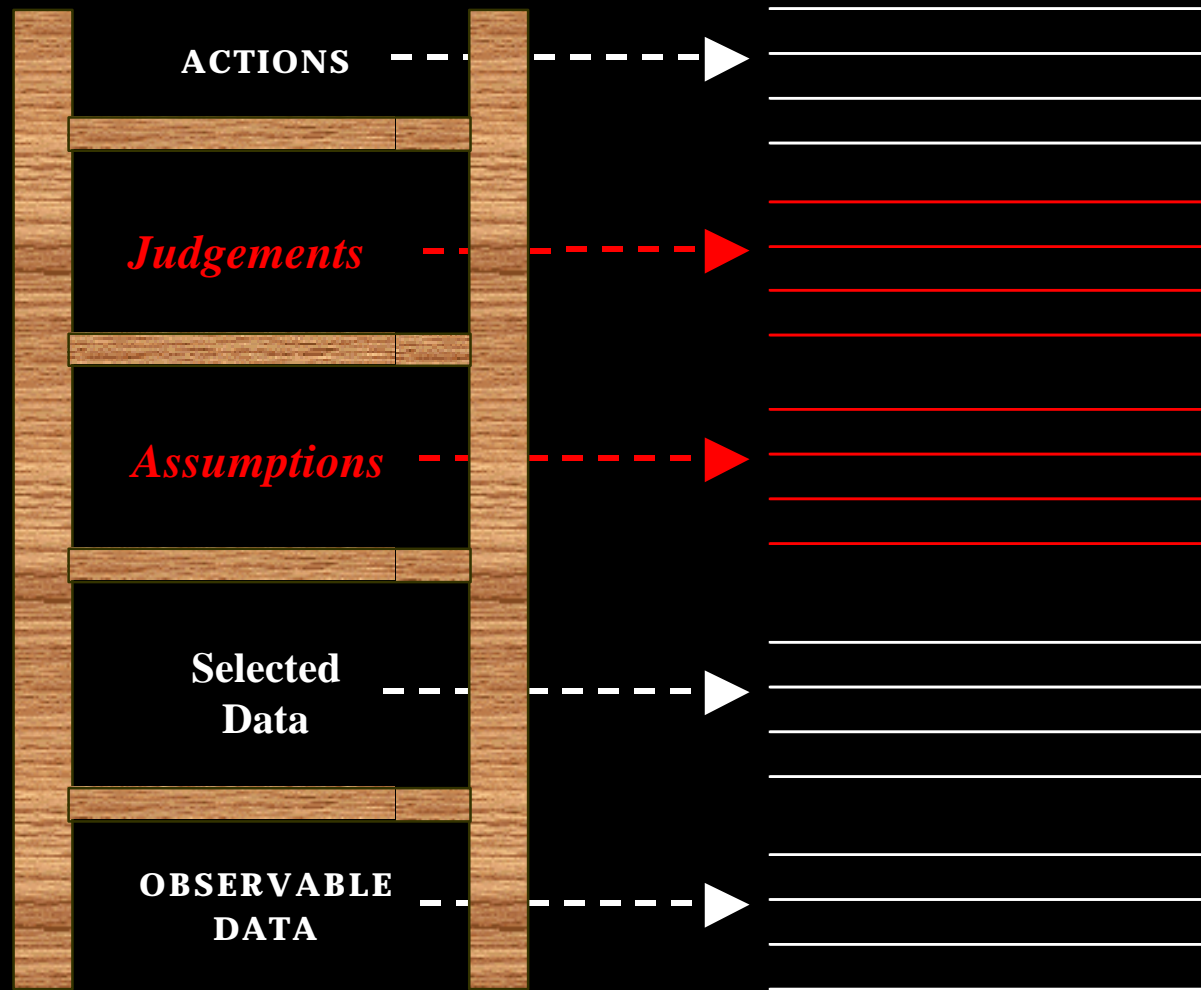
Monologue
Express, Inc.

Sustaining Dialogue

The act of suspending our own mental and emotional activity sufficiently to truly receive the other person's message.

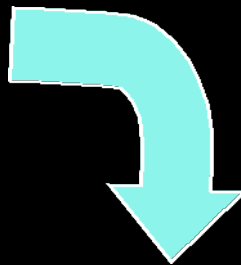


Ladder of Inference



Advocating

- ❖ Think of a situation
- ❖ Complete Steps 1 & 2
- ❖ Get a partner
 - Describe the Situation
 - Complete Steps 3 & 4
 - Get feedback
- ❖ Switch roles



Feedback Guidelines

- ❖ As the receiver of the message, were you motivated to engage in Dialogue?
- ❖ If not, why not?
 - What words would work better for you?
 - How was tone of voice and body language?

Advocating



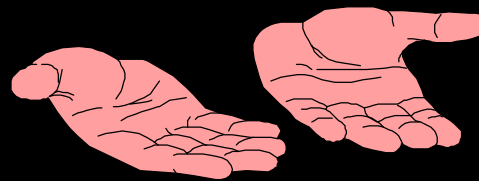
1. Clarify purpose for communicating

- Imp!
- Time
- Need

2. Select key points

“Here’s what I think, and why.”

3. Advocate your position



4. Invite inquiry & explore

Planning to Assert

“To initiate a dialogue about someone’s pattern of behavior that’s been difficult for you.”



- ❖ **Observation**
- ❖ **Interpretation**
- ❖ **Feeling**
- ❖ **Need**

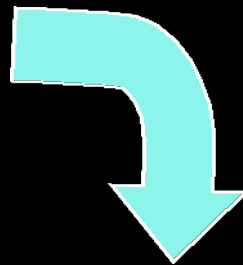
Planning to Assert

- ❖ **Observation** - what we've seen another person do and/or heard them say
- ❖ **Interpretation** - our assumptions about why the other person is acting the way they are
- ❖ **Feeling** - how we feel about what the other person has done
- ❖ **Need** - what we need, in order to resolve the situation

Check it out with a question: what's your reaction

Planning to Assert

- ❖ Think of a situation
- ❖ Write out your “Planned Assertion”
- ❖ Get a partner
 - Describe the Situation
 - Practice your Planned Assertion
 - Get feedback
- ❖ Switch roles



Feedback Guidelines

- ❖ As the receiver of the message, were you motivated to engage in Dialogue?
- ❖ If not, why not?
 - What words would work better for you?
 - How was tone of voice and body language?

Your Objectives

- ☑ Be able to get point across to boss and co-workers; calm person down & get something done for them
- ☑ Be able to defend self – ask why
- ☑ Communicate better with family and friends; dealing with very aggressive people
- ☑ Communicate when under pressure – make sure understand and better meet needs
- ☑ Create win win situations, especially with difficult person; may say something and it doesn't come across well; reduce arguing
- ☑ More charmingly aggressive
- ☑ Get people to pay attention, and make the point so others can understand.
- ☑ have others better understand her needs by being less passive.

Affirming Skills

These say, “Give me more.”

❖ Prodding

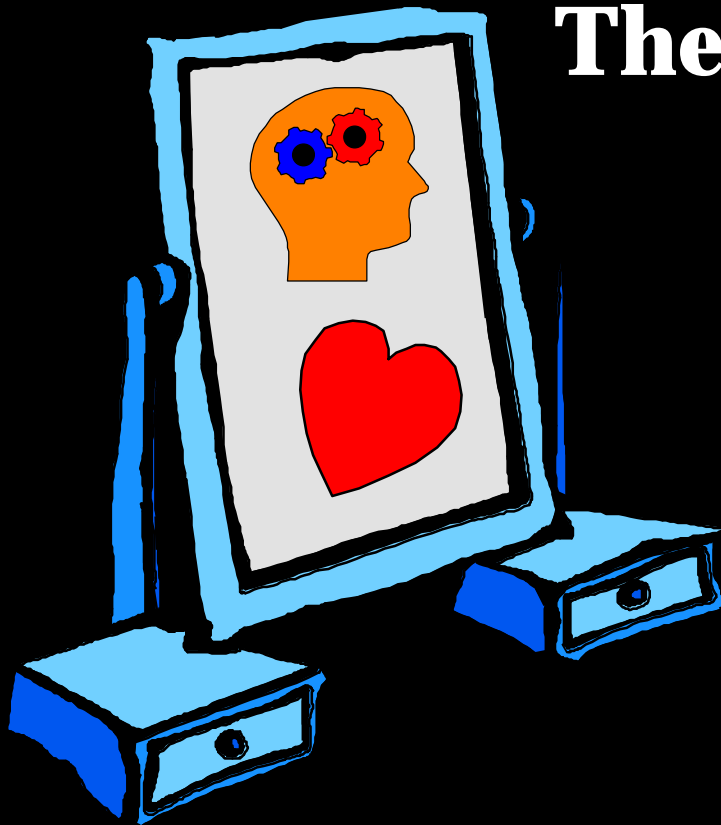


❖ Probing

❖ Echoing



Affirming Skills

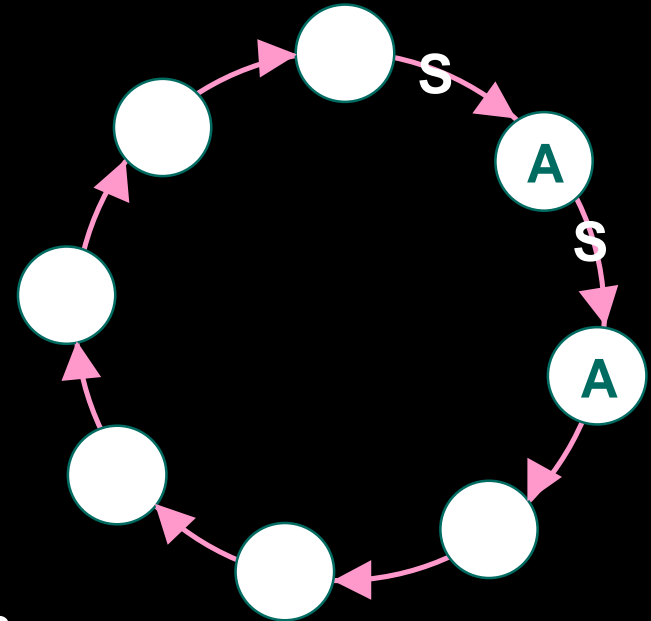


These say, “I’ll give it back.”

- ❖ Paraphrasing
- ❖ Reflecting
- ❖ *(Reflective Paraphrasing)*

Affirming Skill Practice 1

- ❖ Make a statement to the person next to you.
 - (not a question)
- ❖ Listen to the statement & give an affirming response.
- ❖ Repeat with the next person.



Affirming Skill Practice 2

- ❖ Say your “Planned Assertion”
 - Partner GENTLY resists
- ❖ Use ***Affirming*** skills
 - Partner resists LESS
- ❖ Use ***Affirming*** skills
 - Partner stops resisting

Steps To Improved Inquiry

1. Question to discover assumptions and data.

(Reduce defensiveness with un-aggressive language.)

“Help me to understand your thinking.”

2. Question or paraphrase to understand reasoning.

“If I understand right, you’re saying that...”

3. Explain why you’re asking & how this relates to your needs.

“I’m asking you about this because...”

4. Test what you hear by asking for examples or context.

“Could you give me an example?”

5. Check for understanding.

“Let me see if I’ve got what you’re saying”

Inquiry Skills

- Partner BRIEFLY tries to convince you of something

- ❖ Use Inquiry skills

- Partner continues to hold his/her opinion

- ❖ Use Inquiry skills

Asserting - Two Ways

❖ Now...

That won't work for me.



I should say something.
Not now...
(self-talk)

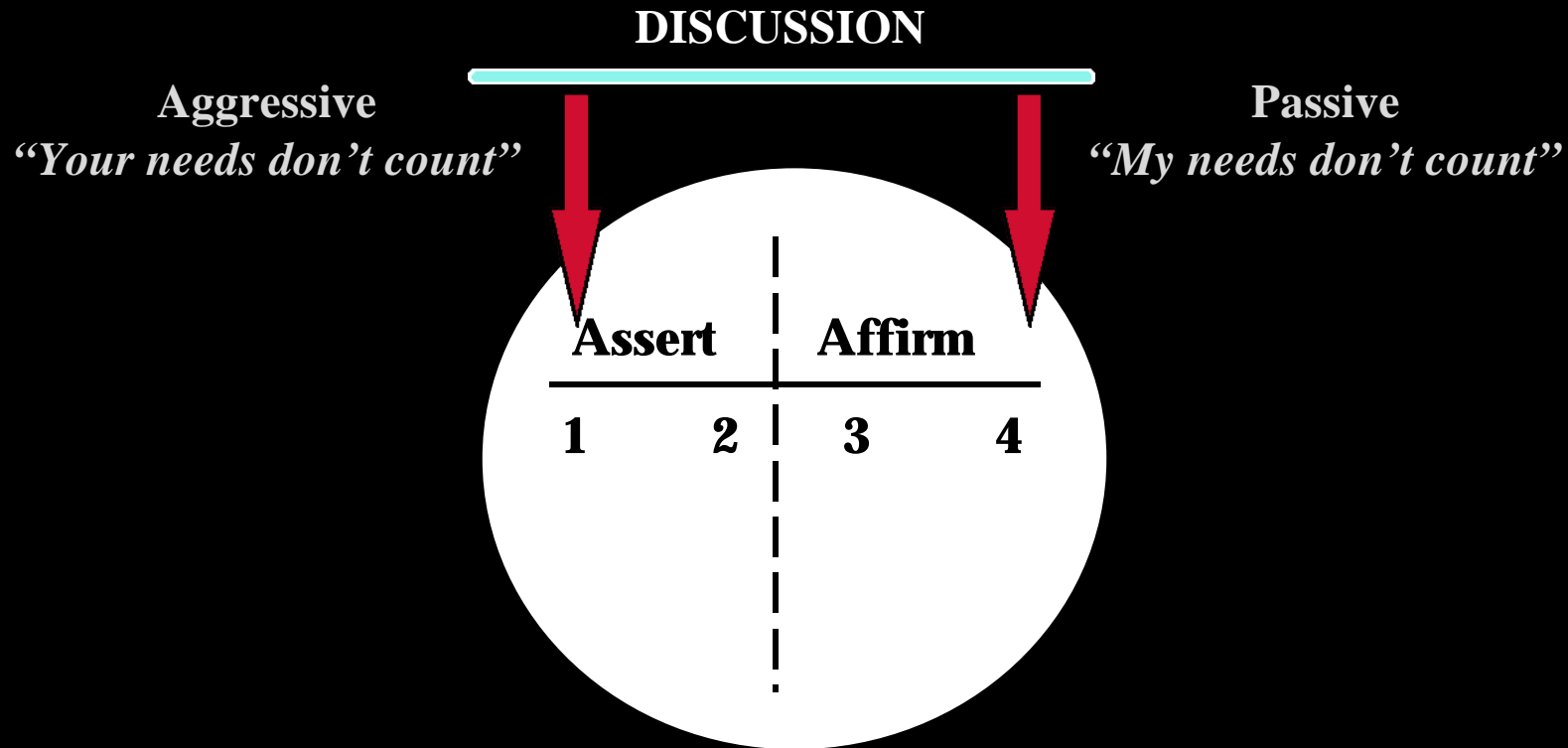


❖ Plan for Later...

When should you Assert yourself?

- ❖ Under time pressure
- ❖ Other person is hostile, pushy or arrogant
- ❖ Other person is unconsciously power struggling and dialogue is not working
- ❖ Situation is too stressful

Where do you enter?



- ❖ Your comfort in asserting depends on where you “enter” the Awareness Circle.

Assertive Tools

❖ Sidestepping

"But why don't you want to buy aluminum siding for your house?"

"Well... uh..."

"Why do you ask?"

"What's behind your question?"

Assertive Tools

❖ Interpreting

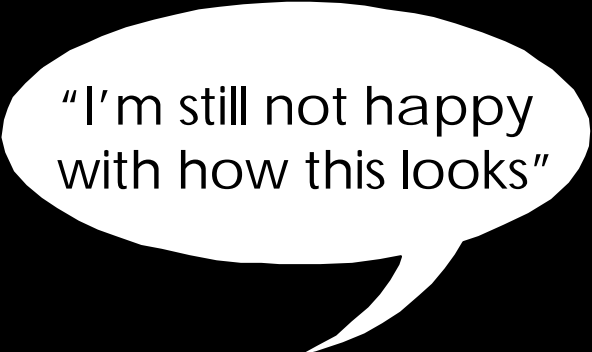
"As of next month I will expect you to submit to me a monthly report describing to me your accomplishments for the previous month."

"Is this another two month corporate fad?"

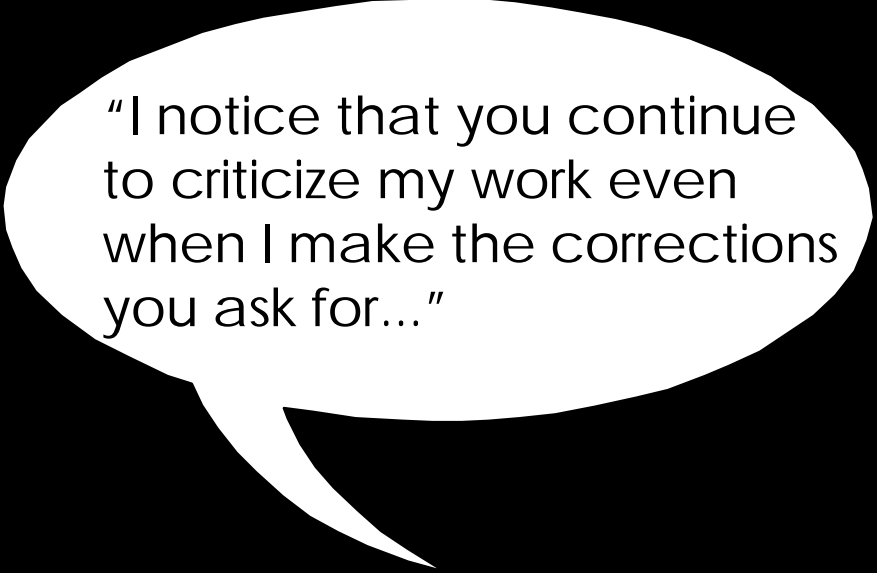
"Sounds like you have some resistance to the new reporting requirement..."

More Assertive Tools

❖ Observing



"I'm still not happy with how this looks"



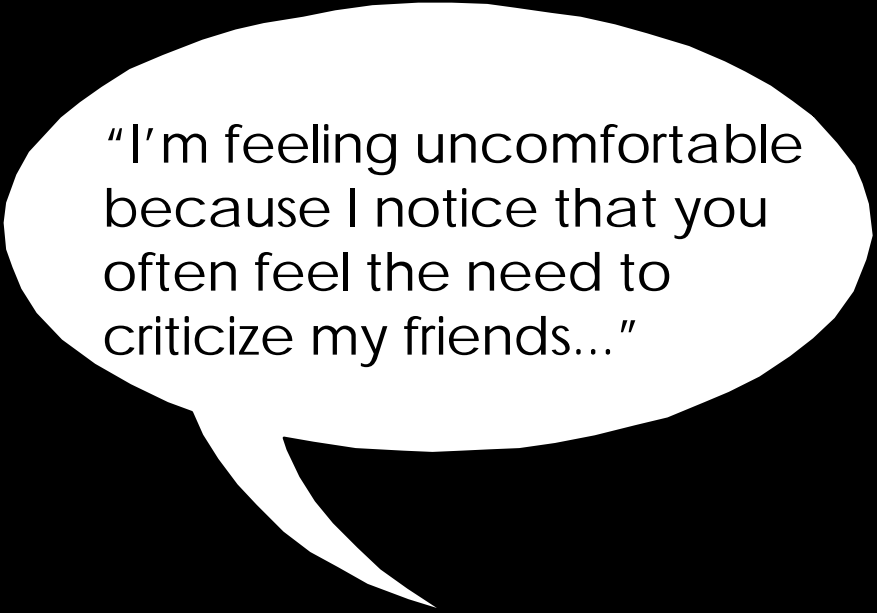
"I notice that you continue to criticize my work even when I make the corrections you ask for..."

More Assertive Tools

❖ Self-disclosing



"Janet is really irresponsible and self-centered!"



"I'm feeling uncomfortable because I notice that you often feel the need to criticize my friends..."

More Assertive Tools

❖ Stating Needs

"What you should do is tell him that you're not willing..."

"Excuse me, I notice that you're giving me advice and what I really need right now is to be listened to."

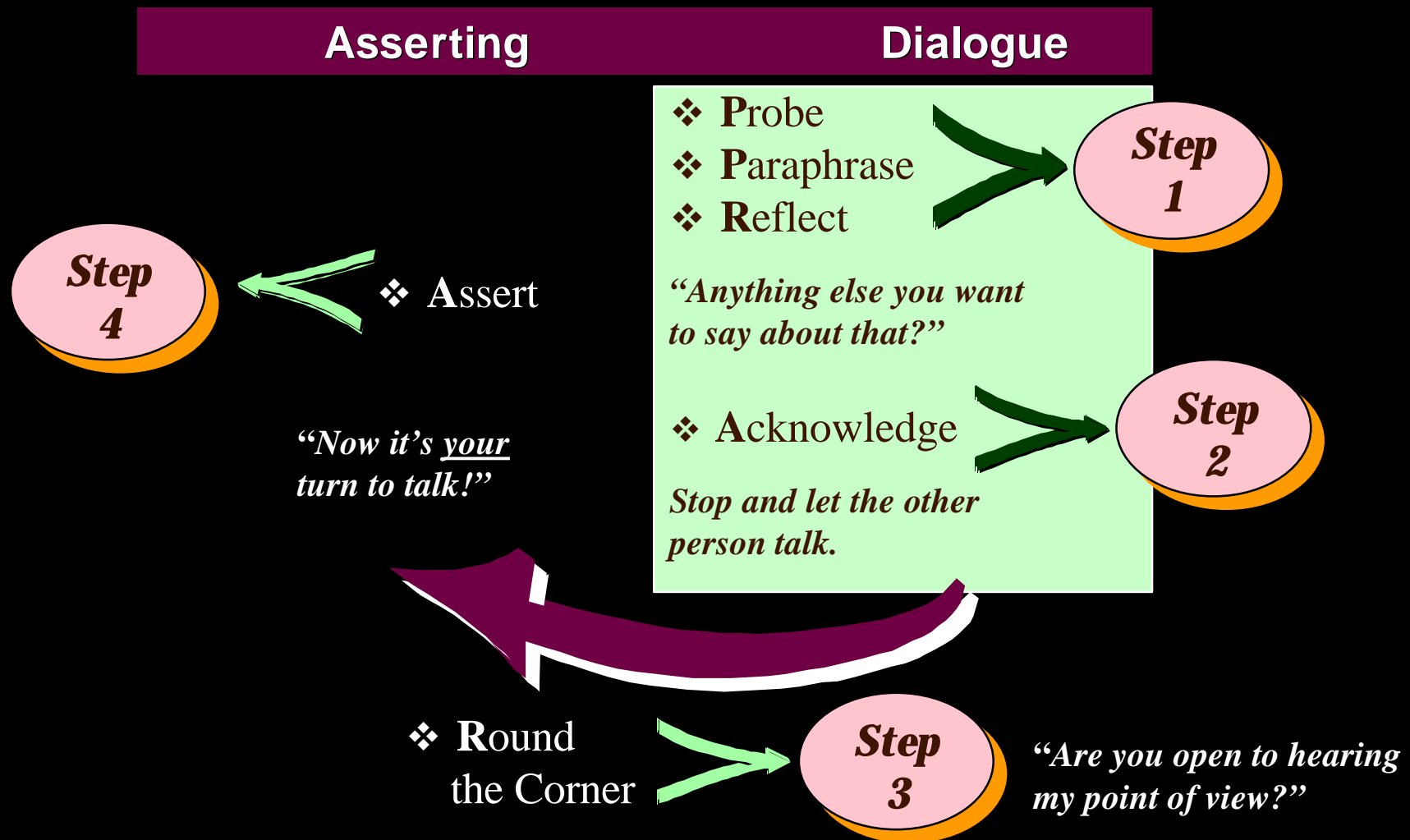
More Assertive Tools

❖ **Setting Limits**

"Hope you don't have any plans this weekend, I need you to work."

"Actually, no, I can't work this weekend, I've already made personal plans, but I can work late on Monday."

Getting Heard



Seem Like a lot of Tools?



- Sidestep
- Observe
Interpret
- Self-disclose
- Stating Needs/Limits
- Back-up
- Content Comeback
- Postpone

- Probe/Echo
- Paraphrase
- Reflect
- Reflective
Paraphrase



- Prod
- Acknowledge

Learning Model

Unconsciously Incompetent



Consciously Incompetent



Consciously Competent



Unconsciously Competent

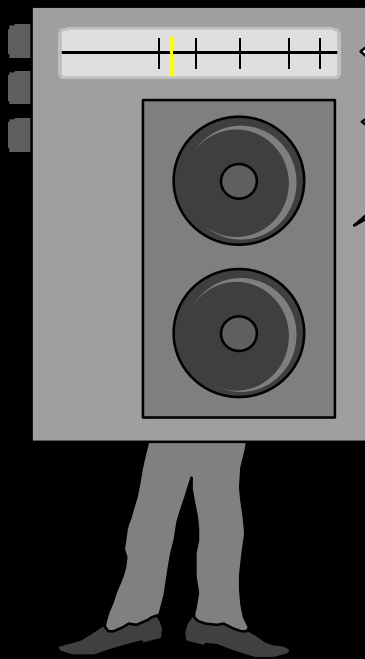
Benefits of Dialogue

- ❖ Encourages and reinforces the speaker.
- ❖ Feeds back your interpretation.
- ❖ Probes for deeper information.
- ❖ Brings up unspoken feelings.
- ❖ Facilitates and guides the thought process.

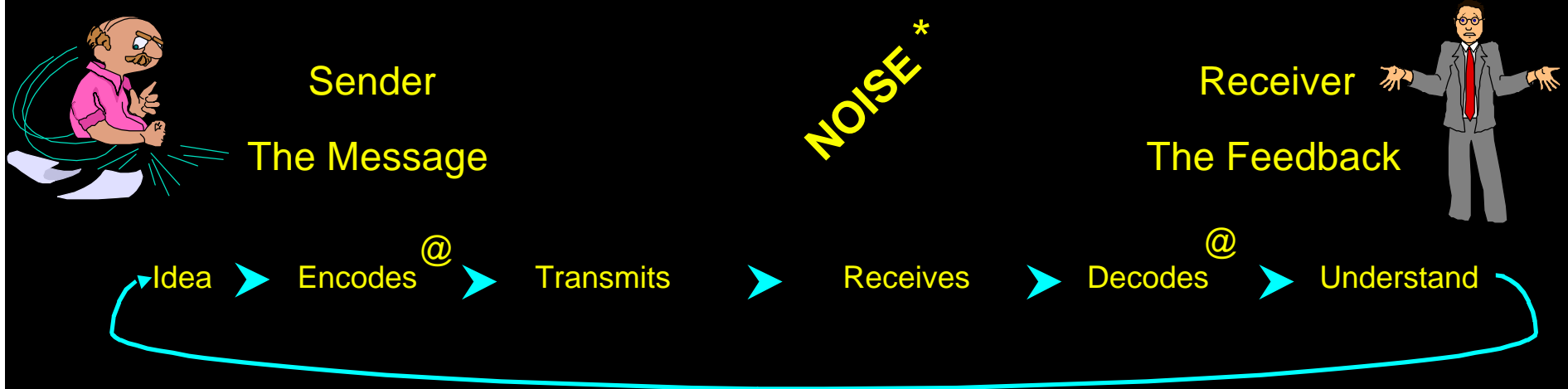
Sustaining Dialogue

So you're feeling disappointed because I didn't call you even though I said I would?

Yes,
Exactly!



Communication Process



*

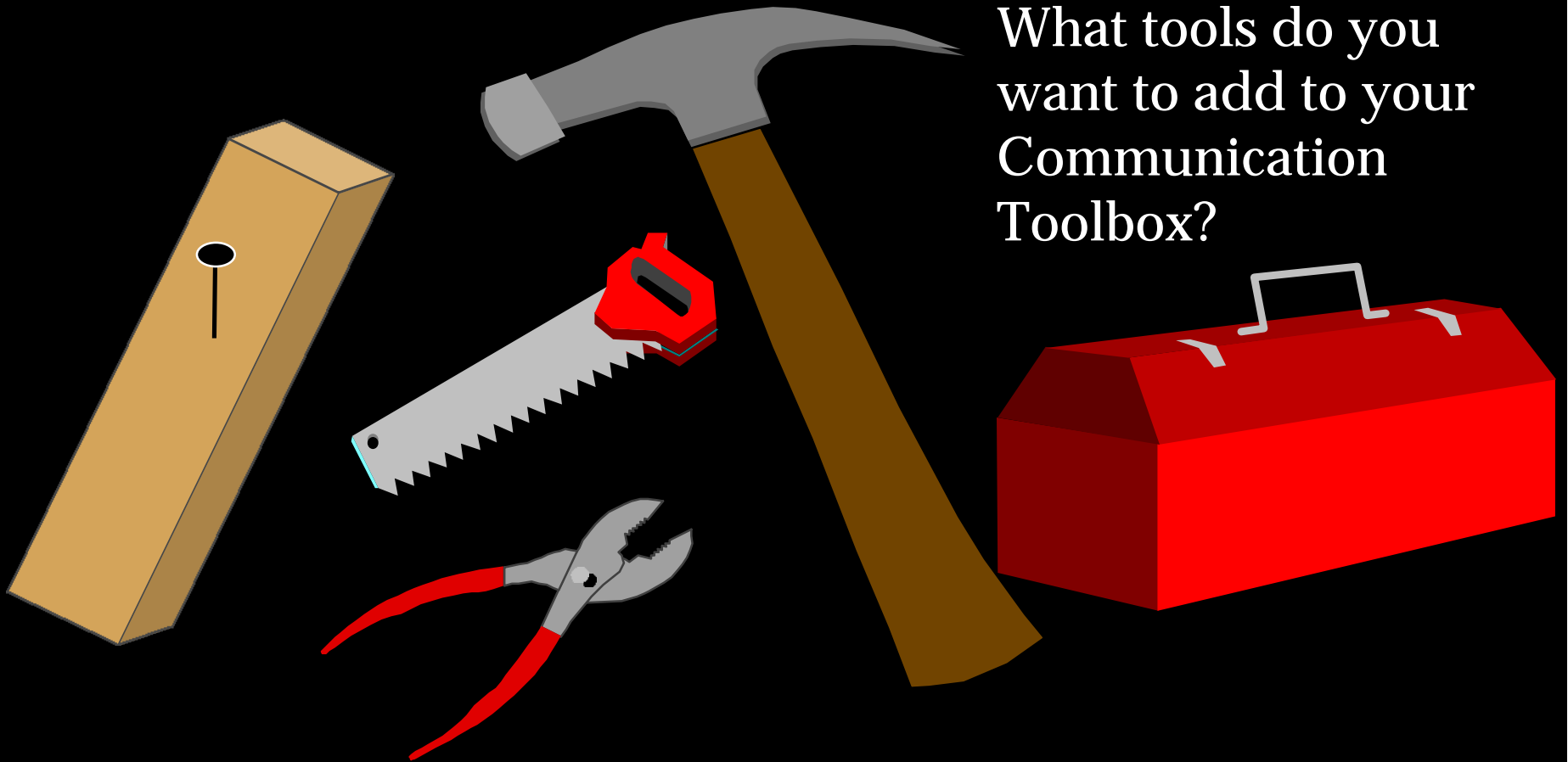
Internal Noise
External Noise
Visual Distractions
Sounds
Disturbances

@

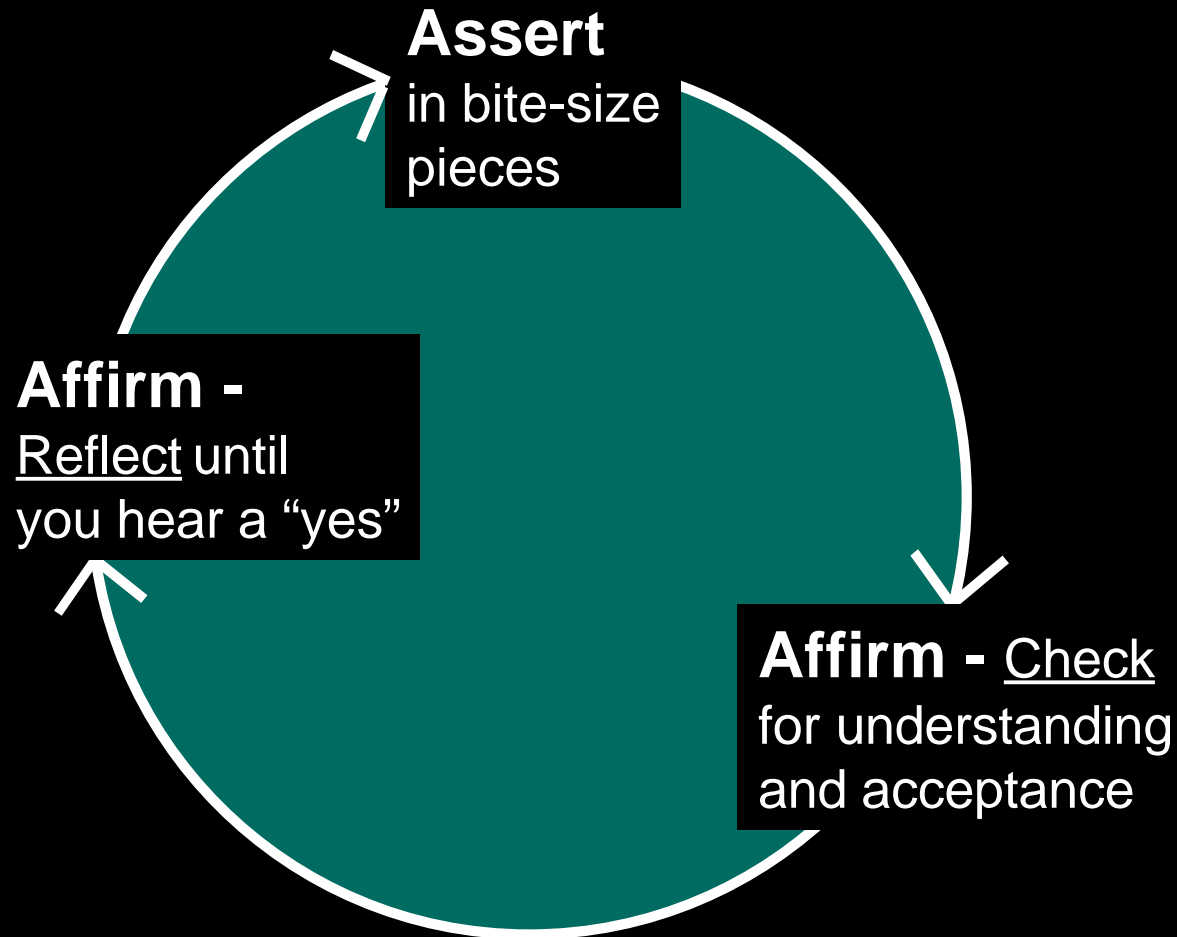
Emotions
Knowledge
Vocabulary
Perceptions
Experience
Culture

Communications Toolbox

What tools do you want to add to your Communication Toolbox?



Dialogue



Affirming Skills

This says, “I hear you.”

❖ **Acknowledging**

I can understand that because I know how busy you've been. (*acknowledging*)
You feel angry because I didn't show up for our appointment. (*reflecting*)

Steps to Improved Advocacy

1. State your assumptions & the data that led to them.

“Here’s what I think & how I got there.”

2. Explain your assumptions, your reasoning and the context for your comments.

“Based on... I assumed... and concluded...”

3. Give examples of what you propose.

“For example, what I’m saying means that...”

4. Publicly test your conclusions & assumptions

“What’s your perspective on what I’ve said?”

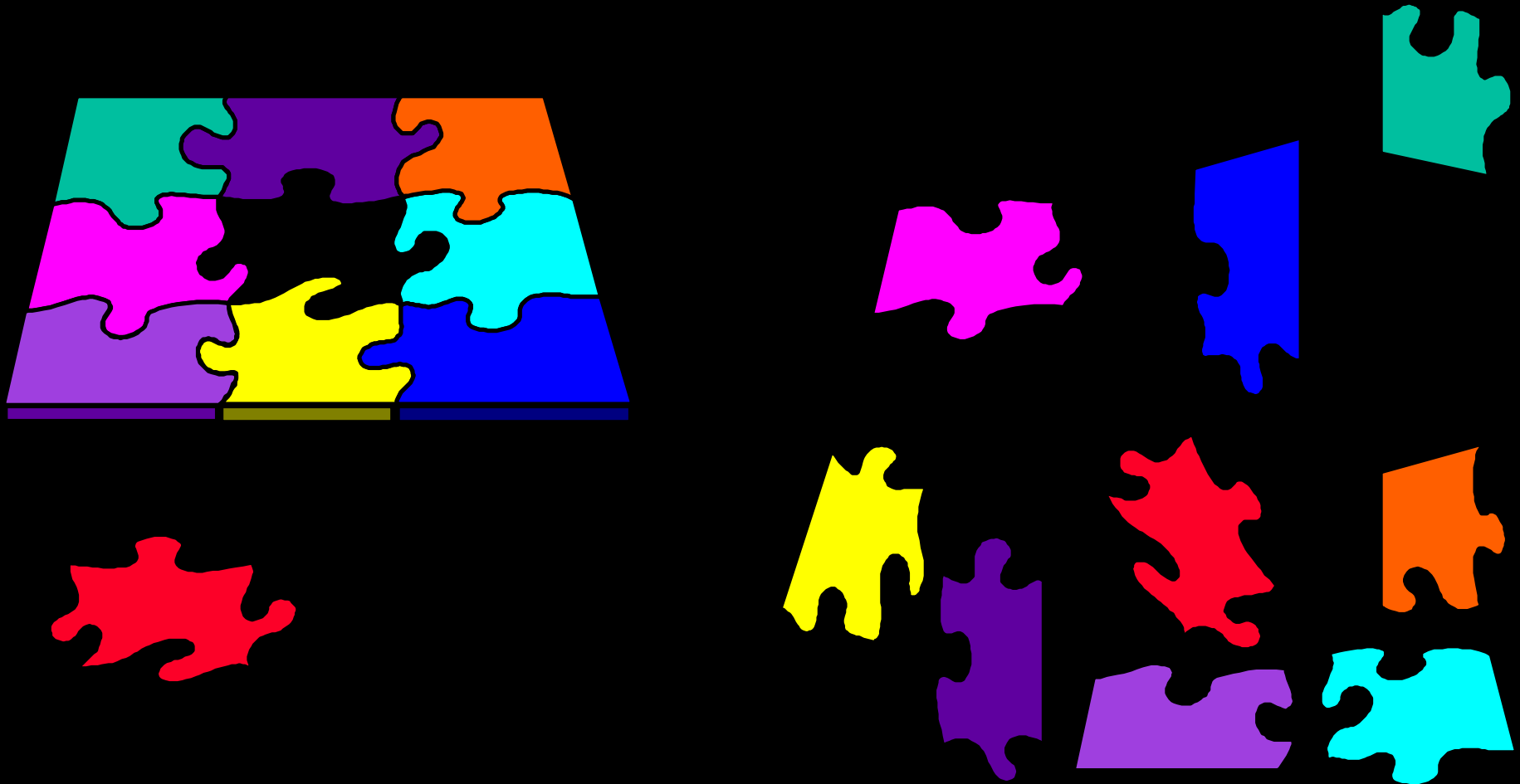
5. Indicate where you are least clear in your thinking.

“Here’s what you could help me think through.”

Results Model



Directing vs. Creating Room



Directing vs. Creating Room

Directing...

Speaker: My son has just started having problems in school.
He just doesn't seem to be applying himself.

Listener: Has he been feeling well?



Creating Room...

Speaker: **My son has just started having problems in school.**
He just doesn't seem to be applying himself.

Listener: **How so?**

Question...

“What does it take for me to get heard by somebody, especially when that other person is holding a negative opinion that’s blocking my point of view?”

Anatomy of An Opinion or “Why Logic Doesn’t Always Work”

Opinion = Thought



Feelings



Unconscious