INSTRUCTOR GUIDE

1-DAY COURSE
Licensing agreement

Reproducible Program Library—End-User License Agreement

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

**Sound Instructional Design**
All course content is developed using a variety of research techniques. These include:
- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:
- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

**Application of Adult Learning Styles**
Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.
# Course timing

## Chapter One: Introduction to the Communication Model

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>What is communication?</td>
<td>25</td>
</tr>
<tr>
<td>Written Exercise</td>
<td>Three steps of communication</td>
<td>15</td>
</tr>
<tr>
<td>Facilitate</td>
<td>Step 1: Prepare yourself and the other person</td>
<td>10</td>
</tr>
<tr>
<td>Group Activity</td>
<td>Practice positive intent</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Understanding assumptions</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Self-talk</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Step 2: Send your message</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Rewriting muddled messages</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>How assertive are you?</td>
<td>20</td>
</tr>
</tbody>
</table>
## Course timing

### Chapter One: Introduction to the Communication Model (cont.)

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check your body language</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Step 3: Check for understanding</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Listen with compassion</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Paraphrasing statements</td>
<td>10</td>
</tr>
</tbody>
</table>

### Chapter Two: Increasing the Effectiveness of Each Interaction

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Building rapport</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Encouragement</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Expressive and receptive body language</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Eight guidelines for expressing positive feedback</td>
<td>10</td>
</tr>
</tbody>
</table>
## Course timing

### Chapter Two: Increasing the Effectiveness of Each Interaction (cont.)

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credibility</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Be direct without being rude</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Positive phrasing</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Telling a story</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### Chapter Three: Communicating in Difficult Situations

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating in conflict</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>“I” messages and positive intent</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>De-escalate emotions</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Dealing with extreme anger</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Uncovering hidden agendas</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
## Course timing

### Chapter Three: Communicating in Difficult Situations (cont.)

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Segment</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving negative feedback</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Receiving negative feedback</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
Contents

Licensing agreement ............................................................................. iii
Instructional design and learning philosophy ........................................ v
Course timing ....................................................................................... vi
Course objectives ................................................................................ xi

Chapter One: Introduction to the Communication Model
  What is communication? ................................................................. 2
  Three steps of communication ....................................................... 3
  Step 1: Prepare yourself and the other person ............................... 5
  Understanding assumptions ............................................................ 7
  Self-talk ............................................................................................ 8
  Step 2: Send your message .......................................................... 10
  How assertive are you? ................................................................. 12
  Check your body language ............................................................ 14
  Step 3: Check for understanding ................................................... 15

Chapter Two: Increasing the Effectiveness of Each Interaction
  Building rapport ............................................................................. 20
  Encouragement ............................................................................. 21
  Expressive and receptive body language ...................................... 22
  Eight guidelines for expressing positive feedback ......................... 23
  Credibility ....................................................................................... 24
  Be direct without being rude .......................................................... 25
  Positive phrasing ........................................................................... 26
  Telling a story ................................................................................ 27

Chapter Three: Communicating in Difficult Situations
  Communicating in conflict ............................................................. 30
  De-escalate emotions .................................................................... 32
Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Recognize how assumptions contribute to miscommunication
- Implement a three-step process for communicating effectively
- Support your message with appropriate body language
- Speak assertively without being aggressive
- Build rapport and encourage open communication
- Give positive and negative feedback effectively
- De-escalate emotions when communicating in a conflict
- Uncover hidden messages that may be interfering with clear communication
- Deal with another person’s anger
Chapter One

INTRODUCTION TO THE COMMUNICATION MODEL
What is communication?

We communicate in many ways: with our words, tone, eyes and gestures to name a few.

My definition of communication is:

What is the purpose of communication?

What are the main components of communication?

Icebreaker activity: Tug of war. See trainer supplement for instructions and flashcards.

Begin a general discussion about why people are here and what they expect. Then talk about their successes and challenges with communication. Ask them to write their thoughts and then discuss the questions on this page.

Ask: If I speak and you do not understand, is it communication? Definition of communication: Shared understanding or meeting of meanings.

Typical answers to “Purpose activity” include: To reach agreement, to clarify, to gain knowledge, to impart information, to socialize, to develop relationships, to facilitate tasks, to show appreciation, to develop thoughts or ideas, to understand, to be understood, etc.

The main components of communication are: Speaker, receiver, message, and feedback.

The three steps of communication

1. Prepare yourself and the other person
2. Send your message
3. Check for understanding
Three steps of communication

Communication is composed of three basic steps:

1. Prepare yourself and the other person.
2. Send your message.
3. Check for understanding.

Things that improve communication

Things that create obstacles (what gets in the way of understanding another person?)

Activity: Show the communication model PPT. Mention that in any face-to-face communication this preparation, sending and understanding cycle happens numerous times in a single interaction when facial expressions, dress, gestures, smells, vocal characteristics, verbiage and context are considered. Generate a discussion about what kinds of things improve communication, and what kinds of things create obstacles that get in the way of understanding another person.

Examples of things that improve communication:
Building rapport, sharing a common goal, active listening, clarifying assumptions, using an assertive style, congruent words and body language, paraphrasing, summarizing, etc.

Examples of things that create obstacles: Making assumptions or judgments, conflicting values or beliefs, incongruent words and body language, using a passive or aggressive style, not listening, etc.

“Most of the time we don’t communicate, we just take turns talking.”
— Anonymous
Three-step communication model

Prepare yourself and your listener(s)

Know your goal

Practice positive intent

Uncover assumptions, values, beliefs (yours and theirs)

Send your message

Characteristics of a clear message

Nonverbal messages

Communication styles

Passive | Assertive | Aggressive

Check for understanding

Develop rapport, show encouragement

Active listening

Asking questions | Paraphrasing | Summarizing

Mutual understanding

Review the model with participants. Note that within each step, there are opportunities to either improve the effectiveness of your communication or create obstacles. Remind participants that a message is not effective unless the receiver understands the message in the same way the sender meant it—they must have a mutual understanding of the message.
Step 1: Prepare yourself and the other person

Preparing yourself before communicating will make your message much more effective. Know in advance what you want to accomplish, what you want to say, and make sure that everyone who needs to know the information is involved.

Purpose and direction

Typical purposes

To inform or direct another person

“George, a busload of kids just pulled up, so please start making extra sandwiches.”

To persuade someone

“Tyler, I think we could handle the lunch rush better if we starting prepping the salad kits earlier in the morning.”

To inquire with a question or a statement

“Maria, how is your new schedule working out for you?”

Direction

Ask yourself these questions to help you decide what direction you want to take:

What reaction do you want from the other person?
What do you want them to remember?
What do you want them to do as a result of your conversation?

Make sure the receiver is ready to hear you

Be sure the person that you are talking to is ready to hear you. If you are unsure if the person is ready, ask questions like these:

Is this a good time for you to talk?
Can we discuss something that I’ve been thinking about?
Would now be a good time, or should I come back later?
Practice positive intent

Positive intent is an attitude that is reflected in your communication. It’s assuming that other people have good reasons for doing and saying the things they do. When we assume others have negative intentions behind their actions, we set up a destructive environment. This makes it nearly impossible to work together in a cooperative way. So, practice positive intent yourself—use your communication for good intentions—and assume positive intent in others.

To practice positive intent, think about the following:

*Behaviors or feelings you encounter, no matter how strange they seem, have some useful and important positive purpose.*

**Practice**

1. Your manager has just called to inform you that he’s taking you off your current project team and putting you on another one. You enjoy the project team you’re on now and have no wish to change. Your knee-jerk reaction is to be upset and mad at your boss.

   *Using positive intent, think of a reason why your boss would have done that.*

2. You are in a meeting and offer a potential solution to a problem. A coworker says, “We shouldn’t go in that direction. Let’s look at other options.”

   *Using positive intent, think of a reason why your coworker would have said that.*

“*If your mind isn’t open, keep your mouth shut too.*”

— Diogenes.
Understanding assumptions

Assumptions are present in everyone’s communication system and have an impact on how messages are delivered and received. Our upbringing, life experiences, and current circumstances all contribute to the assumptions we make. The key is knowing when we are making an assumption and checking it out with the other person.

Exercise

Instructions: For each behavior, write down one negative and one positive or neutral assumption you could make.

<table>
<thead>
<tr>
<th>Behavior:</th>
<th>What I assumed was:</th>
</tr>
</thead>
</table>
| Example: The person seems to be avoiding eye contact when I talk to him. | Negative: He is hiding something and feels guilty.  
Neutral: He doesn’t know me well and is shy. |
| The person is using a loud voice to talk back to me. | |
| The person seems tired and uninterested in what I’m saying. | |
| The person is taking a long time to answer my questions | |

How to avoid harmful assumptions

Treat each person individually.  
Listen before you “jump” (into the conversation).  
Avoid sweeping statements.  
Talk it through before acting.  
Consider positive intent.
Self-talk

Psychologists tell us that we talk to ourselves at a rate of 1,300 words per minute, and that most of our self-talk is negative. Without even being aware of it, we may be making a difficult situation even worse by thinking negative thoughts about it. What you tell yourself about situations and people frequently determines how you act or react. Thus, when you are preparing yourself for communication (Step 1), you must be aware of your self-talk.

Think of a recent difficult conversation you had. What did you say to yourself before the conversation?

___________________________________________________________
___________________________________________________________

How did your self-talk support or undermine your message in that conversation?

___________________________________________________________
___________________________________________________________

Practice: Change the following negative self-talk into positive statements.

<table>
<thead>
<tr>
<th>Negative Thought</th>
<th>Positive Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t get paid enough to put up with this.</td>
<td></td>
</tr>
<tr>
<td>2. My boss is a jerk.</td>
<td></td>
</tr>
<tr>
<td>3. That’s not my fault.</td>
<td></td>
</tr>
<tr>
<td>4. This is the worst project ever.</td>
<td></td>
</tr>
</tbody>
</table>
Practice

Instructions: Describe a conversation you need to have with an individual.
Circumstance________________________________________________________
___________________________________________________________
Person involved_____________________________________________________

Instructions: Using the information from the first step in the model, prepare yourself for the conversation, and make sure the other person is prepared to hear what you are saying by answering the questions below.

1. What is the purpose of your conversation?
   ________________________________________________________________
   ________________________________________________________________

2. What do you want him or her to do as a result of the conversation?
   ________________________________________________________________
   ________________________________________________________________

3. How will you approach the other person? What will you say?
   ________________________________________________________________
   ________________________________________________________________

4. What questions can you ask to find out his or her assumptions about the situation?
   ________________________________________________________________
   ________________________________________________________________

We’ve learned about direction and purpose, positive intent, preparing the listener and uncovering assumptions. Now, let’s begin to apply what we’ve learned to this point.

Practice: Have participants answer on their own. Then, debrief by asking for volunteers to share their answers.
Step 2: Send your message

Characteristics of a clear message

Be assertive – Talk about what you need with confidence. Be careful not to back down too quickly if you are discussing something that is important to you. Be considerate of others’ ideas, but don’t hastily abandon your own.

Use direct language – Use clear-cut and specific statements to express your message.

Use a calm, noncritical tone of voice – If you are correcting another person’s behavior, make sure that you are objective and composed.

Use "I" statements – State what you need or want in terms of yourself, rather than in terms of the other person.

1. Describe the situation and how it affects you. Give just the facts.

2. Say how you feel (happy, sad, angry, afraid, etc.).

3. Say what you need. Describe the behavior you need to see and a promise or commitment that it will happen.

Use factual descriptions and details to clarify your point – Be able to back up your statements with facts that are clear and relevant.

Use repetition – Conversations can easily get off track. Don’t be afraid to restate your purpose several times during an interaction.
Practice

Instructions: Rewrite the following “muddled message” to make them more clear using the tips provided on the previous page.

1. I need the report ASAP.
   ————————————————————————————
   ————————————————————————————

2. Don’t you think that’s the dumbest idea you ever heard?
   ————————————————————————————
   ————————————————————————————

3. A new policy has been developed to cover those issues.
   ————————————————————————————
   ————————————————————————————

4. Stop acting like such a baby.
   ————————————————————————————
   ————————————————————————————

5. If you don’t have the new software installed soon, the system may not be able to support the increased data, and might crash.
   ————————————————————————————
   ————————————————————————————

Introduce the practice by giving a humorous example of a muddled message, such as the following ad: “Dog for sale. Will eat anything. Especially loves children.”

Possible answers for Practice activity (Note: There are many possible answers):

1. Please give me the report by 3:00 this afternoon.

2. I believe the potential downside of the idea outweighs any potential positive outcome.

3. Joyce in Benefits has written a new policy to cover tardiness and absenteeism that takes effect immediately.

4. When you complain without suggesting a solution, that creates an atmosphere of negativity. In the future, please come to me with a proposed solution when you are unhappy about something.

5. The new software needs to be installed by March 1 in order to support the increased data, which will go online beginning March 15.
How assertive are you?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Self-rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am honest with myself about what I feel and need.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>2. I let others know what I am feeling.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>3. If someone pressures me to do something I don't want to do, I say no.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>4. I express my opinion if I disagree with someone.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>5. When a person is unfair, I point it out.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>6. If I think there is a problem developing in a relationship, I let the other person know what I think and how I feel.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>7. When I need help, I ask for it.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
<tr>
<td>8. If a person asks a favor that is inconvenient, I say so.</td>
<td>Never Occasionally Frequently Always</td>
</tr>
</tbody>
</table>

The passive-assertive-aggressive continuum

<table>
<thead>
<tr>
<th>Definition</th>
<th>Passive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication style in which you put the rights of others before your own, minimizing your own self worth</td>
<td>Communication style in which you stand up for your rights while maintaining respect for the rights of others</td>
<td>Communication style in which you stand up for your rights but you violate the rights of others</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td>My feelings are not important/don't express your true feelings</td>
<td>We are both important I have rights and so do others</td>
<td>I'm more important than you are Everyone should be like me I'm never wrong</td>
</tr>
<tr>
<td></td>
<td>Don't make waves</td>
<td>I may not “win,” but I have expressed my thoughts and feelings clearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others have more rights than I do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal styles</td>
<td>Indirect</td>
<td>Uses “I” statements, expresses self directly and honestly</td>
<td>Makes “you” statements Dominates, monopolizes and interrupts</td>
</tr>
<tr>
<td></td>
<td>Apologetic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always agrees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doesn’t speak up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal styles (cont.)</td>
<td>Overly soft or tentative voice</td>
<td>States expectations and observations without labels or judgments Effective listener Checks on others’ feelings</td>
<td>Sarcastic and condescending Poor listener Has trouble seeing others’ point of view</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Verbal cues</td>
<td>“You should do it.” “You have more experience than I do.” “I’ll try …” “This is probably wrong, but …”</td>
<td>“I choose to …” “What options do we have?” “Here’s what I think … how does that sound to you?”</td>
<td>“You should have …” “Why didn’t you …” “Don’t ask why. Just do it.”</td>
</tr>
<tr>
<td>Nonverbal styles</td>
<td>Looking down or away Stooped posture, excessive head nodding Sighs a lot Low volume and energy, monotone</td>
<td>Firm voice Frequent but natural eye contact Attentive facial expression Relaxed and open posture, smooth and natural gestures Displays confidence but not arrogance</td>
<td>Loud voice Staring or glaring Tense, clenched fists, rigid posture Pointing fingers Gets in people’s space Impatient</td>
</tr>
<tr>
<td>Confrontation and problem solving</td>
<td>Avoids, ignores Withdraws and is sullen Agrees externally, while disagreeing internally Spends too much time asking for advice</td>
<td>Confronts issues as they occur Doesn’t let negative feelings build up Negotiates, compromises</td>
<td>Operates from win/lose position Must win arguments Threatens, attacks, shows hostility Wastes time micromanaging</td>
</tr>
<tr>
<td>Potential consequences</td>
<td>Doesn’t get what he or she wants Lets others make choices Self-effacing/Lowered self esteem Complains instead of taking action Disrespect from others</td>
<td>Higher self-respect and self-confidence Feels motivated and understood Respect from others Others know where he/she stands</td>
<td>Poor relationships Anger and alienation from others Disrespect and fear from others Compliance with resentment</td>
</tr>
</tbody>
</table>
Check your body language

What is your body saying? What do you want it to say? People will believe the non-verbal message you send more than the words you say. Make your words and body language say the same thing so you don’t send mixed messages.

Common expressions and gestures that may cause inconsistency in your message

- Leaning your head to the side
- Inappropriate smiling
- Poor eye contact
- Speaking too softly or loudly
- Unsuitable humor or lack of humor

Messages your body language conveys

<table>
<thead>
<tr>
<th>Excitement</th>
<th>Bored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling</td>
<td>Frowning</td>
</tr>
<tr>
<td>Eyes bright and shining</td>
<td>Tilting head to one side</td>
</tr>
<tr>
<td>Reaching gestures</td>
<td>Lack of eye contact</td>
</tr>
<tr>
<td>Forward movement</td>
<td>Glazed-over look</td>
</tr>
<tr>
<td>Relaxed appearance</td>
<td>Leaning out of conversation</td>
</tr>
<tr>
<td>Animated</td>
<td>Looking away from speaker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Happiness</th>
<th>Resistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smiling</td>
<td>Pursing lips</td>
</tr>
<tr>
<td>Eyes wide open</td>
<td>Shaking head</td>
</tr>
<tr>
<td>Leaning into conversation</td>
<td>Crossing arms</td>
</tr>
<tr>
<td>Open, welcoming gestures</td>
<td>Crossing legs</td>
</tr>
<tr>
<td>Relaxed appearance</td>
<td>Turning away</td>
</tr>
</tbody>
</table>

Body language practice: Have participants work in pairs. Put the following descriptions on slips of paper and hand out to participants. Make sure each member of a pair has a different slip. Then have them act out the description on their slip of paper and have their partner guess the message that their body language is sending.

Descriptions:
1. Tell your partner that you love your job, but use body language that conveys the opposite message.
2. Ask your partner to tell you about an exciting project that he or she is working on. Convey disinterest with your body language.
3. Tell your partner you just received a promotion, but use body language that shows you’re worried about the new job.
4. Explain to your partner the details of a movie you’ve just seen or a book you’ve just read. Do so while looking excited or happy.

Debrief by asking participants whether it was easy or difficult to guess the body language messages. (It was probably pretty easy because we naturally tune into nonverbal messages.)
Step 3: Check for understanding

Don’t wait until the end of the conversation to make sure you and the other person understand each other. Be proactive by asking the following questions or statements:

“What do you think about what I just said?”
“Let’s recap what we have said so far.”
“Tell me what you’re thinking.”
“Let’s make sure we’re on the same page. Tell me what you’ve heard.”
“Does that make sense?”
“Does anybody have any questions?”

Active listening

Active listening goes beyond passively letting a message register in your ears.

Does not involve giving answers, directions, or taking control of a conversation.

Requires proof of respect: You must let the other person know you take his or her views and/or opinions seriously.

Requires 100% attention: You must eliminate distractions in order to concentrate on the speaker.

Requires proof of understanding, not just proof of listening.

Many people are aware of Steps 1 & 2 (or at least Step 2). Complete communication includes verifying with the receiver that the message was understood as you intended. The most important part of this step is active listening.

When the eyes say one thing, and the tongue another, a practiced man relies on the language of the first.

—Ralph Waldo Emerson
Listen with compassion

<table>
<thead>
<tr>
<th>Poor Listeners</th>
<th>Skillful Listeners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glance at watch, tap foot, drum fingers</td>
<td>Make eye contact, use occasional nodding, say words of encouragement</td>
</tr>
<tr>
<td>Finish people’s sentences, make assumptions</td>
<td>Paraphrase speaker’s words, clarify, summarize</td>
</tr>
<tr>
<td>Interrupt to disagree, rush in to correct the speaker</td>
<td>Are patient and calmly state views when appropriate</td>
</tr>
<tr>
<td>Focus on delivery or mannerisms</td>
<td>Focus on content</td>
</tr>
<tr>
<td>In a group, shut down participation</td>
<td>In a group, encourage participation in the conversation</td>
</tr>
<tr>
<td>React emotionally</td>
<td>Remain non-defensive</td>
</tr>
<tr>
<td>Ignore non-verbal cues</td>
<td>Pay attention to nonverbals</td>
</tr>
<tr>
<td>Get caught up with emotions</td>
<td>Take time out when needed</td>
</tr>
<tr>
<td>Dramatize reactions or feelings</td>
<td>Maintain open posture</td>
</tr>
<tr>
<td>Control others’ feelings</td>
<td>Respect others’ feelings</td>
</tr>
<tr>
<td>Talk more than they listen</td>
<td>Listen more than they talk</td>
</tr>
</tbody>
</table>

**Exercise**

Instructions: Break into groups of three. One person will listen, one will speak for about two minutes, and the third will observe and critique the active listening. The speaker should describe an event or a situation and the feelings associated with it. The listener should not interrupt or ask questions. Switch until every participant has had a chance to practice listening actively.

What did you learn from this?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

“The most important thing in communication is to hear what isn’t being said.”
— Peter F. Drucker
Paraphrasing statements

Paraphrasing or reflecting statements summarize the content and the feelings of what a speaker has said. The statements do not move the conversation along as much as they confirm what has been expressed. Most people in American culture are excellent at “probing” or questioning yet poor at reflecting.

Work with a partner to create reflecting statements for the following sentences.

1. This part is so messed up; I just don’t know what to do.
   __________________________________________________________
   __________________________________________________________

2. I keep trying to talk to her, but when I do, she just gets angry.
   __________________________________________________________
   __________________________________________________________

3. If he gives that team one more project, I think they’ll collapse.
   __________________________________________________________
   __________________________________________________________

4. They did such a good job with marketing, I don’t know if we can keep up with delivery.
   __________________________________________________________
   __________________________________________________________

5. Just once I wish people around here would listen to the people who do the work.
   __________________________________________________________
   __________________________________________________________

6. It’s unfair that some of the employees have Wednesday off and others of us don’t.
   __________________________________________________________
   __________________________________________________________

This is very simple; don’t over-engineer. People think it is unimportant because it is so simple. However, if it isn’t done genuinely, it feels “technique-y.” Emphasize that paraphrasing is NOT parroting. Remind participants that if they say something that doesn’t quite reflect what the speaker meant, he/she will correct them— it doesn’t have to be perfect as long as they are sincerely trying.

Suggested responses (Note: There are many possible answers):

1. Sounds like you’re feeling frustrated. Do you want some help figuring out a solution?
2. It must feel discouraging to be misunderstood.
3. Sound like you’re really overwhelmed.
4. You seem really concerned about not meeting your promises.
5. So you have some ideas about how to improve the way the work is done, and you want to know that someone is actually hearing your input?
6. I understand you have a question about perceived lack of equity.

It isn’t necessary to summarize every sentence in a conversation, but doing so periodically allows the speaker to know you are with them. The other advantage of summarizing is that it helps people who ramble to stay on track. They know you “got it” and can stop talking.