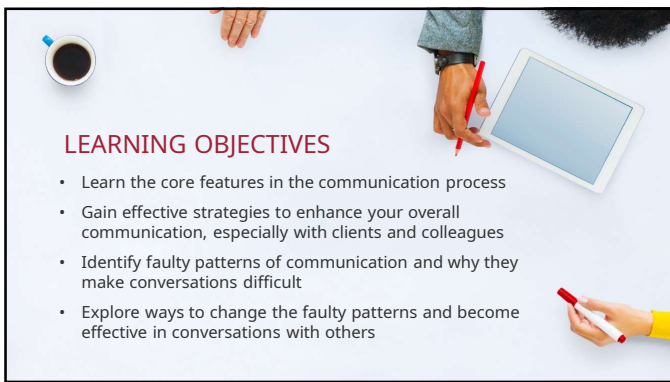


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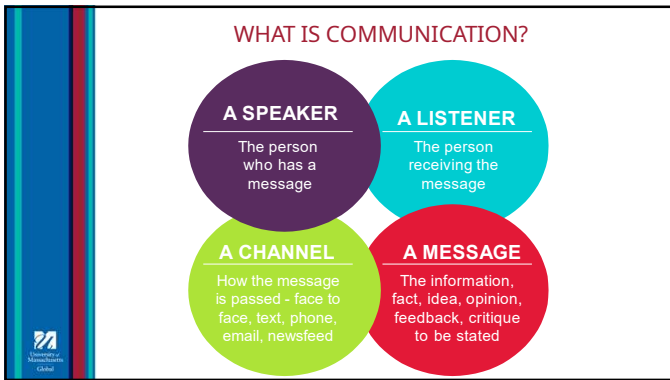
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6

THERE ARE MANY TYPES OF COMMUNICATION WE ARE REQUIRED TO PERFORM

A SPEAKER

The person who has a message

A LISTENER

The person receiving the message

A CHANNEL

How the message is passed - face to face, text, phone, email, newfeed

A MESSAGE

The information, fact, idea, opinion, feedback, critique to be stated

Assertive Communication
Giving instructions, self-advocacy, correction

Negotiation Communication
Coming to a mutual give-and-take

Decision-making Communication
Deciding what to do, where to do, who will do

Problem-solving Communication
Identifying a problem, brainstorming for solutions

Investigative Communication
Seeking information, needing more details

7

THERE ARE MANY TYPES OF COMMUNICATION WE ARE REQUIRED TO PERFORM

What is complex is being EFFECTIVE

The meaning of the message is received as intended. This is the standard we should use when evaluating our communication.

Assertive Communication
Giving instructions, self-advocacy, correction

Negotiation Communication
Coming to a mutual give-and-take

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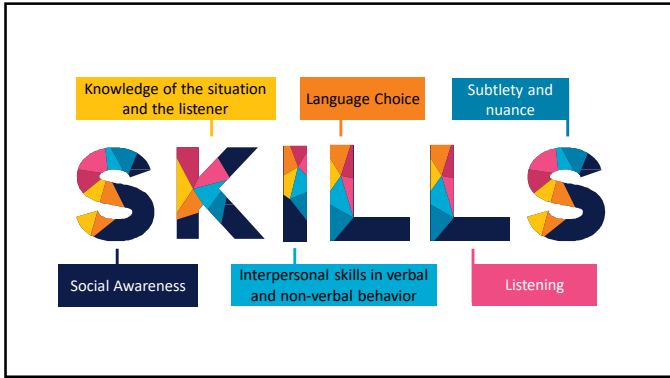
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"We take communication for granted because we do it so frequently, but it's actually a complex process."

-Joseph Sommerville, PhD.



9



10

SOCIAL AWARENESS

This is developing your emotional intelligence in the area of understanding social contexts and who is the audience

EMPATHY
Understand emotions, needs, and concerns of others

ORGANIZATIONAL AWARENESS
Observe and understand group or individual dynamics

SERVICE ROLES AND RESPONSIBILITIES
Giving instructions, solve problems with others, negotiate for mutual benefit, facilitate helpful conversations


11

SOCIAL AWARENESS


TIP

You should speak differently depending on whether you are speaking to a boss, a colleague, a subordinate, a friend, a family member. The message might be the same, but your social awareness will give you **DISCRETION**.

12



KNOWLEDGE OF THE SITUATION AND THE LISTENER



KNOWLEDGE OF THE SITUATION AND THE LISTENER

Get as much information as you can by observing and asking questions **BEFORE** communicating a message

Questions are your friend!
"What happened?"

Don't be afraid to **ASK ABOUT** what you don't know, and especially about what you don't understand.


Practice: Next time you are ready to share an opinion, ask a question instead.

13


INTERPERSONAL SKILLS



14



INTERPERSONAL SKILLS IN VERBAL AND NON-VERBAL BEHAVIOR



All communication research and expertise points to this as an area for being an effective communicator

TONE OF VOICE
Friendly, neutral, open

FACIAL EXPRESSION
Attentive, present, friendly

BODY LANGUAGE AND POSTURE
Attentive, open, non-confrontational

USE OF REGISTER
Formal or informal depending on the audience

15




INTERPERSONAL SKILLS IN VERBAL AND NON-VERBAL BEHAVIOR

TIP

Not sure if this is a problem? Audio or video record yourself in a communication episode.

16



LANGUAGE CHOICE


This skill is related to both verbal behavior skills and social awareness

What words do you use for which listeners?

For which events?

Do you use a formal or informal register?

17

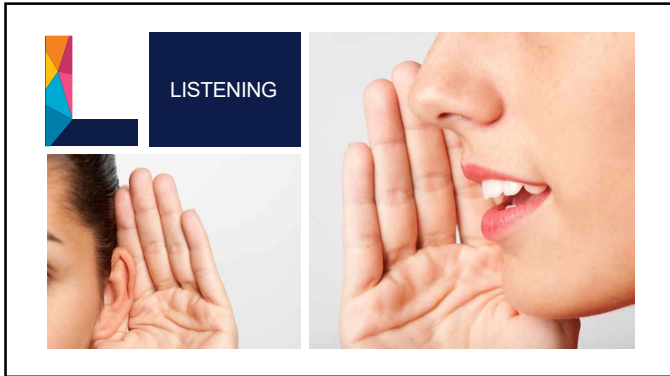


THINK ABOUT YOUR WORDS! THEY MATTER...

Practice "Word Play"
Expand your language choice by checking out a thesaurus.

What are some other ways to express your message?

18



19

LISTENING

A huge component of communication research and expertise is all about listening.

- Do we know how to really listen?
- Pay attention?
- Be present?
- Re-state or mirror the message?
- Ask thoughtful questions?


20

PRACTICE WITH A TRUSTED PERSON


Start small, 5 minute conversations with NO OTHER DISTRACTIONS. The goal is to listen more than you speak. Time yourself. Build to using this skill for 10 minutes, 15, 20....

The old adage “We have two ears and one mouth, so we should listen twice as much as we speak” is relevant here.

21



SUBTLETY & NUANCE




EMOTIONAL INTELLIGENCE

Awareness of many moving parts, how emotions can hijack the reasoning brain, and how to keep a balance in your message.

This skill ties in all the others, because **all the other skills require it**: thoughtful observation, thoughtful questions, intentional non-verbals and language, listening twice as much as speaking.

22




EXERCISE #1

Reflect on the SKILLS. Which one do you think you need to practice in order to become a better communicator? Make a goal to practice it:

I will practice _____ so I can become more effective in communicating _____.

Research from many different fields has been done on goal-setting. The simple wisdom is that by stating a goal and committing to practice, we help it become a reality.

23

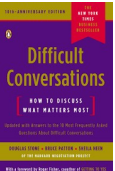


Difficult Conversations: How to Discuss What Matters Most

This book by Douglas Stone, Bruce Patton, and Sheila Heen was written over 20 years ago but it has timeless wisdom to help us navigate tricky conversations.

Some barriers to conversation that are mentioned in this book are:

- Assumptions
- Perspectives
- Intentions
- Feelings
- Identities
- Expectations



24

How to Overcome the Barriers


Three important mindsets can be found in the SKILLS

<p>01</p> <p>People are important and deserve respect</p>	<p>02</p> <p>Conversation can change under the right conditions</p>	<p>03</p> <p>There is common ground that can be found under all the faulty patterns; you have to listen to find it</p>
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25

Remove Barriers

- Assumptions become Asking Questions
- Perspectives become Listening
- Intentions become Invitations
- Feelings become Discourse
- Identities become Cooperation
- Expectations become Surprises



26

Assumptions Become Asking Questions


When I think I know what another person is thinking, feeling, doing, it is a barrier.

Why?


Because it is impossible to know!

We need to ask questions and listen:

- How do you feel about...?
- What is your experience with...?
- What happened?
- How is it going?
- Is there something I can do to help?



27



Perspectives Become Listening

When I see things from my point of view, not another's, this is a barrier.


Why?

Because there are many sides to a story!

We need to be good listeners about

- People's experiences
- People's beliefs systems
- People's struggles and hopes

28



Intentions Become Invitations

Intentions: When I think I know what another intended by their remark or their behavior, or their verbal/non-verbal cues, this is a barrier


Why?

Because it is impossible to know!

We need to invite others to show us, to share, to open up

- I'd like to understand...
- I'd be happy if we could talk about...
- I'm wondering about...

29



Feelings Become Discourse

Feelings: When we let our emotional state lead the conversation, this is a barrier.

Why?

Because our emotional brain can "hijack" the rational brain. Things fall apart!

We need to engage in discourse and allow others to share, too:

- Here are some things I notice...
- Here is how I feel about some of these things...
- Yes, and...

30

Identities Become Cooperation

Identities: When we operate on our identities only, this is a barrier.

Why?

Because it is a one-sided story!

Allow there to be a richness in relationship by emphasizing cooperation

- Common ground
- Reciprocity of behavior (if I act a certain way toward someone, is it OK for them to do the same?)
- Aim for understanding, not agreement



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31

Expectations Become Surprises

Expectations: When interactions are based on my desires or standards for a certain outcome, this can be a barrier.

Why?

Because sometimes people cannot meet the expectations we have

We need to be OK with surprises

- Suspend expectations and let the other person show us what they are capable of
- Prepared to be amazed
- Find value in other people, not just in the way they satisfy us (or don't)



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32

Practice the Application of Skills

If you identify a type of conversation as a difficult one, it is a good idea to practice your SKILLS before you have the conversation.

Rehearsal is an important way to prepare for something that is hard.

Let's look at one way we can rehearse and prepare. This involves a template that allows us to collect our thoughts and think about the points we need to make in the conversation.

The following is written for giving feedback, but it can also be used for more general conversations that have difficult elements.



33

5 Step Feedback Process

1. Describe the situation
2. Share specific examples
3. Describe the impact
4. Determine solutions
5. State your expectations & summarize

34

**USING THE 5 STEPS,
WRITE OUT YOUR
CONVERSATION IN
ADVANCE**

35

5 STEP FEEDBACK PLANNER

1 "I'd like to share some feedback with you regarding..."

or "I'd like to talk to you about..."

2 "For example:"

3 "The impact of this behavior is/was..." or "As a result..."

4 "What suggestions do you have for improvement?"

Insert your ideas "Additional idea to improve the situation?"

5 "So, as we've discussed and agreed:" (Recap)

You will _____

_____ starting _____ (date).


I will follow-up with you on _____ (date). I am always available if you have any questions.

36

EXERCISE #2

Reflect on your goal stated earlier. Consider the SKILL you want to practice and how it fits into the rehearsal template for a difficult conversation.

Make a note to apply the SKILL into a section of the template where you need it most.




37


A couple more thoughts before we go...


“Seek first to understand, and then be understood.”
- Stephen R. Covey

“Listen with curiosity. Speak with honesty. Act with integrity.
The greatest problem with communication is we don’t listen to understand.
We listen to reply.
When we listen with curiosity, we don’t listen with the intent to reply.
We listen for what’s behind the words.”
- Roy T. Bennett



38



 **SHARON M. NOBLE, MA, BCBA**
UMass Global School of Education Faculty

Q&A

39
