

COMMUNICATION I

doc. PhDr. Martina Rašticová, Ph.D.

The course

**MPV_COMA Communication and Managerial
Skills Training**

Brno, February 20, 2015

SCHEDULE OF LECTURE 20 OF FEBRUARY, 2015

- 9:20 – 10:40 part I *Communication skills*
 - *verbal and non-verbal communication*
 - *principles of effective communication (context, active listening, feed-back etc.)*
- 10:40 – 11:00 break
- 11:00 – 12:45 part II *More about communication*
 - *communication problems*
 - *communication mistakes*
 - *time management in communication and presentation*
 - *presentation skills*



WHAT IS COMMUNICATION?

○ **Communication -**

from Latin *commūnicāre*, meaning "to share"

- Related to: commute, common etc
- is the activity of conveying information through the exchange of thoughts, messages
- communication is the essence of human interaction and learning,
- The nature of communication is dependent on interaction between two or more individuals and understanding is constructed through that interaction.
- Communication is a basic human right and essential to our quality of life as a social species.

Source: <https://www.isaac-online.org/english/what-is-aac/what-is-communication/>



COMMUNICATION

- The nature of communication is dependent on interaction between two or more individuals and understanding is constructed through that interaction.
- Communication is a basic human right and essential to our quality of life as a social species.



COMMUNICATION QUOTES I

- *Monologue is making your world smaller. By dialogue it is getting bigger.*

Reinhard K. Sprenger

- *„Not to understand each other is normal, to get understand each other is a miracle.“*

author not known

- *“Wise men talk because they have something to say; fools, because they have to say something”*

Plato

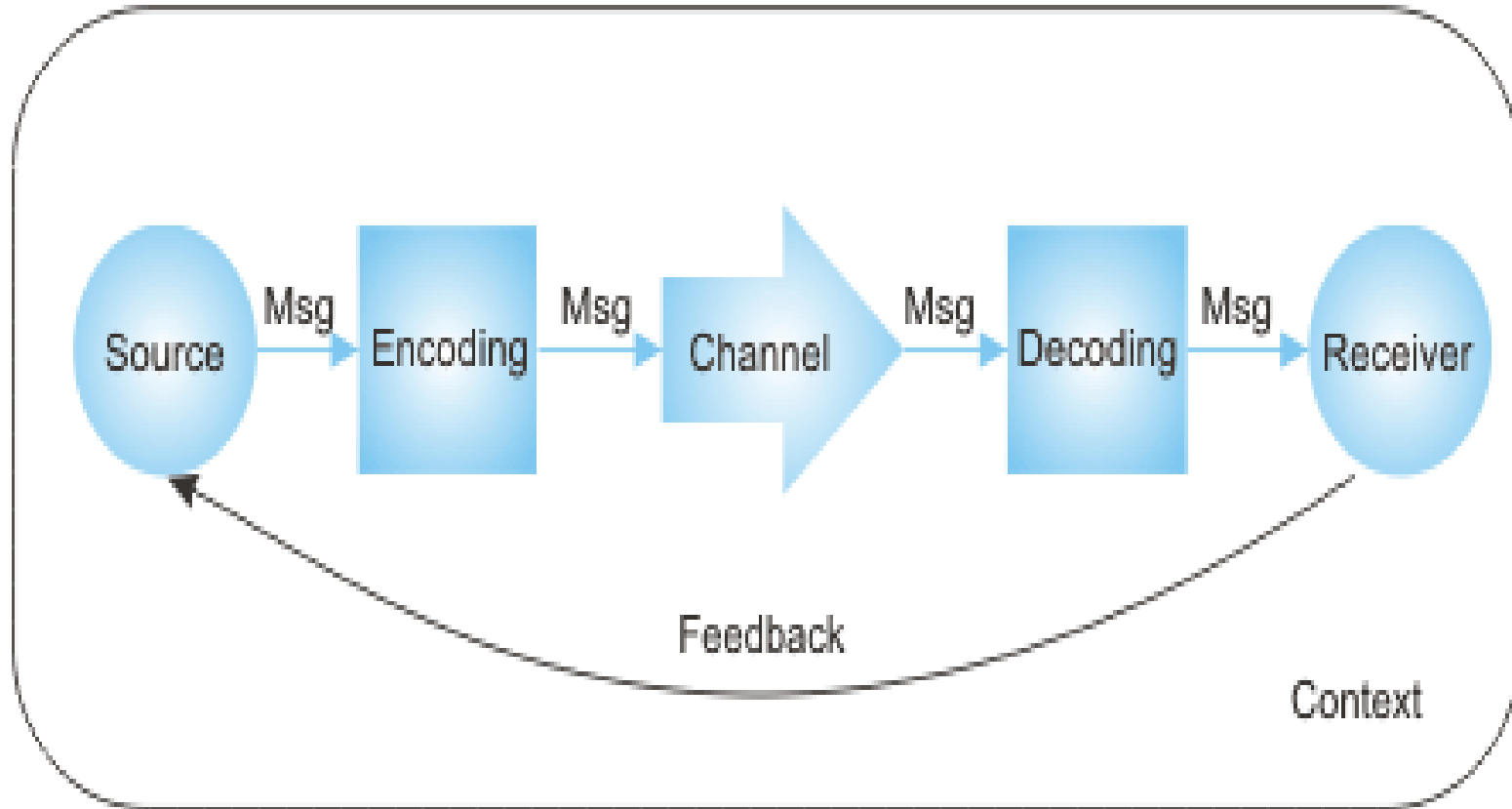


COMMUNICATION QUOTES II

- *„The way we communicate with others and with ourselves ultimately determines the quality of our lives”*
Anthony Robbins
- *„The most important thing in communication is hearing what isn't said.“*
Peter Drucker
- *„The two words information and communication are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.“*
Sydney Harris
- *„Communication leads to community, that is, to understanding, intimacy and mutual valuing.“*
Rollo May

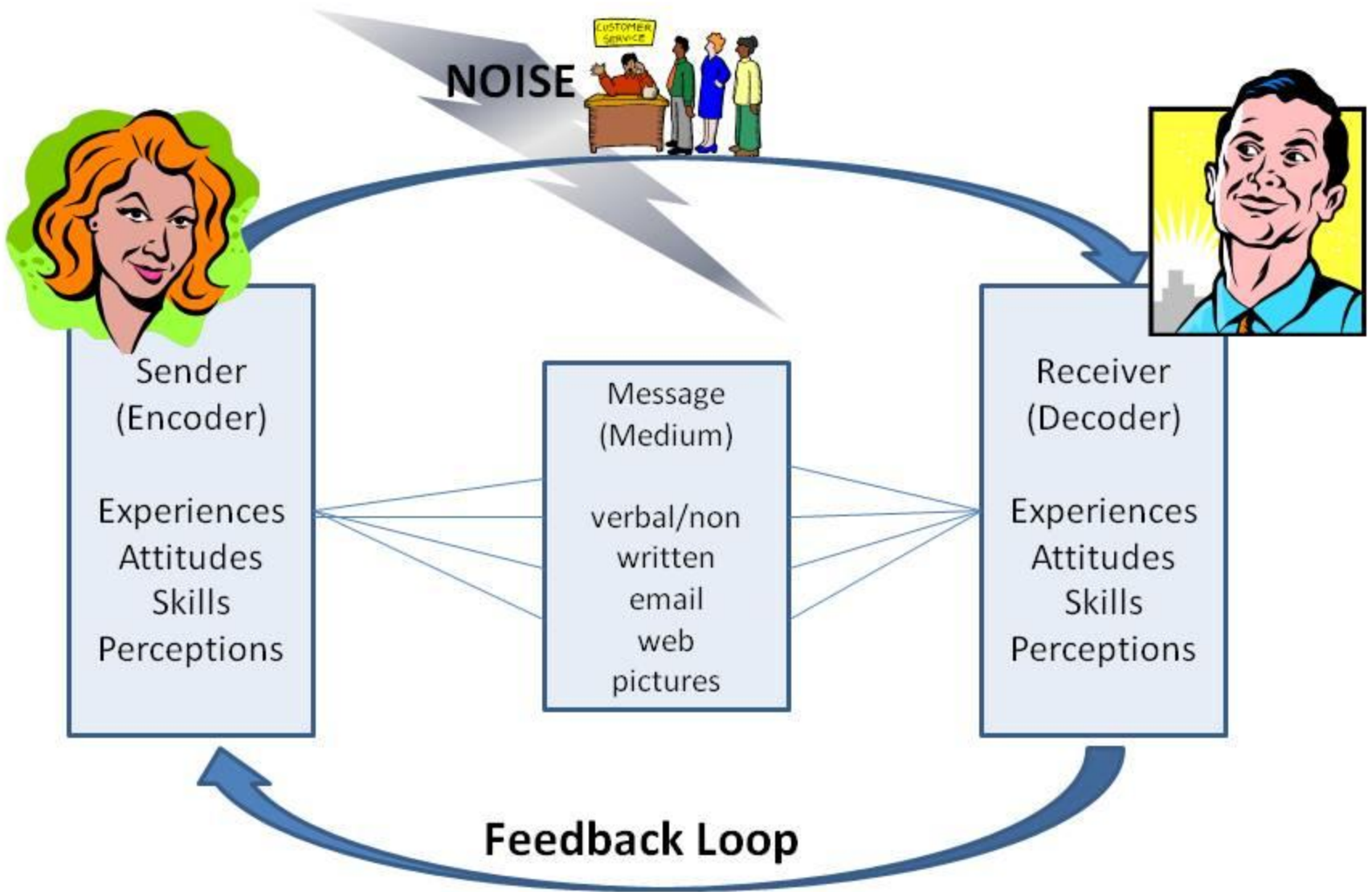


The Communications Process



- Source: Business Communication
http://stu.westga.edu/~ahinson1/abed6107/business_comm_index.htm





The Communication Process

WHAT DO WE USE COMMUNICATION FOR?

- As human beings, we use communication to:
 - relate to others,
 - socially connect,
 - greet,
 - call attention,
 - share feelings,
 - express an opinion,
 - agree, disagree,
 - explain,
 - share information, question, answer, tease, bargain, negotiate, argue, manipulate, compliment, comment, protest, complain, describe, encourage, instruct, provide feedback, show humor, discuss interests, be polite, make friends, express interest or disinterest, etc.



VERBAL COMMUNICATION

The sharing of information between individuals using speech:

- oral
- written
- presentation (both oral and written)



VERBAL COMMUNICATION CONTINUES

- spoken words
- Paralinguistic
 - Pronunciation
 - Speed/rapidity
 - Volume
 - Extent
 - Tone of the voice
 - Fluency



PARALINGUISTIC CONTINUES

- Intonation
- Dialect/jargon
- Mistakes
- Pauses
- Quality of speech
- Accent

I did not say he borrowed my book.



NONVERBAL COMMUNICATION

- WORDLESS SIGNALS

- Facial expressions
- Gestures
- Eye contact
- Posture
- Tone of voice
- Distance
- Physical contact - touch
- Motion
- Dress/dress code



DISTANCE

- **I. zone – private 15-30 cm**
 - Intimate communication (partners, parents and children, close friends)
- **II. zone – personnel 45 – 75 cm**
 - Greetings, shaking hands, family dinner, friends at lunch)
- **III. zone – social 120 – 210 cm (360 cm)**
 - Meetings in the store, shop, post office, bank, meetings, offices etc.
- **IV. zone – public 360 – 760 cm**
 - Lectures, soccer matches, theatre etc.



THE IMPORTANCE OF EFFECTIVE COMMUNICATION

- **Nonverbal communication cues can play five roles:**
 - Repetition
 - Contradiction
 - Substitution
 - Complementing
 - Accenting

Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.



TASK

- Jack
- Arlene
- Ted



TIPS FOR READING BODY LANGUAGE AND NONVERBAL COMMUNICATION

- Manage stress
- Recognize emotions
- Pay attention to inconsistencies
- Look at nonverbal communication signals as a group
- Trust your instincts



EVALUATING NONVERBAL SIGNALS

- **Eye contact**

Is eye contact being made? If so, is it overly intense or just right?

- **Facial expression**

What is their face showing? Is it masklike and unexpressive, or emotionally present and filled with interest?

- **Tone of voice**

Does their voice project warmth, confidence, and interest, or is it strained and blocked?

- **Posture and gesture**

Are their bodies relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?



EVALUATING NONVERBAL SIGNALS CONTINUES

- **Touch**

Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

- **Intensity**

Do they seem flat, cool, and disinterested, or over-the-top and melodramatic?

- **Timing and pace**

Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

- **Sounds**

Do you hear sounds that indicate caring or concern?



Nonverbal

commhttps://www.youtube.com/watch?v=
h-X9hnYps

[https://www.youtube.com/watch?v=VfE7
aVa_mSo&list=PLl8kNnT6-nvhYzIIxcH-
VCez1RppN0ubf&index=1](https://www.youtube.com/watch?v=VfE7aVa_mSo&list=PLl8kNnT6-nvhYzIIxcH-VCez1RppN0ubf&index=1)



PRINCIPALS OF EFFECTIVE COMMUNICATION I

CONTEXT

- Communication is influenced by:
 - Time
 - Space
 - The importance of the topic for both communicators
 - Presence of emotions
 - Relationship between communicators
 - Situational frame
 - Continuity



PRINCIPALS OF EFFECIVE COMMUNICATION II

FEEDBACK

- Observe the reaction of the listener
- Pay attention to the level of interest/no interest of the audience
- Adjust the content and form to your audience



PRINCIPALS OF COMMUNICATION III

THE ART OF DEALING WITH PEOPLE

- **The art of speaking and sharing** (rhetoric and presentation skills)
- **The art of listening** (active listening, paying attention to the other part)
- **The art of silence**



- How to have better comm skills
- https://www.youtube.com/watch?v=D5hMN_XkPQA
- <http://www.youtube.com/watch?v=4kyvjEpXuPg>
- <http://www.skillsyouneed.com/present/presentation-nerve.html>



- Tips for better communication
- <http://www.youtube.com/watch?v=4kyvjEpXuPg#aid=P-fYwqrulro>



THE ART OF LISTENING

- **Listening** means understand not only hear
- **Passive listening** – just accepting the voice signals without any effort to understand them and decode them, does not involve the context and situation
- **Active listening** - sensitive perception of the partner, connected with empathy, sympathy, the context and nonverbal behaviour is taken into account



THE ART OF LISTENING CONTINUES

Goal . . .	Through . . .	By asking or saying . . .
To encourage	Choosing neutral words, varying intonation, encouraging the other person to keep talking	Can you tell me more? What else can you remember? What a good idea! You thought of a different way to...
To clarify	Asking for clarification, more or different information	Are you saying that...? What else can you tell me about...?

To restate

Showing that you are listening and understand what is being said

I thought I heard you say...

So, you need to know why I am asking you to share?

This is a tough one. We may need to think about it.

To reflect

Showing understanding of the other's feelings and body language

This is really important to you. You seem worried about this.

How proud you must feel!

To summarize

Reviewing the conversation, deciding what to do next

**So it is about...
Let me make sure that I understand what you mean...**

To validate

Acknowledging and appreciating the issues, effort and feelings discussed

I know how hard you have worked to help me to understand.
Thank you for staying calm while you helped me learn why you were so confused.



Goal . . .	Through . . .	By asking or saying . . .
To build	Continuing the discussion, asking questions or offering ideas.	What would happen if we...? Have you thought about...? What else could we try?



TASK

- Active listening



TEN WORST BODY LANGUAGE MISTAKES

- <http://www.forbes.com/pictures/lmj45lelf/avoiding-eye-contact-2/>



COMMUNICATION MISTAKES I

- Mistake 1: Not Editing Your Work
- Mistake 2: Delivering Bad News by Email
- Mistake 3: Avoiding Difficult Conversations
- Mistake 4: Not Being Assertive
- Mistake 5: Reacting, Not Responding



COMMUNICATION MISTAKES II

- Mistake 6: Not Preparing Thoroughly
- Mistake 7: Using a "One-Size-Fits-All" Approach to Communication
- Mistake 8: Not Keeping an Open Mind When Meeting New People
- Mistake 9: Assuming That Your Message has Been Understood
- Mistake 10: Accidentally Violating Others' Privacy



A TASK

GUESS, WHAT IS IT?

- Philosephers defined a space, not this substabce
- It is a base of all our activities/daily events
- Everybody needs it
- Every morning each of us get a fresh supply of it
- You wake up in the morning and your „bag“ is full of this substnce for the whole day



- It belongs only to you!
- Nobody can steal it from you!
- Nobody can get less or more than you, everybody gets the same
- It is the most valuable treasury!
- It is an absolutely unique substance!



TIME



HOW TO USE TIME DURING COMMUNICATION

- 1. set up a time limit and follow it
- 2. Keep staying if a person enters your office without expectation/invitation
- 3. Meet other in their offices.
- 4. If you are busy, do not chat!.
- 5. Thry to convince others to speak concretly.
- 6. Put the watch on a visible place!
- 7. Use call back systém / voice message
- 8. Think and plan before setting up a meeting/appointment.



HOW TO USE THE TIME EFFICIENTLY

- 1. Differ between urgent and important tasks

	urgent	Not urgent
important	I.	II.
Not important	III.	IV.



HOW TO USE THE TIME EFFICIENTLY CONTINUES

- 2. try to reduce the disturbance when working on one task
- 3. try to unify the activity of one task and reduce the „little stuff activity (mailing, chatting etc.)
- 4. take one folder once!
- 5. delegate
- 6. try to have at least 20 minutes each day only for you – to think, balance, plan so later on you can work more effectively.
- 7. use those moments of the day when you feel best, when you are the most creative to solve the biggest problems.
- 8. set up concrete goals
- 9. work-life balance, relaxing



PRINCIPLES OF EFFECTIVE PRESENTATION

- preparation (associations, mental mapping)
- rehearsal/practicing
- be authentic (self-esteem, self-confident)



BEFORE PRESENTATION...

- Keep reminding yourself that
 - you are the professional
 - the listeners do not know what you planned to tell them exactly
 - it is not the questions of life/existence...
 - memorize first three sentences



CONTENT AND FORM OF THE PRESENTATION

- Structure of the presentation
 - **Introduction**
 - Greeting the audience, welcoming the listeners, introducing of yourself, introducing of presentation (topic, structure, length), mention the benefit, gain, profit, utility for listeners („You will learn..., You will try..., You will experience... etc.)
 - You can begin with a quote, story, question, joke...



STRUCTURE OF PRESENTATION CONTINUES

○ **Main part of presentation**

- Choose only the essential, significant information, do not overwhelm the presentation, use clear terminology
- Keep structure
- Follow the rules if you present in power point
- Use examples
- Keep the eye contact with listeners, do not read the presentation
- Pauses are useful
- Check gestures



STRUCTURE OF PRESENTATION CONTINUES

Conclusion

- short and accurate
- space for questions
- acknowledgement



QUESTIONS AND ANSWERS

- Do not answer the provocative question, continue to the next question
- If you do not know the answer, promise to find it till the next time
- Ideal situation – The right question in the right time
😊
- <http://www.youtube.com/watch?v=Q5WT2vweFRY>
- The right vs bad presentation
- <http://www.youtube.com/watch?v=S5c1susCPAE>
- How to answer any question
- <http://www.youtube.com/watch?v=g5RknemM8Hw>



PREPARE A PRESENTATION TILL THE NEXT LECTURE

- The topic:
 - 1. My studies
 - 2. My future
 - 3. My hobby
 - 4. Interesting book
 - 5. My travelling
 - 6. An interesting meeting
- In powerpoint for 5 minutes



EFFECTIVE COMMUNICATION

- Improving Communication Skills in Business and Relationships
- http://www.helpguide.org/mental/effective_communication_skills.htm
- <http://www.skillsyouneed.com/ips/barriers-communication.html>
- Výborná stránka:
- <http://www.skillsyouneed.com/present/presentation-nerve.html>



- How to answer any question
- <http://www.youtube.com/watch?v=g5RknemM8Hw>
- How to have better com. Skills
- <http://www.youtube.com/watch?v=4kyvjEpXuPg>
- <http://www.youtube.com/watch?v=MljvKu0O4zA>
- <http://www.skillsyouneed.com/present/presentation-nerves.html>



- 3 tips to better communication – DOBRÉ!
- http://www.youtube.com/watch?v=D5hMN_XkPQ
[A](#)

- E-books výborné
- <http://bookboon.com/en/effective-communication-skills-ebook>



- http://www.helpguide.org/mental/eq6_nonverbal_communication.htm
- *Authors: Jeanne Segal, Ph.D., Melinda Smith, M.A., Greg Boose, and Jaelline Jaffe, Ph.D. Last updated: February 2014.*



COMMUNICATION II

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The course

MPV_COMA Communication and Managerial
Skills Training

Brno, March 14, 2014

SCHEDULE OF LECTURE 14 OF MARCH, 2014

- 9:20 – 10:40 part I *Presentation skills*
 - *Form and content of presentation*
 - *Presentations and feedback*
- 10:40 – 11:00 break
- 11:00 – 12:45 part II *Assertiveness*
 - *Assertive, aggressive, passive behaviour*
 - *Assertive techniques*
 - *Training*
- *Communication types – interpersonal behaviour*



ASSERTIVENESS

- In Latin *assere* means claim, affirm, emphasize, declare
- Self-confident, be responsible for myself, respect the others, listen to them, cooperate with them
- Assertiveness is often linked to self-esteem.
- In some situations: to be able to say NO, resist the pressure
- Mostly, understand others, cooperate, find the consensus



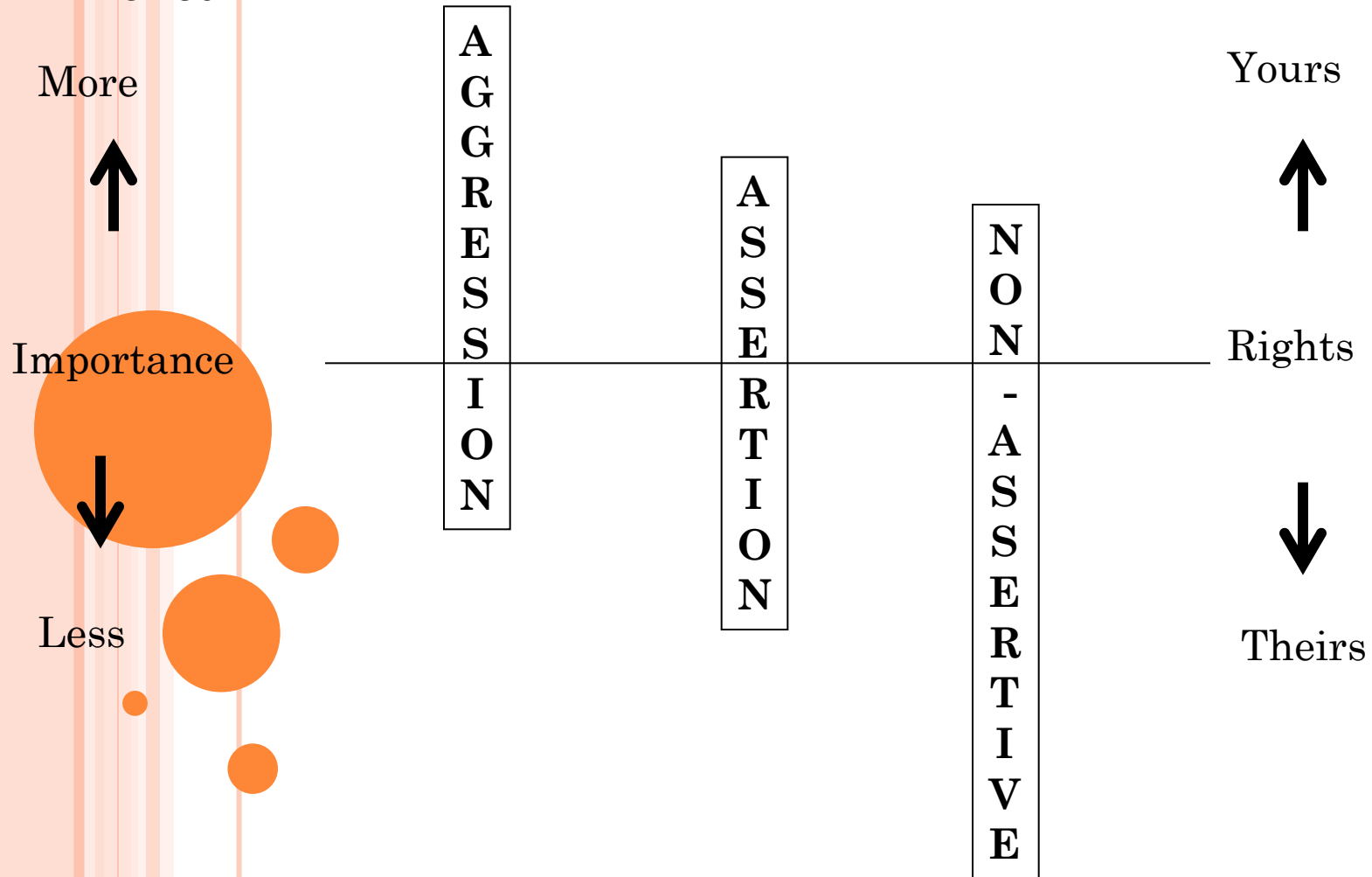
ASSERTIVENESS

- is the quality of being self-assured and confident without being aggressive.
- In the field of psychology and psychotherapy, it is a **learnable skill and mode of communication**.
- **passive behaviour**: sometimes the way we react and respond to others can make us feel inadequate, guilty or regretful.
- **aggressive behaviour**: we may also feel angry and critical of others during conversations.
- **assertive behaviour**: is expressing your thoughts, emotions, beliefs and opinions in an honest and appropriate way.



Assertiveness and Rights

Assertiveness can be described as a way to balance the rights of the two parties involved.





- Zdroj:
<http://www.alchemyformanagers.co.uk/topics/U7FcjfSSxK3jHuCS.html>



FOR EXAMPLE...

○ **Aggressive**

- you exert your right to have ideas and opinions at the expense of the other person's rights. In fact you behave as if the other person's rights don't matter.

○ **Assertive**

- you exert your rights freely, but at the same time recognise the other person's rights to be heard, to have pride in what they do, etc.

○ **Non-Assertive**

- you take too much account of the other person's rights, to the extent that you forego some or all of your rights to express ideas or influence events.

- .



FOR EXAMPLE...

○ **Aggressive**

- “I don’t know how you’ve got the nerve to give me this sort of stuff for signing. It’s full of mistakes.”

○ **Assertive**

- “Jane, I’d like you to re-do this document as there are several mistakes in it.”

○ **Non-Assertive**

- “I know it’s er....probably my fault in.... not writing very clearly, but is there, um....any chance at all you could find a spare minute to um....just change one or two small things on this letter for me?” Or you find an excuse not to take the document back at all.



WHAT DRIVES THESE BEHAVIOURS

- Inner Dialogues can affect the way we respond, for example:
- **Aggressive** “If people produce rubbish, I have every right to tell them so”. “She obviously doesn’t care. That’s typical of young people today.” “This reflects badly on me, and I won’t stand for it.”
- **Assertive** “This may be uncomfortable for us both, but we can handle it.” “She has the right to make mistakes, but the responsibility to correct them.” “I want her to know the effect her errors have on other people.”
- **Non-Assertive** “I don’t want to make a scene or upset our working relationship.” “I’m sure these are unintentional errors – I’ll let it go this time.” “I know she’s very busy, so I expect that’s why these mistakes happened.”
- **Being aware of these Inner Dialogues can help us consider our response and adjust behaviour to be assertive!**



ASSERTIVE PEOPLE

- feel free to express their feelings, thoughts, and desires;
- are also able to initiate and maintain comfortable relationships with other people;
- know their rights;
- have control over their anger. This does not mean that they repress this feeling; it means that they control anger and talk about it in a reasoning manner;
- are willing to compromise with others, rather than always wanting their own way ... and tend to have good self-esteem;
- enter friendships from an 'I count my needs. I count your needs' position".



ASSERTIVE TECHNIQUES I

○ Fogging

- Fogging is a useful technique if people are behaving in a manipulative or aggressive way.
- Fogging is so termed because the individual acts like a 'wall of fog' into which arguments are thrown, but not returned.
- involves agreeing with any truth that may be contained within statements, even if critical. By not responding in the expected way, in other words by being defensive or argumentative, the other person will cease confrontation as the desired effect is not being achieved.



Find more at: <http://www.skillsyouneed.com/ps/assertiveness-techniques.html#ixzz2vpzAfket>



FOGGING

- **Example Situation**

- *“What time do you call this? You're nearly half an hour late, I'm fed up with you letting me down all the time.”*

- Fogging response:

- ***“Yes, I am later than I hoped to be and I can see this has annoyed you.”***

- *“Annoyed? Of course I'm annoyed, this has left me waiting for ages. You really should try to think about other people a bit more.”*

- Fogging response:

- ***“Yes, I was concerned that you would be left waiting for almost half an hour.”***

- *“Well... why were you late?”*



ASSERTIVE TECHNIQUES II

○ **The Stuck Record Technique**

- **employs the key assertive skill of 'calm persistence.**
- It involves repeating what you want, time and time again, without raising the tone of your voice, becoming angry, irritated, or involved in side issues.



THE STUCK RECORD TECHNIQUE

- **Example Situation**
- Imagine that you are returning something that is faulty to a store. The conversation may go as follows.
- ***“I bought these shoes last week and the heels have fallen off. I would like a refund please.”***
- ***“It looks like they've been worn a lot and these shoes were only designed for occasional wear.”***
- Stuck Record technique response:
- ***“I have only had them a week and they are faulty. I would like a refund please.”***
- ***“You cannot expect me to give you your money back after you've worn them out.”***
- Stuck Record technique response:
- ***“The heels have fallen off after only a week and I would like a refund please.”***
-



ASSERTIVE TECHNIQUES III

- **Positive enquiry is a simple technique for handling positive comments such as praise and compliments.**
- People often struggle with responding to praise and compliments, especially those with lower self-esteem as they may feel inadequate or that the positive comments are not justified.
- **Positive enquiry is used to find out more details about the compliment or praise given, and agree with it.**



POSITIVE ENQUIRY

- **Example Situation**

- Sender:

- *“You made an excellent meal tonight, it was delicious!”*

- Receiver:

- *“Thanks. Yes, it was good. What did you like about it in particular?”*

- This is different from a passive response that may have been:

- *“It was no effort” or “It was just a standard recipe”*



ASSERTIVE TECHNIQUES IV

- **Negative Enquiry**
- The opposite of positive enquiry is negative enquiry.
- Negative enquiry is a way to respond to more negative exchanges such as receiving criticism.
- Negative enquiry is used to find out more about critical comments and is a good alternative to more aggressive or angry responses to criticism.



NEGATIVE ENQUIRY

- **Example Situation**

- Sender:

- *“That meal was practically inedible, I can't remember the last time I ate something so awful”*

- Receiver:

- *“It wasn't the best, exactly what didn't you like about it?”*

- This is different from an aggressive response that may have been:

- *“How dare you, I spent all afternoon preparing that meal”* or *“Well that's the last time I cook for you”*



WHY IS IT DIFFICULT TO SAY NO?

- If I say no, they may feel hurt or injected
- If I say no this time, they may not like me anymore
- If I say no this time, they may never ask again
- They won't take any notice if I say no
- They would say 'yes' to me (and so I will feel guilty if I refuse them)
- I can't say no, because I feel sorry for them



HOW TO SAY „NO“ ASSERTIVELY

- Start your reply with a clear ,firm,audible ‘no’.
- Do not justify or make excuses. Giving a reason is different from over-appologizing.
- Feel that you have a right to say no.
- Once you have said ‘no’ , do not stay around waiting to be persuaded to change your mind. Make a definite closure by changing the subject,walking away, continiuing with what you are doing-whatever is appropriate.



HOW TO SAY „NO“ ASSERTIVELY

CONTINUES

- Remember you are saying ‘no’ to that particular request, not rejecting the person.
- If the request takes you unawares or you have not sufficient time to think when asked, you can always say, ‘I will let you know’ in order to give yourself time to think about what you want to say.
- Take responsibility for saying no-do not blame the other person for asking you.
- Ask for more information if you need it in order to decide whether you want to say ‘yes’ or ‘no’.



WHY IS IT DIFFICULT TO SAY „YES“

- I don't deserve it.
- They might not really mean it.
- I am not really sure that is what I want.
- I don't have enough information.



HOW TO SAY „YES“ ASSERTIVELY

- Say 'yes' clearly and definitely.
- Identify why you would find it difficult.
- Examine thoughts realistically and ask yourself.
- Having clarified thoughts for yourself then reaffirm your desire to say 'yes'.

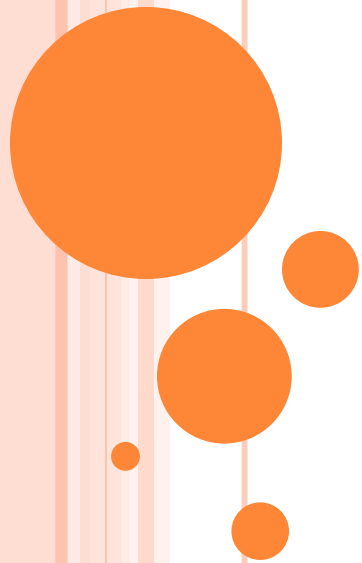


IN WHAT SITUATIONS DO YOU FIND IT DIFFICULT TO ASSERT YOURSELF?

- Exercise:
- In groups of 3 or 4, identify one situation each in which you find it difficult to assert yourself?
 - What gets in your way?
 - How do you feel?
 - How does the other person react?
- Choose, and be prepared to share an example from your group



What Are the Benefits of Behaving Assertively?



TEST YOURSELF

- http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3195



- Be assertive, change your thinking
- <http://www.youtube.com/watch?v=XI5XBKZZBIc>
- Tips for being assertive
- <http://www.youtube.com/watch?v=ubSL1tFmgDc>
- Training videos good!:
- http://www.youtube.com/watch?v=kW6_U4e5DVI&list=PL1ACDDEFDD444060B
- http://www.youtube.com/watch?v=HVF2bg_BMqk
- Good web page:
- <http://www.psychologytoday.com/basics/assertiveness>

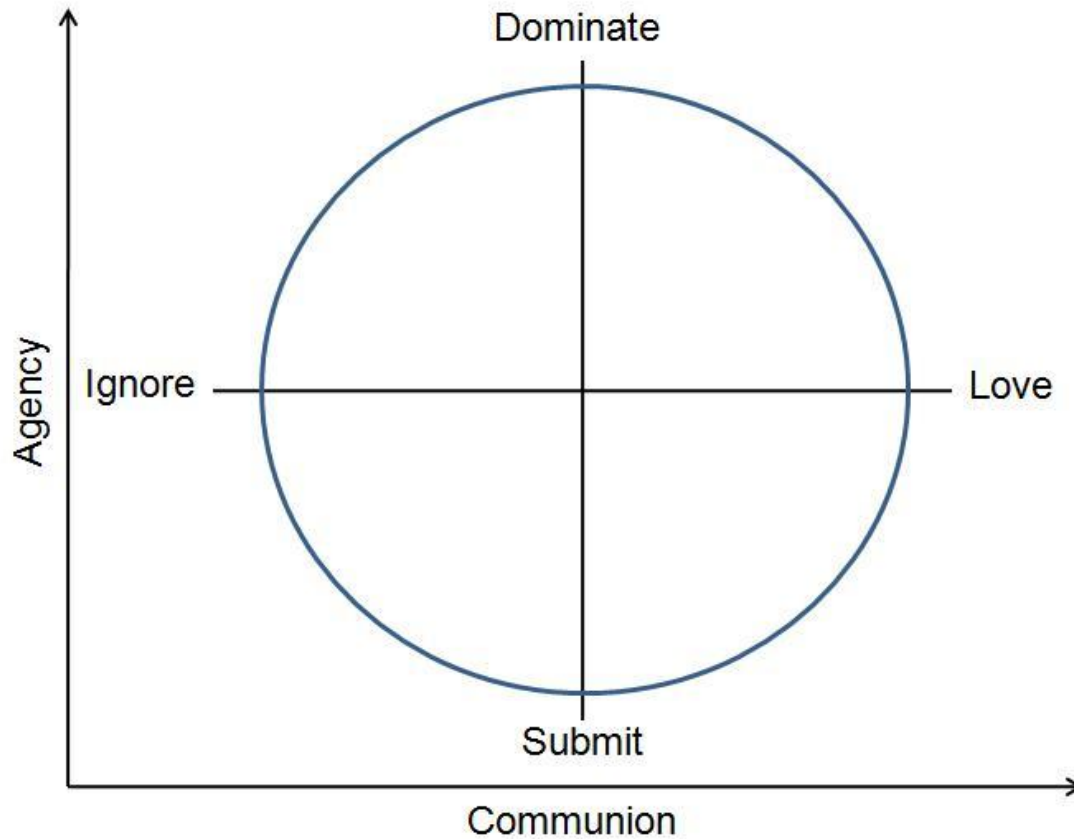


THE INTERPERSONAL CIRCUMPLEX THEORY AND MODEL

- model for conceptualizing, organizing, and assessing interpersonal behavior, traits, and motives (Wiggins, 2003),
- was initially inspired by Harry Stack Sullivan (1953) and later realized as a model by Timothy Leary (1957).
- These theories suggest that we can understand people's personality in social situations by using only two basic personality trait dimensions. The two traits can have many names depending on the specific theory but here we will conceptualize them as **agency** and **communion**.



INTERPERSONAL CIRCUMPLEX MODEL



- Source: <http://webspace.ship.edu/tosato/interpc.htm>



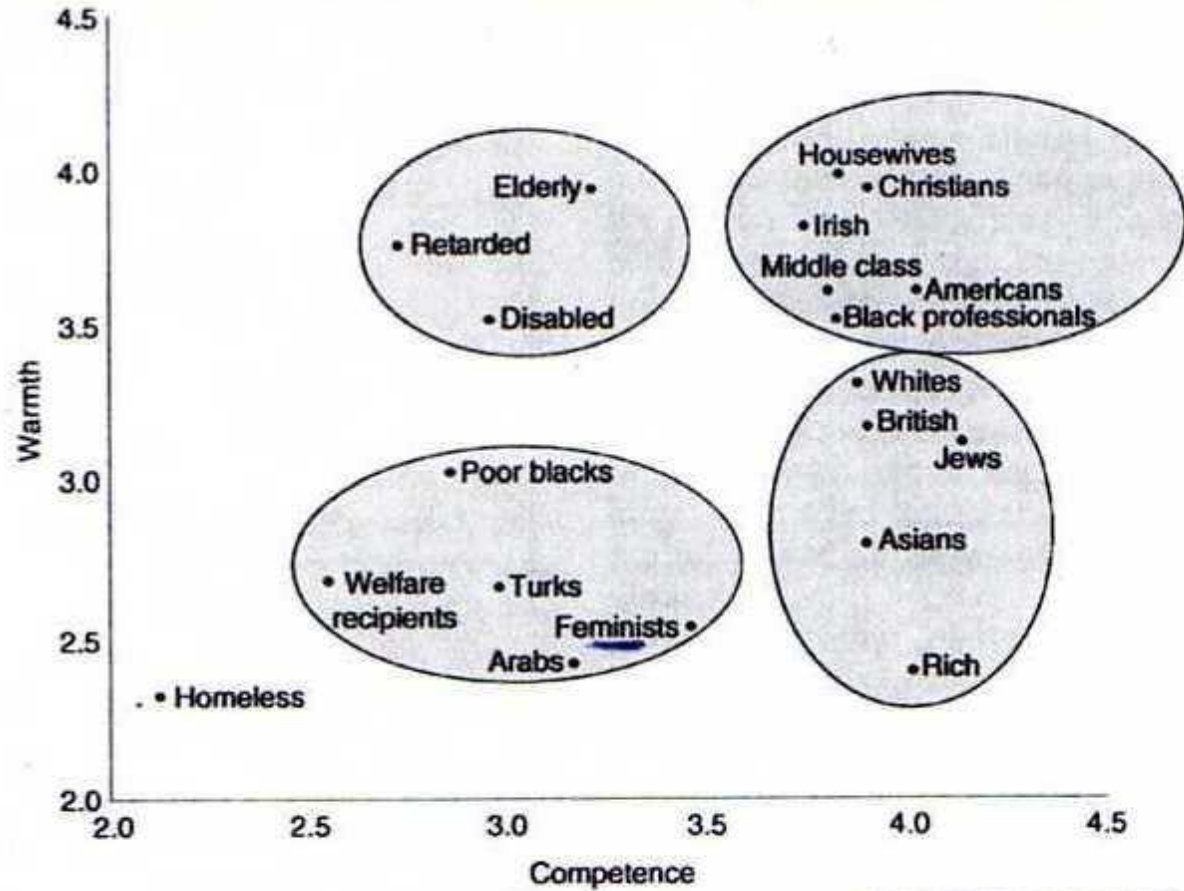
INTERPERSONAL CIRCUMPLEX

□ **Group perception and stereotypes**

- agency/male dimension vs communion/female dimension
(Abele, 2003; Abele, Wojciszke, 2007; Eagly, 1987; Spence, Helmreich, Stapp, 1974)
- warmth vs competence
(Fiske et. al., 2006; Glick, Fiske, 2001)
 - the intention & the ability to act
 - liking & respecting
 - **Warmth judgments are primary**



STEREOTYPE CONTENT MODEL OF SUSAN FISKE



BEHAVIORAL CONSEQUENCES

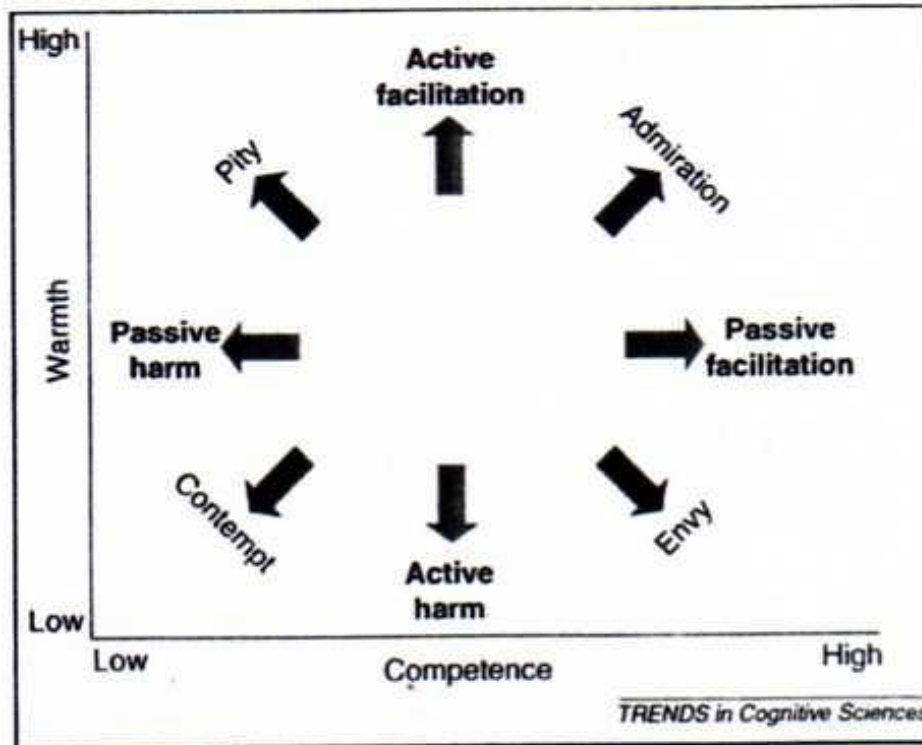


Figure 2. Schematic representation of behaviors from intergroup affect and stereotypes (BIAS) map. Competence and warmth stereotypes are represented along the x and y axes. Emotions are represented by red arrows on diagonal axes. Thus, groups in different quadrants are rated as receiving one predicted emotional prejudice and two predicted behaviors. Behavioral tendencies are represented by blue arrows on horizontal and vertical axes.



Thanks for your attention.

rasticova@fbm.vutbr.cz

